

<b>ОНТҮСТИК QAZAQSTAN MEDISINA AKADEMIASY</b> <b>«Оңтүстік Қазақстан медицина академиясы» АҚ</b>	 <b>SOUTH KAZAKHSTAN MEDICAL ACADEMY</b> <b>АО «Южно-Казахстанская медицинская академия»</b>
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**Syllabus**  
**Working curriculum for the discipline " Introduction to the Profession "**  
**Educational program 6B10115 " Medicine "**

<b>1. General information about the discipline</b>			
1.1	Course Code: IP-120 5	1.6	Academic year: 202 5 -202 6
1.2	Discipline name: Introduction to the profession	1.7	Course: 1
1.3	Prerequisites :	1.8	Semester: 1
1.4	Postrequisites : musculoskeletal system and skin are normal, nervous system and sensory and visual organs are normal, cardiorespiratory system is normal , digestive and endocrine systems are normal, genitourinary system is normal, blood and lymph are normal, introduction to the clinic	1.9	Number of credits ( ECTS ): 4
1.5	Cycle: BD	1.10	Component: UC
<b>2. Description of the discipline</b>			
An integrated course: developing medical knowledge, moral and ethical aspects, physician professional activity, healthcare organization, and treatment and care regimens. Developing skills in safe care and effective communication with patients, colleagues, and family members. Knowledge of medical law, patient rights, legal liability, compliance with Kazakhstani legislation, developing self-control, and continuously improving professional skills and competencies.			
<b>3. Summative assessment form</b>			
3.1	✓ Testing	3.5	Coursework
3.2	Writing	3.6	Essay
3.3	Oral	3.7	Project
3.4	✓ Assessment of practical skills	3.8	Other (specify)
<b>4. Objectives of the discipline</b>			
To develop students' understanding of the specifics of modern healthcare in the Republic of Kazakhstan in the context of a physician's professional activities, as well as to develop knowledge and skills in the field of medical ethics, effective communication in healthcare facilities, and the organization of patient monitoring and care, with the opportunity to apply theoretical legal knowledge in practice.			
<b>5. Final learning outcomes (LO of the discipline)</b>			
RO 1	Knowledge of regulatory legal acts and electronic healthcare systems of the Republic of Kazakhstan , explains the principles of their operation and uses them in everyday professional activities to ensure the legality and effectiveness of medical care.		
RO 2	Assesses the patient's functional state and the sanitary and epidemiological situation in the healthcare facility , applies care algorithms, complies with sanitary and hygienic standards, and formulates conclusions based on the analysis of collected data.		

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PO3	Demonstrates professional communication skills and knowledge of medical ethics , and analyzes and applies provisions of medical law to ensure quality medical care.																											
RO 4	Analyzes one's own professional activity in order to identify areas for development and improve its effectiveness.																											
5.1	<b>RO discipline</b>		<b>Learning outcomes of the EP, which are associated with the discipline's RO</b>																									
	RO 2		PO2Provides patient-centered care in the fields of biomedical, clinical, and epidemiological sciences, aimed at diagnosing, treating and preventing the most common diseases.																									
	RO 1		PO3 Operates within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare to ensure high-quality medical care																									
	RO 3		RO 4 Communicates effectively with patients, their families, and healthcare professionals in a manner that is ethical, deontological, and inclusive, resulting in effective information exchange and collaboration.																									
	RO 4		RO 10 Performs professional duties efficiently based on self-control and continuous improvement of one's activities.																									
6.	<b>Detailed information about the discipline</b>																											
6.1	<b>Venue (building, auditorium):</b> Introduction classesThe training is conducted in the department's clasSIWoms and the Center for Practical Health, which are equipped with specialized simulation models and computer systems. The department is located in Shymkent, Shymkent City Multidisciplinary Hospital No. 2, 92/9 Zhandosov Street (modular). Email : <a href="mailto:klinika_skma@mail.ru">klinika_skma@mail.ru</a> , <u>If you have any questions about training and/or technical support</u> , please call the numbers and/or email the addresses listed on the JSC SKMA website in the CALL-Center section																											
6.2	<b>Number of hours</b>		<b>Lectures</b>		<b>Practical. les.</b>		<b>Lab. z an.</b>		<b>SIWT</b>		<b>SIW</b>																	
	120		8		32		-		12		56/12																	
6.3	<b>Study plan for the discipline</b>																											
<b>Week</b>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	<b>Watch</b>											
<b>Lesson format</b>																												
<b>Basics of Medicine and Safe Care</b>	Lektur e	1	1													2												
	Practic e	2	2	1	2	1										8												
	SIWT		1	1	RK No. 1	1	RK No. 2									3												
	SIW		5	4		4										13+4(PA) =17												
<b>Medical Ethics and Communication Skills</b>	Lektur e						1	1								2												
	Practic e						2	2	1	2	1					8												
	SIWT						1	RK	1	1	RK					3												

	SIW					No. 3	4	No. 4						13+4(PA) =17
Medical law	Lekture								1	1	1	1		4
	Practice								4	3	3	3	3	16
	SIWT								2	1 RK No. 5	1 RK No. 6	1 RK No. 6		6
	SIW								6	6	6	6	6	30+4(PA) =34
7.	<b>Information about teachers</b>													
No.	<b>Full name</b>				<b>Degrees and position</b>				<b>Email address</b>					
1.	<b>Zhumadilova Akmarał Rakhmatullaevna</b>				Head of the Department, PhD, Acting Associate Professor				akmaral-aru@mail.ru					
2.	<b>Beisekeeva Zhuldyz Serikovna</b>				assistant				julbophthalm@gmail.com					
3.	<b>Ermolaeva Olga Aleksandrovna</b>				assistant				Olga83_07@mail.ru					
4.	<b>Mametai Zhansaya Baxытжанқызы</b>				assistant				Zhansaya . baxytzhanoval @ mail.ru					
5.	<b>Madesh Zhansaya Бауыржан қызы</b>				assistant				Johnsons98@mail.ru					
6.	<b>Tolegenova Fariza Anarbekkyzy</b>				assistant				dr.fariza90@mail.com					
7.	<b>Pozilov Bakhytzhan Zholdasbekovich</b>				Chief physician				Baxa-pazil@mail.ru					
8.	<b>Thematic plan</b>													
<b>Week / day</b>	<b>Topic Title</b>			<b>Summary</b>			<b>RO discipline</b>	<b>Hours</b>	<b>Methods/ learning technologies</b>			<b>Forms/ evaluation methods</b>		
1	<b>Lecture.</b> Patterns of development and history of medical knowledge. Content and types of medical practice.			The history of medicine as a science. Sources for the study of history medicine. Healing. Introduction to the medical profession. Content and types of medical activities. Organization of work			PO1 PO2 PO3 PO4	1	Introductory			Feedback (quick survey)		

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		in a hospital. Organization of work at the primary health care stage.				
	<b>Practical lesson.</b> Topic: Fundamentals of Medicine. Introduction to the Medical Profession. Personnel Hygiene. Moral and Ethical Aspects of a Doctor's Professional Activity.	Fundamentals of Medicine. Physician Personality – Key Professional Qualities and Professional Conduct. Personal Hygiene Rules for Personnel. The Concept of Hand Decontamination . Objectives and Levels of Hand Decontamination . Sequence of Hand Hygienic Procedures According to EN 1500. Rules for Putting on and Taking Off Sterile Gloves. Familiarization with the order of the Ministry of Health of the Republic of Kazakhstan dated April 23, 2013 No. 111	RO1 RO 2	2	Discussion of the topic's issues, Completing test assignments and solving situational problems. Practical skills training	Oral questioning, assessment of test assignments, assessment of situational problem solving. Practical skills development.
2	<b>Lecture.</b> The Nursing Process. Goals and Planning of Nursing Interventions. Safe Care: Goals, Objectives, and Methods.	The concept of the nursing process. Stages of the nursing process. The concept of need. Safe care. Therapeutic and protective regimen. Sanitary - anti-epidemic regime.	PO1 PO2 PO3 PO4	1	Overview	Feedback (quick survey)
	<b>Practical lesson.</b>	General concepts of	PO1	2	Discussion	Oral

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<p>Topic: Fundamentals of a healthy lifestyle and medical preventive measures.</p>	<p>health. Fundamental structures of the modern health concept. Population health indicators. Factors determining and influencing human health. The concept of a "healthy lifestyle." Lifestyle and its components. Disease risk factors. Primary and secondary disease risk factors. Healthy lifestyle culture. Motivation for a healthy lifestyle.</p>	<p>PO2 PO3 PO4</p>	<p></p>	<p>of the topic's issues, completing test assignments, solving situational problems</p>	<p>survey, assessment of test assignments, assessment of situational problem solving</p>
<p><b>SIWT/SIW.</b> Patient care and its importance. Fundamentals of patient care.</p>	<p>Skin care. Wet wiping of the skin. Washing feet in bed. Nail care. Oral care algorithm. Features of care for dentures. Oral care of an unconscious patient. Hair care. Eye care. Instillation of eye drops. Application of eye ointment. Nasal care. Instillation of drops into the nose. Ear care. Instillation of drops into the ear. Purpose and technique of using Esmarch's mug. Assistance with physiological functions. Use of bedpans and urine bags. Types of bedpans and urine bags. Care of the perineum and genitals.</p>	<p>PO2 PO3</p>	<p>1/5</p>	<p>Preparation of presentations, tests, and case studies. Practical skills training .</p>	<p>Presentation defense, writing test assignments, and creating situational problems. Practicing practical skills</p>
<p><b>3</b></p> <p><b>Practical lesson .</b> Therapeutic and protective</p>	<p>Daily routine in the hospital. Patient activity regimens in the hospital. Artificial</p>	<p>PO1 PO2 PO4</p>	<p>1</p>	<p>Discussion of the topic's</p>	<p>Oral questioning,</p>

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<p>regime. Sanitary - anti-Epidemic regime. Nutritional regime for patients</p>	<p>and natural feeding. The purpose of a functional bed. The concept of "sanitary and anti-epidemic regime." Types of cleaning in healthcare facilities. Disinfection of cleaning equipment. Sterilization. Disinfection. Autoclave. Asepsis and antisepsis. Familiarization with the order of the Ministry of Health of the Republic of Kazakhstan dated August 11, 2020, No. 96. Familiarization with the order dated December 2, 2022, No. КРДСМ-151</p>			<p>issues, Completing test assignments and solving situational problems. Practical skills training</p>	<p>assessment of test assignments, assessment of situational problem solving. Practical skills development</p>
<p><b>SIWT /SIW.</b> Various functional patient positions in bed. Concept of body biomechanics. Patient transportation</p>	<p>Bed positions that contribute to the development of complications: bedsores, necrosis, circulatory problems, dizziness, headaches. The purpose of a functional bed. Human biomechanics. Rules for transporting a patient on a stretcher. Optimal positions for transporting the injured depending on the type of injury. Methods for transferring seriously ill patients from a stretcher to a bed. Patient carrying methods. Methods for moving a patient in bed. Assistance with</p>	<p>PO1 PO2 PO3</p>	<p>1/4</p>	<p>Preparation of presentation s, tests, and case studies. Practical skills training .</p>	<p>Presentation defense , writing test assignments, and developing clinical case studies. Practical skills development</p>

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		independent patient mobility.				
	<b>Mid control No. 1</b>	<b>Topics of lectures, practical classes, and independent work covered over 1-3 weeks</b>	<b>PO1 PO2 PO3 PO4</b>		<b>Demonstration of practical skills, written questioning on tickets, oral questioning and testing</b>	<b>Criteria-based assessment</b>
4	<b>Practical lesson.</b> Nosocomial infection.	The concept of a "safe hospital environment". Infection safety. Nosocomial pathogens. Routes of transmission of nosocomial infections. Sources of nosocomial infections and risk groups. Diseases related to nosocomial infections. Causes of the occurrence and development of nosocomial infections. The occurrence of nosocomial infections, including the causes of Covid-19 infection. Prevention of nosocomial infections and Covid infection - Order of the Ministry of Health of the Republic of Kazakhstan dated December 2, 2022, No. КР ДСМ-151. Order of the Ministry of Health of the Republic of Kazakhstan dated May 27, 2021, No. 47	PO1 PO2	2	Discussion of the topic's issues, Completing test assignments and solving situational problems. Practical skills training	Oral questioning, assessment of test assignments, assessment of situational problem solving. Practical skills development

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	<p><b>SIWT /SIW.</b> Caring for the Elderly. Communication Basics for Working with Patients and Their Families.</p>	<p>Placing the patient in bed ( Fowler's position, Sims' position ). Nursing interventions to address needs. Medical interview, interpretation, and planning: key tasks, structure of the medical interview. Collecting anamnesis from patients . Basic theories of communication. General characteristics of the communication process in the professional activities of a physician.</p>	<p>PO2 PO3 PO4</p>	<p>1/3</p>	<p>Preparation of presentations, tests, and case studies. Practical skills training .</p>	<p>Presentation defense , writing test assignments, and creating situational problems. Practicing practical skills</p>
5	<p><b>Practical lesson.</b> Assessing the patient's functional status: general condition, consciousness, position, anthropometric data, and temperature . Assessing vital signs: skin condition, respiration, pulse and its properties, and blood pressure.</p>	<p>Methods for conducting anthropometric measurements (height, weight, chest circumference, abdominal circumference). Types of thermometers and their operating principles. Methods for measuring body temperature ( axillary , oral, rectal). Assessing skin moisture and tissue turgor. Pulse and its properties. Normal heart rate. Classification of blood pressure levels. Design and operating principle of a tonometer. Rules for measuring blood pressure. Methodology for conducting 24-hour</p>	<p>PO2 PO3 PO4</p>	1	<p>Discussion of the topic's issues,Com pleting test assignments and solving situational problems. Practical skills training</p>	<p>Oral questionin g, assessmen t of test assignmen ts, assessmen t of situational problem solving. Practical skills developme nt</p>

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		blood pressure monitoring .				
	<b>SIWT /SIW.</b> Therapeutic nutrition. Principles of feeding patients. Assessment of the patient's functional state.	Types of therapeutic nutrition. Characteristics of therapeutic diets according to M.I. Pevzner. The modern system of standard diets. Organizing patient nutrition in the hospital. Oral, artificial, and parenteral nutrition. The importance of therapeutic nutrition. Indicators characterizing a person's functional state. Characteristics of basic human needs. Maslow's hierarchy of needs . Assessing a person's general condition. Types of patient positions in bed for various illnesses.	PO2 PO3 PO4	1/4	Preparation of presentations, tests, and case studies. Practical skills training .	Presentation defense , writing test assignments, and creating situational problems. Practicing practical skills
	<b>Mid control No. 2</b>	<b>Topics of lectures, practical classes, and independent work covered during weeks 4-5</b>	PO1 PO2 PO3 PO4		<b>Demonstration of practical skills, written questioning on tickets, oral questioning and testing</b>	<b>Criteria-based assessment</b>
6	<b>Lecture.</b> Medical ethics: concept and basic principles. Ethical aspects of physician-colleague relationships. Basic clinical skills and vital	The importance of medical ethics for medical practice. Professionally important skills and the role of communication skills	PO1 PO2 PO3 PO4	1	Overview	Feedback (quick survey)

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	signs.	in the doctor - patient relationship. Interpersonal communication with colleagues. Teamwork. Clinical skills and vital signs.				
	<b>Practical lesson.</b> Ethical aspects of physician relationships with nursing staff. Effective communication as a means of motivating nursing staff.	Aspects of physician relationships with mid-level and junior medical staff. Effective communication as a way to motivate mid-level and junior staff.	PO1 PO2 PO3 PO4	2	Discussion of the topic's issues, completing test assignments, solving situational problems	Oral survey, assessment of test assignments, assessment of situational problem solving
7	<b>Lecture.</b> Communication skills, ability, and competence. Basic principles of effective communication with patients, their families, and colleagues.	Communication skills, abilities, and competence. Types of communication. Basic principles of effective communication with patients, their families, and colleagues.	PO1 PO2 PO3 PO4	1	Overview	Feedback (quick survey)
	<b>Practical lesson.</b> Deontological aspects of patient care.	The concept of "medical deontology." The concept of "medical ethics." Forms and models of biomedical ethics. The concept of "moral and medical duty." The concept of "communication." The functions and levels of communication. The impact of illness on the patient's personality. Deontological aspects of patient care.	PO1 PO2 PO3 PO4	2	Discussion of the topic's issues, completing test tasks, solving situational problems	Oral survey, assessment of completion of test tasks, assessment of solutions to situational problems.

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	<p><b>SIWT /SIW.</b> Carrying out subcutaneous, intramuscular and intravenous injections. Medical waste.</p>	<p>Preparing a sterile tray for use with a sterile table. Parenteral drug administration. Intradermal drug administration. Subcutaneous drug administration. Classification of medical waste. Procedure for collecting class A , B, C, D, and D waste. Sanitary and epidemiological requirements for working conditions of personnel handling waste.</p>	<p>PO2 PO3 PO4</p>	<p>1/5</p>	<p>Preparation of presentations, tests, and case studies. Practical skills training .</p>	<p>Presentation defense , writing test assignments, and developing clinical case studies. Practical skills development</p>
	<b>Mid control No. 3</b>	<b>Topics of lectures, practical classes, and independent work covered during weeks 6-7</b>	<b>PO1 PO2 PO3 PO4</b>		<b>Demonstration of practical skills, written questioning on tickets, oral questioning and testing</b>	<b>Criteria-based assessment</b>
8	<b>Practical lesson .</b> Deontological aspects of patient care (HIV, infectious diseases, oncology)	The concept of "difficult patients." Ethical aspects of interactions with difficult patients. 5 stages of psychological distress. Ethical aspects of communication with terminally ill and dying patients. Doctor-patient confidentiality.	PO1 PO2 PO3 PO4	1	Discussion of the topic's issues, completing test assignments , solving situational problems	Oral survey, assessment of test assignments, assessment of situational problem solving
	<b>SIWT /SIW.</b> Methods for assessing physician	Methods for assessing physician	PO2 PO3	1/4	Preparation of	defense , preparation

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	physician communication skills by colleagues. Communication skills. Communication barriers in communication processes.	communication skills by colleagues. Communication skills. Communication barriers in communication processes.	PO4		presentations, test assignments, and situational tasks.	n of test assignment s, preparation of situational problems.
9	<b>Practical lesson.</b> Incurable sick, palliative care, doctor's tactics. Incurable patients, the concept of euthanasia tactics doctor.	Incurable sick, palliative care, doctor's tactics. Incurable patients, the concept of euthanasia tactics doctor's plan organizations and workschools of chronic patients (optional - asthma school, cardio school, School of Diabetes and etc.).	PO1 PO2 PO3 PO4	2	Discussion of the topic's issues, completing test assignments, solving situational problems	Oral survey, assessment of completion of test tasks, assessment of solutions to situational problems
10	<b>Practical lesson.</b> Communicatively - ethical problems dying, resuscitation and death. Messages ad news. Conflictology.	Communicatively - ethical problems dying, resuscitation and death. Messages ad news. Conflictology, concept and solutions.	PO1	1	Discussion of the topic's issues, completing test assignments, solving situational problems	Oral survey, assessment of test assignments, assessment of situational problem solving
	<b>SIWT /SIW.</b> Respect for human rights in health care. Prioritizing preventive measures in health care.	Accessibility and universality of health care. Responsibility of government bodies for ensuring citizens' health rights.	PO1 PO3 PO4	1/4	Preparation of presentations, test assignments, and situational tasks	defense, preparation of test assignments, preparation of clinical case studies.
	<b>Mid control No. 4</b>	<b>Topics of lectures, practical classes, and independent work</b>	PO1 PO2 PO3		<b>Written ticket survey,</b>	<b>Criteria-based assessment</b>

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		covered during weeks 8-10	PO4		oral survey and testing	t
11	<b>Lecture.</b> Legal aspects of licensing and certification of medical activities in the Republic of Kazakhstan.	The procedure for obtaining a license, requirements for medical organizations and specialists, control and supervision in the field of healthcare	PO1 PO2 PO3 PO4	1	Overview	Feedback (quick survey)
	<b>Practical lesson.</b> The problem of quality of medical care and standardization in medicine . Electronic healthcare system of the Republic of Kazakhstan.	The concept and importance of quality of medical care and the activities of medical organizations. Monitoring and assessing the quality of medical care. Characteristic features of healthcare in modern Kazakhstan. Development of the healthcare system in the Republic of Kazakhstan. Key principles of legislative regulation of the healthcare system in the Republic of Kazakhstan. State programs for the development of healthcare in the Republic of Kazakhstan. Key principles and general approaches to the development of the electronic healthcare system in the Republic of Kazakhstan.	PO1 PO2 PO3 PO4	4	Oral survey, assessment of performance of situational tasks and test assignments .	Oral survey, assessment of performance of situational tasks and test assignments .
	<b>SIWT /SIW.</b> Legal basis for medical prevention Legal status of healthcare institutions.	Legal means for preventing mass infectious and non-infectious diseases. Legal foundations and means for preventing	PO1 PO4	2/6	Preparation of presentations, test assignments,	defense , preparation of test assignments, preparation

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		and treating alcoholism, drug addiction, HIV infection, sexually transmitted diseases, and tuberculosis. Medical examinations.			and situational tasks	of situational problems.
12	<b>Lecture.</b> Modern healthcare and medicine in the Republic of Kazakhstan. Medical insurance.	The current state of healthcare in the Republic of Kazakhstan. Reforms in the healthcare system. State programs for healthcare development in the Republic of Kazakhstan. The country's healthcare system today. Key principles and general approaches to developing an electronic healthcare system in the Republic of Kazakhstan. Mandatory social health insurance in the Republic of Kazakhstan.	PO1 PO4	1	Overview	Feedback (quick survey)
	<b>Practical lesson.</b> Patient rights when visiting a healthcare facility	The concept of healthcare and medicine. The patient's right to health protection and its guarantees. Healthcare and medical care in the public system. Legal relations in the healthcare system: concept, types, and characteristics.	PO1 PO3 PO4	3	Discussion of the topic's issues, completing test tasks, solving situational problems.	Oral survey, assessment of test assignments, assessment of situational problem solving
	<b>SIWT /SIW.</b> The procedure and conditions for licensing in the field of healthcare.	Legal framework for sanitary and epidemiological surveillance. Legal status of healthcare	PO1 PO4	1/6	Preparation of presentations, test assignments,	defense, preparation of test assignments,

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		institutions. Licensing procedures and conditions in healthcare.			and situational tasks	preparation of situational problems.
	<b>Mid control No. 5</b>	<b>Topics of lectures, practical classes, and independent work covered during weeks 11-12</b>	<b>PO1 PO2 PO3 PO4</b>		<b>Written ticket survey, oral survey and testing</b>	<b>Criteria-based assessment</b>
13	<b>Lecture:</b> Confidentiality and Personal Data Protection in Medical Practice	Medical confidentiality, rules for processing and storing medical documentation, liability for disclosure.	PO1 PO2 PO3 PO4	1	Overview	Feedback (quick survey)
	<b>Practical lesson.</b> Rights of certain groups of the population in the field of health protection.	Healthcare rights of certain population groups. Family rights to healthcare. Healthcare rights of pregnant women and mothers. Healthcare rights of minors.	PO1 PO4	3	Discussion of the topic's issues, completing test tasks, solving situational problems.	Oral survey, assessment of test assignments, assessment of situational problem solving
	<b>SIWT /SIW.</b> Medical examination and legal aspects of controversial cases in medicine	Forensic medical examination, examination of the quality of medical services , the role of expert commissions)	PO1 PO4	1/6	Preparation of presentations, test assignments, and situational tasks	defense , preparation of test assignments, preparation of situational problems.
14	<b>Lecture.</b> Objectives and principles of medical law. The right to health protection and medical care.	Medical law: concept, goals, objectives, principles. The right to health protection and medical care. Principles of state policy in the field of	PO1 PO2 PO3 PO4	1	Overview	Feedback (quick survey)

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		health care.				
15	<b>Practical lesson.</b> Legal status of healthcare workers. State oversight in the field of public health protection.	Medical worker and physician – concept and legal status. Rights, duties, and responsibilities of medical workers. Types and characteristics of the rights of medical workers and physicians. Attending physician. Family physician. Healthcare oversight. Social protection of medical workers. Remuneration and compensation.	PO1 PO4	3	Discussion of the topic's issues, completing test tasks, solving situational problems.	Oral survey, assessment of test assignments, assessment of situational problem solving
	<b>SIWT /SIW.</b> Legal liability in medical practice	Civil, administrative and criminal liability for violation of healthcare legislation	PO1 PO4	1/6	Preparation of presentations, test assignments, and situational tasks	defense, preparation of test assignments, preparation of situational problems.
15	<b>Practical lesson.</b> Legal regulation of medical care	The concept and legal regulation of medical care. The specifics of relationships in the field of medical care. Illness, injury, and ailment as a legal basis for medical examination and treatment. Refusal of medical intervention. Provision of medical care without consent. Mandatory medical examination. Legal aspects of some	PO1 PO4	3	Discussion of the issues of the topic, completing test tasks, solving situational problems.	Oral survey, assessment of test assignments, assessment of situational problem solving

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		modern types of medical practice.												
	<b>SIWT /SIW.</b> Legal regulation of telemedicine and digitalization of healthcare in the Republic of Kazakhstan	Electronic medical records, remote consultations, data protection	PO1 PO4	1/6	Preparation of presentations, test assignments, and situational tasks	defense , preparation of test assignments, preparation of situational problems.								
	<b>Mid control No. 6</b>	<b>Topics of lectures, practical classes, and independent work covered during weeks 13-15</b>	PO1 PO2 PO3 PO4		<b>Written ticket survey, oral survey and testing</b>	<b>Criteria-based assessment</b>								
<b>Preparation and conduct of interim assessment:</b>				<b>12 hours</b>										
<b>9.</b>	<b>Teaching methods</b>													
9 .1	Lectures	Introductory, overview, feedback (quick survey)												
9.2	Practical classes	Discussion of key topics, completion of tests, and solution of situational problems. Practical skills training.												
9 .3	SIW P /SIW	Presentation defense , writing test assignments, and creating situational problems. Practicing practical skills												
9 .4	Mid control	Demonstration of practical skills, written questioning on tickets, oral questioning and testing												
<b>10.</b>	<b>Evaluation criteria</b>													
<b>10.1</b>	<b>Criteria for assessing the learning outcomes of the discipline</b>													
<b>No. RO</b>	<b>Learning outcome</b>	<b>Dissatisfaction -verbosely</b>	<b>Satisfactorily</b>	<b>Good</b>	<b>Great</b>									
<b>RO 1</b>	Knowledge of regulatory legal acts and electronic healthcare systems of the Republic of Kazakhstan , explains the principles of their operation and uses them in everyday professional activities to ensure the legality and effectiveness of medical care.	1. Does not name the regulatory legal acts and electronic healthcare systems of the Republic of Kazakhstan 2. Does not know the principles of	1. Does not fully name the regulatory legal acts and electronic healthcare systems of the Republic of Kazakhstan. 2. Does not fully understand the	1. Describes regulatory legal acts and electronic healthcare systems of the Republic of Kazakhstan. 2.	1. Describes regulatory legal acts and electronic healthcare systems of the Republic of Kazakhstan. 2.	1. Evaluates theories and concepts of modern healthcare and medicine in the Republic								

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<p><b>RO 2</b></p> <p>Assesses the patient's functional state and the sanitary and epidemiological situation in the healthcare facility , applies care algorithms, complies with sanitary and hygienic standards, and formulates conclusions based on the analysis of collected data.</p>	<p>their work to ensure the legality and effectiveness of medical care.</p>	<p>principles of their work to ensure the legality and effectiveness of medical care.</p>	<p>Explains principles of their work and uses them in everyday professional activities to ensure legality</p>	<p>of Kazakhstan.</p> <p>2. Analyzes the principles of their work and uses them in everyday professional activities to ensure the legality and effectiveness of medical care.</p>
<p>1. Does not know the patient's assessment.</p> <p>2. Does not know the sanitary and epidemiological situation in the healthcare facility.</p> <p>3. Does not know the algorithms for patient care.</p> <p>4. Doesn't know sanitary and hygienic standards</p>	<p>1. Does not fully describe the patient's functional state.</p> <p>2. Does not fully describe the sanitary and epidemiological situation in the healthcare facility.</p> <p>3. Does not fully describe patient care algorithms.</p> <p>4. Does not fully explain sanitary and hygienic standards</p>	<p>1. Explains the patient's functional state.</p> <p>2. Explains the sanitary and epidemiological situation in the healthcare facility.</p> <p>3. Explains patient care algorithms.</p> <p>4. Explains and observes sanitary and hygienic standards and formulates</p>	<p>1. Assesses the functional state of the patient.</p> <p>2. Assesses the sanitary and epidemiological situation in the healthcare facility.</p> <p>3. Applies patient care</p>	

					conclusions	algorithm s. 4. Complies with sanitary and hygienic standards and formulate s conclusio ns based on the analysis of collected data.
<b>RO 3</b>	Demonstrates professional communication skills and knowledge of medical ethics , and analyzes and applies provisions of medical law to ensure quality medical care.	1. Does not know communication skills and medical ethics. 2. Doesn't knowprovisions of medical law.	1. Does not understand and cannot explain communication skills and knowledge of medical ethics. 2. Does not fully identify the provisions of medical law to ensure quality medical care.	1.Explains professional communication skills and knowledge of medical ethics. 2. Explainsprovisions of medical law to ensure quality medical care.	1. Demonstrates professional communication skills and knowledge of medical ethics. 2. Analyzes and applies the provisions of medical law to ensure quality medical care.	

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<b>RO 4</b>	Analyzes one's own professional activity in order to identify areas for development and improve its effectiveness.	1. Does not know the function of his activities for development and improvement	1. Does not fully name the functions of his activities in order to improve	1. Describes professional activity with the aim of identifying areas for development and increasing its effectiveness .	1. Analyzes own professional activity with the aim of identifying areas for development and increasing its effectiveness .
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## 10.2 Methods and criteria for evaluation

### Checklist for the practical lesson

	<b>Form of control</b>	<b>Grade</b>	<b>Evaluation criteria</b>
<b>1</b>	Oral survey	<p><b>Excellent</b> C corresponds to points: A (4.0; 95-100%)</p> <p><b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)</p>	<ul style="list-style-type: none"> <li>- Awarded if the student made no errors or inaccuracies during their answer. They are familiar with the theories, concepts, and approaches in the discipline being studied and provide a critical assessment of them, and utilize the scientific achievements of other disciplines.</li> <li>- This is awarded if the student made minor errors or inaccuracies during their answer. They are familiar with the theories, concepts, and approaches in the discipline being studied and provide a critical assessment of them, and utilize the scientific achievements of other disciplines.</li> </ul>

		<p>C+ (2.33; 70-74%);</p> <p><b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%);</p> <p><b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%);</p> <p><b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%)</p> <p><b>SatisfactorilyC</b> corresponds to points: D (1.0: 50-54%)</p>	<p>always be complete. Applies knowledge to real-world situations.</p> <ul style="list-style-type: none"> <li>- Basic knowledge, but difficulty applying. Able to solve common problems, but not always able to solve more complex ones correctly. Expresses ideas superficially, sometimes unable to analyze a topic in depth. Often requires assistance and clarification.</li> <li>- Basic understanding of the material with difficulty applying it. Solves simple problems but encounters difficulties with more complex ones . Difficulty reasoning and expressing ideas. Requires additional support and clarification.</li> </ul>
		<p><b>Unsatisfactory C</b> corresponds to the score: F X(0.5; 25-49%)</p> <p><b>Unsatisfactory C</b> corresponds to the score: F(0; 0-24%)</p>	<ul style="list-style-type: none"> <li>- Basic knowledge of the material, but has problems applying it. Solves simple problems, but makes mistakes in more complex ones . Expresses ideas superficially and weakly substantiates his answers. Needs additional assistance and clarification.</li> <li>- Limited understanding of theory. The student has difficulty solving even simple problems. Answers are incomplete, poorly reasoned, and often unstructured. Requires constant support and motivation.</li> <li>- Very poor understanding of the material. The student cannot solve most assignments without making mistakes. Difficulty expressing even simple ideas.</li> <li>- Superficial understanding of the material, often missing the basics. Incapable of solving problems without significant errors. Very weak in reasoning and unable to present answers logically. Requires constant monitoring and assistance to progress.</li> </ul>
			<ul style="list-style-type: none"> <li>- This is given if the student made fundamental errors during the answer, did not study the main literature on the topic of the lesson, and does not know how to use the scientific terminology of the discipline.</li> <li>- This is given if the student made fundamental errors during their answer, failed to cover the relevant literature, is</li> </ul>

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			unable to use the relevant scientific terminology, and makes significant stylistic and logical errors. They do not answer any of the questions asked.
2	Completing test assignments	<b>Excellent</b> C corresponds to points: A (4.0; 95-100%) <b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)	<ul style="list-style-type: none"> <li>- All tasks completed correctly. Excellent understanding, no errors. 19-20 test tasks.</li> <li>- Almost no errors, 1-2 shortcomings. Confident knowledge. 18 test tasks</li> </ul>
		<b>Good</b> Corresponds to points: B+ (3.33; 85-89%); <b>Good</b> corresponds to points: B (3.0; 80-84%); <b>Good</b> corresponds to points: B- (2.67; 75-79%) <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);	<ul style="list-style-type: none"> <li>- Minor errors, logic preserved, knowledge is good. 17 test tasks</li> <li>- Errors were made in 4 tasks, understanding is average. 16 test tasks</li> <li>- Errors in 5 tasks, superficial knowledge. 15 test tasks.</li> <li>- Errors in 6 tasks, the logic is poor, requires improvement. 14 test tasks</li> </ul>
		<b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%); <b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%); <b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%) <b>SatisfactorilyC</b> corresponds to points: D (1.0; 50-54%)	<ul style="list-style-type: none"> <li>- Many errors, basic knowledge partially mastered. 13 test tasks</li> <li>- Poor understanding, logical errors. 12 test tasks.</li> <li>- Almost half is incorrect, knowledge is unstable. 11 test tasks</li> <li>- Exactly half completed, weak level. 10 test tasks</li> </ul>
		<b>Unsatisfactory</b> Corresponds to points: F X(0.5; 25-49%) <b>Unsatisfactory</b> Corresponds to points: F(0; 0-24%)	<ul style="list-style-type: none"> <li>- More than half of the test questions are incorrect. 5-9</li> <li>- Tasks not completed or completed with critical errors. 0-4 test tasks</li> </ul>
3	Solving situational problems	<b>Excellent</b> C corresponds to points: A (4.0; 95-100%)	<ul style="list-style-type: none"> <li>- Actively participated in solving situational problems, demonstrating original thinking, deep knowledge, confidently used scientific terminology, and drew on data from related</li> </ul>

	<p><b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)</p> <p><b>Good</b> Corresponds to the following scores: B+ (3.33; 85-89%); <b>Good</b> corresponds to points: B (3.0; 80-84%); <b>Good</b> corresponds to points: B- (2.67; 75-79%) <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);</p> <p><b>Satisfactorily</b> C corresponds to points: C (2.0; 65-69%); <b>Satisfactorily</b> C corresponds to points: C- (1.67; 60-64%); <b>Satisfactorily</b> C corresponds to points: D+ (1.33; 55-59%) <b>Satisfactorily</b> C corresponds to points: D (1.0; 50-54%)</p> <p><b>Unsatisfactory</b></p>	<p>disciplines.</p> <ul style="list-style-type: none"> <li>- Demonstrated high activity in solving situational problems, demonstrated a good understanding of the material, used terms and knowledge from other disciplines, and allowed rare, minor inaccuracies.</li> <li>- Participated in solving situational problems, demonstrated knowledge of the material, allowed for some inaccuracies, and used scientific terminology with minor difficulties.</li> <li>- He worked actively with situational problems, knew the material, made correctable errors, and scientific terminology was used inconsistently.</li> <li>- Participated in solving situational problems, but was uncertain, made inaccuracies and mistakes, and scientific terms were used partially or with errors.</li> <li>- Worked passively with situational problems, demonstrated a superficial understanding, made errors in terminology, and needed prompting.</li> <li>- When completing situational tasks, he showed passivity, made significant mistakes, had poor understanding of the material, and had difficulties with terminology.</li> <li>- He hardly participated in solving situational problems, made gross mistakes, poorly organized the material, and did not use scientific vocabulary.</li> <li>- Worked poorly with situational problems, made many fundamental mistakes, had difficulty formulating answers, and used terminology incorrectly.</li> <li>- Passive when solving situational problems, demonstrated a weak understanding of the topic, often strayed from the essence, and did not use terminology.</li> <li>- Did not participate in solving situational</li> </ul>
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4	<p>Practicing practical skills</p>	<p>Corresponds to points: F X(0.5; 25-49%) <b>Unsatisfactory</b> Corresponds to points: F(0; 0-24%)</p>	<p>problems, made fundamental mistakes, did not use scientific vocabulary, and the answers were fragmentary or erroneous.</p> <ul style="list-style-type: none"> <li>- Completely ignored the situational tasks, demonstrated a lack of understanding of the topic, terminology was missing, and the errors were gross and systemic.</li> </ul>
		<p><b>Excellent</b> C corresponds to points: A (4.0; 95-100%) <b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)</p>	<ul style="list-style-type: none"> <li>- The student demonstrates excellent practical skills: clearly knows the methodology for performing practical skills, performs actions confidently, competently and accurately, and confidently possesses the skills to care for a patient without errors.</li> <li>- The student possesses excellent practical skills: knows the methodology quite accurately, performs practical skills with minimal errors, confidently and correctly provides patient care.</li> </ul>
		<p><b>Good</b> Corresponds to the following scores: B+ (3.33; 85-89%); <b>Good</b> corresponds to points: B (3.0; 80-84%); <b>Good</b> corresponds to points: B- (2.67; 75-79%); <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);</p>	<ul style="list-style-type: none"> <li>- The student has good practical skills: knows the methodology, but allows for some inaccuracies, but generally correctly performs patient care skills.</li> <li>- The student knows the methodology for performing practical skills, but makes recurring minor errors; performs patient care skills sufficiently, but not always confidently.</li> <li>- The student has a basic understanding of practical skills, admits uncertainty when performing tasks, may make technical errors, and requires adjustments to patient care.</li> <li>- The student knows the methodology for performing practical skills, but not precisely enough; patient care skills are partially mastered and require additional supervision from the instructor.</li> </ul>
		<p><b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%); <b>SatisfactorilyC</b> corresponds to points:</p>	<ul style="list-style-type: none"> <li>- The student demonstrates satisfactory practical skills: knows the main stages of the methodology, but often makes mistakes, and carries out patient care with gross violations</li> </ul>

	<p>C- (1.67; 60-64%); <b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%) <b>SatisfactorilyC</b> corresponds to points: D (1.0: 50-54%)</p>	<p>of sequence and technique.</p> <ul style="list-style-type: none"> <li>- The student has a poor understanding of the methodology for performing practical skills, makes significant mistakes, patient care skills are mastered at a minimal level, and performance requires constant guidance.</li> </ul>
	<p><b>Unsatisfactory</b> Corresponds to points: F X(0.5; 25-49%) <b>Unsatisfactory</b> Corresponds to points: F(0; 0-24%)</p>	<ul style="list-style-type: none"> <li>- The student knows individual elements of the methodology, but practical implementation is accompanied by serious errors, and patient care does not meet basic requirements.</li> <li>- The student shows uncertainty in his actions, makes serious mistakes when performing practical skills, and patient care violates basic principles.</li> </ul> <ul style="list-style-type: none"> <li>- The student cannot correctly reproduce the methodology for performing practical skills, performs patient care incorrectly or does not perform it at all, and makes critical errors.</li> <li>- The student does not have a sufficient level of practical skills: does not know the methodology, cannot apply even basic patient care skills, and is completely unable to cope with the practical task.</li> </ul>

#### Checklist for SIW P/SIW

	Form of control	Grade	Evaluation criteria
1	Presentations	<p><b>Excellent</b> C corresponds to points: A (4.0; 95-100%) <b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)</p>	<p>The presentation is fully structured, with a clear introduction, main content, and logical conclusion. Visual aids (graphs, diagrams, images) are perfectly suited and effectively support the topic. The presentation is error-free, and the information is presented clearly, convincingly, and at a high level. The student presents the material confidently and answers questions quickly and accurately.</p> <p>The presentation is well structured, with a logical flow and clear content. Visual aids are used appropriately, although their relevance to the topic could be improved. The presentation is of a high standard, with minor errors or omissions. The student</p>

			<p>presents the material confidently and clearly, although there may be minor inaccuracies in their answers to questions.</p>
		<p><b>Good</b> Corresponds to points: B+ (3.33; 85-89%);  <b>Good</b> corresponds to the following scores: B (3.0; 80-84%);  <b>Good</b> corresponds to the scores: B- (2.67; 75-79%)  <b>Good</b> corresponds to points:  C+ (2.33; 70-74%);</p>	<p>The presentation is structured and logical, with a clear introduction, main content, and conclusion. Excellent use of visuals (graphs, diagrams, images) to support and enhance the main content. Presents information clearly and confidently, answering questions. The presentation is well-prepared and free of significant errors. The presentation is well organized and logically structured. Uses visual aids, but they are not always perfectly relevant to the topic or do not always support the arguments. Presents information clearly, but there may be minor pauses or hesitations when answering questions. Good command of the material, with a few minor errors.</p> <p>The presentation has a general structure, but some parts may be unclear or not entirely logical. Visual aids are used, but they are sometimes inappropriate or lack sufficient detail. The presentation is presented with some difficulty, with possible omissions or uncertain answers to questions. The student demonstrates basic knowledge but needs further development.</p> <p>The presentation has a basic structure, but significantly lacks clarity and logic in some sections. Visuals poorly support the main content or are not used effectively. The presentation is not always clear, and there may be significant pauses, errors, or vague answers to questions. Both the content and the presentation require revision and improvement .</p>
		<p><b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%);  <b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%);  <b>SatisfactorilyC</b> corresponds to points:</p>	<p>The presentation has a basic structure, but there are issues with logic and flow. Visual aids are present, but are not always appropriate or do not support the content well. The student presents the material with difficulty, and there are occasional pauses or hesitation. The presentation requires</p>

		<p><b>D+ (1.33; 55-59%)</b>  <b>SatisfactorilyC</b>  corresponds to points:  D (1.0: 50-54%)</p>	<p>improvement, and the student needs additional support.</p> <p>The presentation has a general structure, but many parts are incomplete or difficult to understand. Visual aids are used ineffectively or do not support the main topic. The presentation of the material is unclear, and the student has difficulty expressing their thoughts. Answers to questions are incomplete or uncertain, requiring constant assistance.</p> <p>The presentation is poorly structured, with noticeable logical problems. Visual aids are missing or irrelevant to the topic. The student presents information with great difficulty, including pauses and errors in explanation. Significant assistance and revision of the presentation are required.</p> <p>The presentation lacks a clear structure and is poorly organized. Visual aids are either missing or irrelevant to the topic. The presentation is confusing, and the student fails to clearly convey the main ideas. The answers to the questions are weak, and the presentation requires significant revision and assistance from the instructor.</p>
		<p><b>Unsatisfactory</b>  F X(0.5; 25-49%)  <b>Unsatisfactory</b>  F(0; 0-24%)</p>	<ul style="list-style-type: none"> <li>- The presentation lacks any structure or logic, visuals are missing and irrelevant to the topic, the presentation is confusing, the main ideas are completely absent, answers to questions are missing, and serious revision and assistance from a teacher are required.</li> <li>- The work is not fully completed.</li> </ul>
2	Compiling test assignments	<p><b>Excellent</b>  C corresponds to points:  A (4.0; 95-100%)  <b>Excellent</b>  C corresponds to the scores:  A- (3.67; 90-94%)</p>	<p>The test assignments contain 20 questions with 5 answer options. The test assignments are lexically correct and submitted on time. The text is informative. The test assignments are clearly, correctly, and concretely worded. The test content contains only one complete thought, and the correct answers are clearly marked.</p> <p>Regulatory documents, as well as new scientific and statistical materials on this</p>

	<p><b>Good</b> Corresponds to points: B+ (3.33; 85-89%); <b>Good</b> corresponds to the following scores: B (3.0; 80-84%); <b>Good</b> corresponds to the scores: B- (2.67; 75-79%); <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);</p>		<p>topic, were used. The test assignments contain 20 questions with 5 answer options. The test assignments are lexically correct and submitted on time. The text is informative. The test assignments are clearly, correctly, and concretely worded. The test content contains only one complete thought, and the correct answers are correctly marked.</p> <p>The test assignments contain 20 questions with 5 answer options. They were submitted on time. The text is informative. The test assignments are clearly, accurately, and specifically worded, with the correct answers correctly marked. The words "sometimes," "always," "never," and "often" were used in the questions.</p> <p>The test assignments contain at least 20 questions. There are multiple answer options. They were submitted on time. The text is informative. The test assignments are clearly, correctly, and concretely worded. The answer options are consistent and adequate. An answer algorithm is provided, and the correct answers are correctly marked. There are some spelling errors.</p> <p>The test assignments contain 18 questions with 5 answer options. They were submitted on time. The text is informative. The test assignments are clearly, correctly, and concretely worded. The answers are consistent. There is an answer algorithm, and the correct answers are correctly marked. There are grammatical errors in the text.</p> <p>The test assignments contain 16 questions and were submitted on time. The text is informative. The test assignments are clearly, correctly, and concretely worded. There are no grammatical errors. The correct answers are marked correctly. The assignment has only 4 answer options.</p> <p><b>Satisfactorily C</b> corresponds to points:</p> <p>The test assignments contain 15 questions and were submitted on time. The text is</p>
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		<p>C (2.0; 65-69%);  <b>SatisfactorilyC</b>  corresponds to points:  C- (1.67; 60-64%);  <b>SatisfactorilyC</b>  corresponds to points:  D+ (1.33; 55-59%);  <b>SatisfactorilyC</b>  corresponds to points:  D (1.0: 50-54%)</p>	<p>informative. The test assignments are clearly, correctly, and vaguely worded. The vocabulary is poorly written . The correct answers are correctly marked. The assignment only has four answer options. The test assignments contain 15 questions. The tests were submitted late. The text is incomplete. The test assignments are unclear, incorrect, and non-specific. The assignment only has four answer options. The test assignments contain 12 questions. The tests were submitted late. The text is incomplete. The test assignments are worded unclearly, incorrectly, and non-specifically. The assignments only have three answer options. The answers include "all answers are correct/all answers are incorrect " and "all of the above/all of the below." Some assignments are not relevant to the topic.</p> <p>The test assignments contain 12 questions. The tests were submitted late. The text is incomplete. The test assignments are worded vaguely and unspecifically. Not all correct answers are marked correctly.</p>
		<p><b>Unsatisfactory</b>  F X(0.5; 25-49%)  <b>Unsatisfactory</b>  F(0; 0-24%)</p>	<p>The test assignments contain 10 questions. The tests are poorly designed, the questions are unclear, and the answer options are not uniform. There is no answer algorithm. The tests were submitted late.</p> <p>- The tests are not fully compiled.</p>
3	Drawing up situational problems	<p><b>Excellent</b>  C corresponds to points:  A (4.0; 95-100%)  <b>Excellent</b>  C corresponds to the scores:  A- (3.67; 90-94%)</p>	<p>Actively and independently created 10 or more situational problems , demonstrated original thinking, demonstrated deep knowledge of the material, and used scientific achievements of other disciplines.</p> <p>Compiled 9-10 situational problems with high quality, made minor errors that were corrected independently, used scientific terminology.</p>
		<p><b>Good</b>  Corresponds to points:  B+ (3.33; 85-89%);  <b>Good</b> corresponds to</p>	<p>- Compiled 7-9 situational problems , actively participated in the work, allowed minor inaccuracies that were corrected</p>

5	<p>Practicing practical skills.</p>	<p>the following scores: B (3.0; 80-84%); <b>Good</b> corresponds to the scores: B- (2.67; 75-79%) <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);</p> <p><b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%); <b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%); <b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%); <b>SatisfactorilyC</b> corresponds to points: D (1.0: 50-54%)</p> <p><b>Unsatisfactory</b> F X(0.5; 25-49%) <b>Unsatisfactory</b> F(0; 0-24%)</p>	<p>independently.</p> <ul style="list-style-type: none"> <li>- Constructed 6-8 situational problems with minimal assistance, made errors that required correction, used scientific terms with some difficulty.</li> <li>- Compiled 5-6 situational tasks , showed incomplete activity, made repetitive mistakes, required significant assistance.</li> <li>- Compiled 4-5 situational problems with help, made mistakes that were corrected under the teacher's supervision.</li> <li>- Compiled 2-3 situational problems , was passive, made fundamental mistakes and inaccuracies, experienced difficulties with systematizing the material.</li> <li>- Compiled 1-2 situational problems with serious assistance, did not always correct mistakes, low activity.</li> <li>- Created less than 1 situational task , was passive, and made many mistakes.</li> <li>- I was unable to independently formulate situational problems; I completed the work with strong support from the teacher; errors were systematic.</li> </ul> <p>- Did not participate in the preparation of situational problems, made fundamental errors and inaccuracies, and did not use scientific terminology.</p> <p>- Complete lack of participation in the work of compiling situational problems; answers are missing or do not meet the requirements.</p> <p>- The student fully masters the practical skills, demonstrating precise, safe, and consistent actions. Confidently applies knowledge in practice. Error-free completion of all stages.</p> <p>- The student has a general command of practical skills and methodology, and allows for minor inaccuracies that do not</p>
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			impact patient safety. Demonstrates good preparation and is adequately familiar with the algorithm.
	<b>Good</b> Corresponds to points: B+ (3.33; 85-89%); <b>Good</b> corresponds to the following scores: B (3.0; 80-84%); <b>Good</b> corresponds to the scores: B- (2.67; 75-79%) <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);		<ul style="list-style-type: none"> <li>- Knowledge of the methodology is partially inconsistent. Errors are occasional, but the student is able to recognize and correct them. Patient care is performed at an acceptable level.</li> <li>- Performing practical exercises with some errors in the algorithm. Some assistance from the instructor is required. The actions are generally safe.</li> <li>- Partial uncertainty in actions, inaccuracies in key stages. The procedure is not fully mastered. Errors in patient care are compensated for by the instructions.</li> <li>- Knowledge of the methodology is insufficiently precise; the student performs procedures with errors. Patient care skills are average, and technical errors are possible.</li> </ul>
	<b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%); <b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%); <b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%) <b>SatisfactorilyC</b> corresponds to points: D (1.0: 50-54%)		<ul style="list-style-type: none"> <li>- Knows only the basic principles of the methodology. Performs skills with significant errors requiring instructor intervention. A superficial understanding of the procedures.</li> <li>- High uncertainty, inaccuracies at every stage, interruptions in the logic of actions. There is no stable algorithm.</li> <li>- Often lost during implementation. The methodology is understood fragmentarily. Patient care skills are applied inconsistently.</li> <li>- Performing these skills is prone to error and requires constant guidance. Patient safety may be compromised.</li> </ul>
	<b>Unsatisfactory</b> F X(0.5; 25-49%) <b>Unsatisfactory</b> F(0; 0-24%)		<p>The student does n't master the methodology. Practical actions don't meet requirements. Caregiving skills haven't been developed.</p> <ul style="list-style-type: none"> <li>- Complete lack of understanding of the methodology. The actions are inadequate and unsafe. There are no care skills.</li> </ul>
<b>Checklist for midterm assessment</b>			
<b>1</b>	Demonstration of	<b>Excellent</b>	- The student has independently and

<p>practical skills.</p>	<p>C corresponds to points: A (4.0; 95-100%) <b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)</p> <p><b>Good</b> Corresponds to points: B+ (3.33; 85-89%); <b>Good</b> corresponds to the following scores: B (3.0; 80-84%); <b>Good</b>C corresponds to the scores: B- (2.67; 75-79%) <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);</p> <p><b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%); <b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%); <b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%) <b>SatisfactorilyC</b> corresponds to points: D (1.0; 50-54%)</p>	<p>confidently demonstrated practical skills , clearly knows the methodology, performs actions consistently, accurately and without errors, uses medical terminology, and has a high level of patient care technique.</p> <ul style="list-style-type: none"> <li>- The student demonstrated practical skills with high accuracy, made minor inaccuracies that he corrected independently, used correct terminology, and demonstrated confident mastery of patient care techniques.</li> <li>- The student demonstrated practical skills , actions were generally correct, but there were minor errors, uses scientific terminology, but with some difficulty, needs minimal assistance.</li> <li>- The student has demonstrated practical skills , makes minor mistakes, and has mastered the methodology, but his actions are not always confident and require clarification and support from the teacher.</li> <li>- The student has demonstrated practical skills , often requires assistance, makes repetitive mistakes, terminology is used incompletely or with errors, and lacks confidence in actions.</li> <li>- The student demonstrated practical skills , the execution is partially correct, but requires constant supervision by the teacher, patient care skills are not sufficiently mastered.</li> <li>- The student has demonstrated practical skills , makes gross errors, has difficulty following the methodology, acts unsystematically, and performs patient care with serious violations.</li> <li>- The student demonstrated practical skills , but his performance was uncertain, required constant prompting, made systematic errors, and had poor mastery of the methodology.</li> <li>- The student has demonstrated practical skills , requires step-by-step instructions, makes significant errors, and patient care does not meet basic requirements.</li> </ul>
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<p>ОНДҮСТИК QAZAQSTAN MEDISINA AKADEMIASY</p> <p>«Оңтүстік Қазақстан медицина академиясы» АҚ</p>	 <p>SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
Department of Introduction to Clinical Medicine	75/11
Working curriculum for the discipline " Introduction to the Profession "	33pages out of 51

			<p>- The student was unable to independently demonstrate practical skills without significant assistance, his actions were chaotic, and he did not understand the methodology.</p>
		<p><b>Unsatisfactory</b> F X(0.5; 25-49%) <b>Unsatisfactory</b> F(0; 0-24%)</p>	<p>- The student cannot demonstrate practical skills even with assistance, does not know the methodology, makes critical errors, performs patient care incorrectly or refuses to perform it.</p> <p>- The student does not have any practical skills, does not know the methodology, does not attempt to complete the task, and is not capable of demonstrating even with support.</p>
2	<p>Written survey on tickets</p>	<p><b>Excellent</b> C corresponds to points: A (4.0; 95-100%) <b>Excellent</b> C corresponds to the following scores: A- (3.67; 90-94%)</p>	<p>- The student did not make any mistakes or inaccuracies during the oral response, is fluent in the theories, concepts and areas of the discipline, is able to give a critical assessment of the material being studied , uses scientific terminology accurately and appropriately , and demonstrates a high level of independence.</p> <p>- The answer is practically error-free, some formulation inaccuracies are allowed , the student has mastered the theoretical material , demonstrates an understanding of the concepts, makes attempts at critical analysis</p>

**Good**

Corresponds to points:  
B+ (3.33; 85-89%);  
**Good** Corresponds to the following scores:  
B (3.0; 80-84%);  
**Good** corresponds to the following scores:  
B- (2.67; 75-79%);  
**Good** corresponds to the scores:  
C+ (2.33; 70-74%);

- The answer is informative, without serious errors , there may be minor logical or terminological inaccuracies, the student independently corrects errors , and is generally well versed in the material.

- The answer is mostly correct, but there are some fundamental errors that the student was able to recognize and correct independently, demonstrating an understanding of the structure of the material , although he requires partial assistance from the teacher .

- Student answers with errors , but demonstrates a basic understanding of the material, corrects errors with prompts , does not always use terminology confidently, needs support.

- Student makes several mistakes , navigates the material with the help of the teacher, uses a limited number of concepts, and has an average level of knowledge of theoretical material .

**SatisfactorilyC**

corresponds to points:  
C (2.0; 65-69%);

**SatisfactorilyC**

corresponds to points:  
C- (1.67; 60-64%);

**SatisfactorilyC**

corresponds to points:  
D+ (1.33; 55-59%);

**SatisfactorilyC**

corresponds to points:  
D (1.0; 50-54%)

- The answer contains a large number of inaccuracies and incomplete judgments ; the student uses only the materials suggested by the teacher , without additional study; experiences difficulties in systematizing knowledge ; terminology is used inconsistently.

- The answer is fragmentary, there is a lot of misunderstanding on key issues, the systematization of the material is weak, the explanations are superficial

- Student answers with errors , shows limited knowledge of the material , almost never uses scientific terminology, needs constant help from the teacher

- The answer is incomplete, contains serious

<p>ОНДҮСТИК QAZAQSTAN MEDISINA AKADEMIASY</p> <p>«Оңтүстік Қазақстан медицина академиясы» АҚ</p>	 <p>SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
Department of Introduction to Clinical Medicine	75/11
Working curriculum for the discipline " Introduction to the Profession "	35pages out of 51

			logical and terminological errors , there is no understanding of the structure of the material, and there is no independent argumentation.
		<p><b>Unsatisfactory</b> F X(0.5; 25-49%) <b>Unsatisfactory</b> C corresponds to the score: F(0; 0-24%)</p>	<ul style="list-style-type: none"> <li>- Student makes fundamental errors in the answer, does not demonstrate mastery of the topic , has not studied the main literature , does not know how to use scientific terminology, the answers are logically and stylistically weak</li> <li>- Complete lack of understanding of the topic , lack of logic, terminology and arguments , student can't answer questions even with the help of a teacher</li> </ul>
3	Oral survey	<p><b>Excellent</b> C corresponds to points: A (4.0; 95-100%) <b>Excellent</b> C corresponds to the scores: A- (3.67; 90-94%)</p>	<ul style="list-style-type: none"> <li>- Awarded if the student did not make any errors or inaccuracies during their answer. They are familiar with the theories, concepts, and approaches in the discipline being studied and provide a critical assessment of them, and utilize the scientific achievements of other disciplines.</li> <li>- This is given if the student made minor errors or inaccuracies during their answer. They are familiar with the theories, concepts, and approaches in the discipline being studied and provide a critical evaluation of them, and utilize the scientific achievements of other disciplines.</li> </ul>

	<p><b>Good</b></p> <p>Corresponds to the following scores: B+ (3.33; 85-89%);</p> <p><b>Good</b> corresponds to points:</p> <p>B (3.0; 80-84%);</p> <p><b>Good</b> corresponds to points:</p> <p>B- (2.67; 75-79%)</p> <p><b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);</p>	<ul style="list-style-type: none"><li>- Confident knowledge of the material and the ability to apply it in practice. Solves complex problems with minimal errors. Provides strong arguments and articulates ideas. Shows independence in learning and utilizes additional resources.</li><li>- Good understanding of theory and ability to solve standard problems. Has some difficulty solving complex questions, but successfully handles most. Expresses ideas clearly, although arguments may not always be complete. Applies knowledge to real-world situations.</li><li>- Basic knowledge, but difficulty applying. Able to solve routine problems, but not always able to solve more complex ones correctly. Expresses ideas superficially, sometimes unable to analyze a topic in depth. Often requires assistance and clarification.</li><li>- Basic understanding of the material with difficulty applying it. Solves simple problems but encounters difficulties with more complex ones. Difficulty reasoning and expressing thoughts. Requires additional support and clarification.</li></ul>
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		<p><b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%);</p> <p><b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%);</p> <p><b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%);</p> <p><b>SatisfactorilyC</b> corresponds to points: D (1.0: 50-54%)</p>	<p>Basic knowledge of the material, but with problems applying it. Solves simple problems but makes mistakes in more complex ones . Expresses ideas superficially and weakly substantiates his answers. Needs additional assistance and clarification.</p> <p>Limited understanding of theory. The student has difficulty solving even simple problems. Answers are incomplete, poorly reasoned, and often unstructured . Requires constant support and motivation.</p> <ul style="list-style-type: none"> <li>- Very poor understanding of the material. The student cannot solve most assignments without making mistakes. Difficulty expressing even simple ideas.</li> <li>- Superficial understanding of the material, often missing the basics. Incapable of solving problems without significant errors. Very weak in reasoning and unable to present answers logically. Requires constant monitoring and support to progress.</li> </ul>
		<p><b>Unsatisfactory C</b> corresponds to the score: F X(0.5; 25-49%)</p> <p><b>Unsatisfactory C</b> corresponds to the score: F(0; 0-24%)</p>	<ul style="list-style-type: none"> <li>- This mark is given if the student made fundamental errors during the answer, did not study the main literature on the topic of the lesson, and does not know how to use the scientific terminology of the discipline.</li> <li>- This is given if the student made fundamental errors during their answer, failed to cover the relevant literature, is unable to use the relevant scientific terminology, and makes significant stylistic and logical errors. They do not answer any of the questions asked.</li> </ul>
4	Testing	<p><b>Excellent</b> C corresponds to points: A (4.0; 95-100%)</p> <p><b>Excellent</b></p>	<ul style="list-style-type: none"> <li>- The student is well-versed in the educational material, demonstrates a deep understanding and is able to apply knowledge in non-standard situations.</li> </ul> <p><b>Number of correct answers :</b></p>

	C corresponds to the scores: A- (3.67; 90-94%)	48–50  - The material is almost completely mastered; minor errors do not distort the overall understanding of the topic. <b>Number of correct answers : 45-47</b>
	<b>Good</b> Corresponds to points: B+ (3.33; 85-89%); <b>Good</b> corresponds to the following scores: B (3.0; 80-84%); <b>Good</b> corresponds to the scores: B- (2.67; 75-79%); <b>Good</b> corresponds to the following scores: C+ (2.33; 70-74%);	- Knowledge is quite strong, with isolated errors that do not interfere with further learning. <b>Number of correct answers : 43-44</b> - The student has a confident command of the material, but is not always able to generalize and analyze it. <b>Number of correct answers : 40-42</b> - The main course material has been mastered, but there are some inaccuracies when solving problems. <b>Number of correct answers : 38-39</b> - Basic knowledge, with some mistakes, but a clear understanding of key topics. <b>Number of correct answers : 35-37</b>
	<b>SatisfactorilyC</b> corresponds to points: C (2.0; 65-69%); <b>SatisfactorilyC</b> corresponds to points: C- (1.67; 60-64%); <b>SatisfactorilyC</b> corresponds to points: D+ (1.33; 55-59%); <b>SatisfactorilyC</b> corresponds to points: D (1.0; 50-54%)	- Minimum level of material assimilation. Repetition of individual topics is recommended. <b>Number of correct answers : 33-34</b> - Understanding of the material is superficial; further study is required. <b>Number of correct answers : 30-32</b> - The material has been mastered at a threshold level, knowledge is limited. <b>Number of correct answers : 28-29</b> - The lowest passing level, training requires correction. <b>Number of correct answers : 25-27</b>
	<b>Unsatisfactory</b> F X(0.5; 25-49%) <b>Unsatisfactory C</b> corresponds to the score: F(0; 0-24%)	- The material has not been mastered. <b>Number of correct answers : 13-24</b> - Knowledge is absent or extremely fragmented. <b>Number of correct answers : 0-12</b>

#### Multi-point knowledge assessment system

grading system	Digital equivalent of points	Percentage content	Assessment according to the traditional system
A	4.0	95-100	Excellent
A -	3.67	90-94	

B +	3.33	85-89	Good
IN	3.0	80-84	
IN -	2.67	75-79	
C +	2.33	70-74	
WITH	2.0	65-69	Satisfactorily
WITH -	1.67	60-64	
D+	1.33	55-59	
D-	1.0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

## 11. Educational resources

<b>Electronic resources:</b>	1. Электронная библиотека ЮКМА - <a href="https://e-lib.skma.edu.kz/genres">https://e-lib.skma.edu.kz/genres</a> 2. Республикаанская межвузовская электронная библиотека (РМЭБ) – <a href="http://rmebrk.kz/">http://rmebrk.kz/</a> 3. Цифровая библиотека «Aknurpress» - <a href="https://www.aknurpress.kz/">https://www.aknurpress.kz/</a> 4. Электронная библиотека «Эпиграф» - <a href="http://www.elib.kz/">http://www.elib.kz/</a> 5. Эпиграф - портал мультимедийных учебников <a href="https://mbook.kz/ru/index/">https://mbook.kz/ru/index/</a> 6. ЭБС IPR SMART <a href="https://www.iprbookshop.ru/auth">https://www.iprbookshop.ru/auth</a> 7. информационно-правовая система «Зан» - <a href="https://zan.kz/ru">https://zan.kz/ru</a> 8. Medline Ultimate EBSCO 9. eBook Medical Collection EBSCO 10. Scopus - <a href="https://www.scopus.com/">https://www.scopus.com/</a>
<b>Electronic textbooks</b>	1. Первичная медико-санитарная помощь как приоритет в системе здравоохранения [Электронный ресурс] : лекционный комплекс / ЮКГФА. Кафедра: "Общественное здравоохранение - 1". - Электрон.текстовые дан. - Шымкент : [б. и.], 2015. - эл. опт. Диск 2. Мамытова Г.Ж. Мамандыққа кіріспе. Оқу құралы. – Караганды: «Medet Group»ЖШС, 2020 – 165 б <a href="https://aknurpress.kz/reader/web/2373">https://aknurpress.kz/reader/web/2373</a> 3. Асимов, М.А. және т.б.Коммуникатівтік тағдылар : Оқулық. / М.А. Асимов, С.А. Нұрмагамбетова, Ю.В. Игнатьев. - Алматы, 2011. - 176 б. - ISBN 9965-15-754-5. <a href="http://rmebrk.kz/book/1174978">http://rmebrk.kz/book/1174978</a> 4. М.А. Асимов, Г.О. Оразбакова, С.Х. Мадалиева, Ф.А. Багијрова, Г.Б. Испаева, Л.М. Адилова Введение в профессию врача. Основы клиники, права, этики и коммуникации: учебник. / М.А. Асимов, Г.О. Оразбакова, С.Х. Мадалиева, Ф.А. Багијрова, Г.Б. Испаева, Л.М. Адилова / – Караганда: «Издательство«АҚНҰР». – 2017. – 244 стр <a href="https://aknurpress.kz/reader/web/1541">https://aknurpress.kz/reader/web/1541</a> 5. Коммуникативтіқ дағдылар. Коммуникативные навыки. Communications skills. под общей редакцией Мациевской Л.Л. / - Алматы, ТОО “Эверо”, 118 с <a href="https://www.elib.kz/ru/search/read_book/601/">https://www.elib.kz/ru/search/read_book/601/</a> 6. Мейірбіке манипуляциясы алгоритмдері (стандарттары) / оқу құралы / Д.А. Дәүлетбаев, М.А. Абабкова, Г.К. Ердесова. –

	<p>Алматы:«Эверо» баспасы, 2016, - 224 б.  <a href="https://elib.kz/ru/search/read_book/737/">https://elib.kz/ru/search/read_book/737/</a></p> <p>7. Коммуникативтік дағдылар: оқулық/У.М. Датхаев, М.А. Асимов, А.А.Сұлтанбеков. – Алматы: Эверо, 2020. – 260  <a href="https://www.elib.kz/ru/search/read_book/3006/">https://www.elib.kz/ru/search/read_book/3006/</a></p> <p>8. Molotov-Luchanskiy V.B. Bases of nursing skills in questions and answers: manual for students of medical universities / V.B. Molotov-Luchanskiy, N.A. Kudaka, L.V. Yevseyenko, V.L. Sidenko. - Almaty, Evero, 2020. - 124 p <a href="https://www.elib.kz/ru/search/read_book/613/">https://www.elib.kz/ru/search/read_book/613/</a></p> <p>9. Сейдуманов С.Т. и др. Общие сестринские технологии / Под ред. С.Т. Сейдуманова. – Алматы:Издательство «Эверо», 2020 - 230 с  <a href="https://www.elib.kz/ru/search/read_book/397/">https://www.elib.kz/ru/search/read_book/397/</a></p> <p>10. Мейрбеке манипуляции алгоритмдері (стандарттары) / оку құралы / Д.А. Дәүлетбаев, М.А. Абабкова, Г.Қ. Ердесова. – Алматы:«Эверо» баспасы, 2016, - 224 б.  <a href="https://elib.kz/ru/search/read_book/737/">https://elib.kz/ru/search/read_book/737/</a></p> <p>11. Вострикова, Е. А. Неотложная помощь при острых отравлениях в практике участкового терапевта и врача общей врачебной практики : учебное пособие / Е. А. Вострикова, Н. И. Тарасов, А. А. Марцияш. — Кемерово : Кемеровская государственная медицинская академия, 2007. — 24 с.  <a href="https://www.iprbookshop.ru/6168">https://www.iprbookshop.ru/6168</a></p> <p>12. Pamela R. Jeffries, DNS, RN, ANEF, FAAN, Jim Battin, BS. Developing Successful Health Care Education Simulation Centers : The Consortium Model .-New York : Springer Publishing Company. 2012.// eBookMedicalCollection EBSCO</p> <p>13. KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE, FSSH, FAAN, FAONL. Financial and Business Management for the Doctor of Nursing Practice: New York : Springer Publishing Company. 2013.- //eBookMedicalCollection EBSCO</p> <p>14. David E. Marcinko, MBA, CFP, CMP. The Business of Medical Practice : Transformational Health 2.0 Skills for Doctors, Third Edition: 3rd ed. New York : Springer Publishing Company. 2011. //eBook Medical Collection EBSCO</p>
Laboratory physical resources	Exercise equipment in the Central Practical Center
Special programs	
Magazines (electronic journals)	Scopus <a href="https://www.scopus.com/">https://www.scopus.com/</a> ScienceDirect <a href="http://www.sciencedirect.com/">http://www.sciencedirect.com/</a> Thomson Reuters <a href="http://www.webofknowledge.com">www.webofknowledge.com</a>
Literature	<p><b>Main literature:</b></p> <ol style="list-style-type: none"> <li>1. Введение в профессию врача. Основы клиники, права, этики и коммуникации: учебник / М. А. Асимов [и др.]. - Караганды : АҚНҮР, 2021. - 244 с</li> <li>2. Медицинское право : учебник / Ж. У. Тлембаева [и др.] ; ред. Ж. У. Тлембаева. - Астана :MedetGroup , 2023. - 218 с.</li> <li>3. Дәрігермамандығынан кіріспе. Клиника, құқық, этика және коммуникация негіздері : оқулық / М.А. Асимов [жәнет.б.]. - 2-ші бас. - Караганды :</li> </ol>

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7. Мейірбикелік дағдылар : оқулық / А. Қаныбеков [ж. б.]. - Алматы : Эверо, 2016. - 476 б. с
8. Fundamentals of nursing: textbook / Patricia A. Potter [and etc.]. - Philadelphia : Elsevier, 2017. - 1365 р.
9. Медициналыққық : оқулық / Ж. У. Тлембаева [жәнет.б.]. - Астана, 2014. - 214 б.
10. Әлсірегенегде адамдарғапаллиативтіккемекжәнекүтім : әдістемелік нұсқаулық / Г. А. Алибаева [жәнет.б.]. - Қарағанды : MedetGroup ЖШС, 2023. - 208 бет.
11. Дәүлетбаев Д. А. Мейірбикем манипуляциясы алгоритмдері (стандарттары) : оқуқұралы / Д. А. Дәүлетбаев, М. А. Абабкова, Г. К. Ердесова. - Алматы : TechSmith, 2024. - 224 б.
12. Сестринские технологии. Ч.1 : учебное пособие / А. Қаныбеков [и др.]. - 2-е изд., перераб. - Алматы : TechSmith, 2024. - 304 с.
13. Сестринские технологии. Ч.2 : учебное пособие / А. Қаныбеков [и др.]. - 2-е изд., перераб. - Алматы : TechSmith, 2024. - 340 с.
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15. Медициналыққық : оқулық / Ж. У. Тлембаева [жәнет.б.]. - Астана, 2023. - 214 б.
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1. Полный медицинский справочник фельдшера: спр. - доп. - М. : Эксмо, 2015. - 832 с. - (Полный медиц. справочник)
2. Қаныбеков, А. Жедел медициналық жәрдем : оқуқұралы / А. Қаныбеков. - 2-ші бас. - Караганды : АҚНҮР, 2019. - 266 бет.
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4. Нурманова, М. Ш. Сборник стандартов сестринских технологий по дисциплине "Основы сестринского дела" - Караганды : ЖК "Ақнұр", 2013
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7. Муктарова А. С. Мейіргерісіндегі психология негіздері жәнекоммуникативтік дағдылар : оқуқұралы / А. С. Муктарова,

<b>ОҢТҮСТИК ҚАЗАҚСТАН MEDISINA АКАДЕМИЯСЫ</b> <b>«Оңтүстік Қазақстан медицина академиясы» АҚ</b>	 <b>SOUTH KAZAKHSTAN MEDICAL ACADEMY</b> <b>АО «Южно-Казахстанская медицинская академия»</b>
Department of Introduction to Clinical Medicine	75/11
Working curriculum for the discipline " Introduction to the Profession "	42pages out of 51

	<p>Г. Е. Махуова. - Қарағанды : MedetGroup ҘШС, 2024. - 226 б. - Текст : непосредственный.</p> <p>8. Каныбеков, А. Сестринские технологии : учеб.пособие / А. Каныбеков, Ж. Каныбекова. - 2-е изд., перераб. - Алматы :Эверо, 2014. - 628 с</p> <p>9. Сариева К. Х.Мейіргерлікістегіқауіпсіздікжәне сапа :окуқұралы / К. Х. Сариева, Г. А. Алибаева. - Қарағанды : АҚНҮР, 2024. - 192 б. - Текст : непосредственный.</p> <p>10. Паллиативная помощь в амбулаторных условиях : руководство для врачей / под ред. О. Ю. Кузнецовой. - М. : ГЭОТАР - Медиа, 2021. - 336 с.</p> <p>11. Первая помощь и скорая медицинская помощь: основы и принципы организации : учебное пособие / В. А. Мануковский [и др.]. - М. : ГЭОТАР - Медиа, 2024. - 280 с. : ил. - (Скорая медицинская помощь).</p> <p>12. Смакова С. С. Мейіргерлікіснегіздері :окуқұралы / С. С. Смакова, А. Т. Байболина. - [б. м.] : PEGACO, 2024. - 575 б.</p> <p>13. МӘМС жәнemedициналыққұрық : дәріскешені / жұмысбасшысы Г. Ж. Сарсенбаева. - Шымкент : ОҚМА, 2024. - 24 с.</p>
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## 12. Discipline policy

1. Active participation in the educational process.
2. In case of lack of activity and failure to complete the task, penalties are applied and the score for the practical lesson is reduced.
3. Have an idea of the topic of the upcoming lecture and be prepared for feedback during the lecture.
4. Be able to work in a team.
5. Mandatory implementation of SIW within the established time according to the schedule.
6. Passing the final exam at the appointed time.
7. Active participation of students in research work and in departmental events to improve the educational and methodological process.
8. Observe safety precautions in the clasSIWom;
9. Midterm assessments are conducted at least twice during each academic period, covering 8/15 weeks (days) of theoretical instruction. The results of these assessments are recorded in the academic progress log and the electronic journal, taking into account any penalty points for missed lectures (the penalty points for missed lectures are deducted from the midterm assessment grade). The penalty point for missing one lecture is 2.0 points, which is deducted from the midterm assessment. A student who fails to attend a midterm assessment without a valid reason is not allowed to take the course exam. Midterm assessment results are submitted to the dean's office in the form of a report by the end of the assessment week.
10. The SIW grade is assigned for SIW classes according to the schedule in the academic progress log and the electronic progress log, taking into account penalty points for missing SIW classes (absences from SIW classes are deducted from the SIW grade as penalty points). The penalty point for missing one SIW class is 2.0 points.
11. The exam admission rating is based on the average score of lectures, practical classes, self-regulatory work, and midterm assessment.
12. A student who does not achieve a passing score (50%) in one of the types of assessments (current assessment, midterm assessment No. 1 and/or No. 2) is not admitted to the exam in the discipline.
13. In case of failure to submit the SIW on time, the student receives 0 points.

## 13. Academic policy based on the moral and ethical values of JSC "UKMA"

<b>Academic Policy. 4-vol. Student Honor Code</b>	
	<p>P.12. Grading Policy</p> <p><b>Final Assessment</b> – Students who have fully mastered the course syllabus and achieved an admission rating are admitted to the exam . The final assessment is calculated automatically based on the average assessment grade, the average midterm assessment grade, and the final assessment grade:</p> <p>Admission rating (60%) = average midterm assessment grade (20%) + average current assessment grade (40%).</p> <p>Average midterm assessment grade = <math>RK\ 1 + RK2 / 2</math>.</p> <p>Average current assessment grade = the arithmetic mean of the midterm assessment grades, taking into account the average SIW grade and penalty points.</p> <p>Final grade (100%) = <math>RKsr \times 0.2 + TKsr \times 0.4 + IC \times 0.4</math></p> <p>Final grade (100%) = Admission rating (60%) + Final control (40%)</p> <p><b>Example of calculating the final grade of a student:</b></p> <p>Penalty points:</p> <p>For example, a student missed 2 lectures = <math>1.0 \times 2 = 2.0</math> points</p> <p>For a miss 1 SIWT = 2.0</p> <p>points RK 1 - 80 points</p> <p>RK 2 - 90 points</p> <p><math>RKsr = (80-2)+90 = 84</math> points</p> <p>2</p> <p>The average arithmetic grade of the current control ( practical and laboratory classes) is 80 points</p> <p>SIW 1 – 75 points</p> <p>SIW 2 – 85 points</p> <p>SIW N ... – number of SIWs</p> <p>Average grade for SIW = <math>75 + 85 + N... = 80</math> points</p> <p><math>2 + N...</math></p> <p>Average current grade taking into account SIW and penalty points:</p> <p><math>TKCp * = \underline{TKCp + SIWcp - KSIW} = \underline{80 + (80 - 2.0)} = \underline{158} = 79.0</math></p> <p>2 2 2</p> <p>Admission rating (60%) = <math>RKcp \times 0.2 + TKcp \times 0.4 = 84 \times 0.2 + 79.0 \times 0.4 = 16.8 + 31.6 = 48.4</math> points</p> <p>Final control (40%), for example, the student answered 45 questions correctly out of 50 (90%),</p> <p><math>90 \times 0.4 = 36</math> points</p> <p>Final score (100%) =</p> <p>1) <math>RD (60%) + IK (40%) = 48.4 + 36 = 84.4</math> points</p> <p>2) <math>RKsr \times 0.2 + TKsr \times 0.4 + IK \times 0.4 = 84.0 \times 0.2 + 79.0 \times 0.4 + 90 \times 0.4 = 16.8 + 31.6 + 36 = 84.4</math> points</p> <p>PKcp – average grade of midterm assessments</p> <p>TKcp – average grade of current assessment</p>

ИК – grade of final assessment  
 PK 1 – midterm assessment 1  
 PK 2 – midterm assessment 2  
 RD – admission rating  
 TKCp \* – average current assessment taking into account SIW and penalty points  
 Klek – coefficient of missing the 1st lecture  
 KSIW – coefficient of missing the 1st SIW

**14. Approval and revision**

<b>Date of agreement with the Library and Information Center</b>	<b>Protocol No.</b> <u>7</u> <u>25.06.25</u>	<b>Full name on the head of the BIC</b> <b>Darbicheva R.I.</b>	
<b>Date of approval at the department</b>	<b>Protocol No.</b> <u>12</u> <u>27.06.25</u>	<b>Head of the Department, PhD, Acting Associate Professor</b> <b>Zhumadilova A.R.</b>	
<b>Date of approval by the AC of the "Medicine" EP</b>	<b>Protocol No.</b> <u>6</u> <u>27.06.25</u>	<b>Full name of the Chairman of the AC EP "Medicine"</b> <b>Ayezhkhankazy D.</b>	