



<p style="text-align: center;"> ONTÜSTİK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
Department "Propaedeutics of Internal Medicine"		47/ 11 ()
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Department "Propaedeutics of Internal Medicine"
Working curriculum for the discipline "Propaedeutics of Internal Medicine" (syllabus)
Educational programme 6B10117-"Dentistry"

1.	General information about the discipline		
1.1	Discipline Code: PVB 3226	1.6	Academic year: 2024-2025
1.2	Title of Discipline: Propaedeutics of internal diseases	1.7	Course: 3
1.3	Prerequisites: Physiology.	1.8	Semester: 6
1.4	Post-requisites: none	1.9	Number of credits (ECTS):4 credits
1.5	Cycle: DB (basic discipline)	1.10	Component: VC (university component)
2.	Description of the discipline (maximum 50 words)		
Formation of skills in subjective (questioning) and objective examination of the patient (palpation, percussion and auscultation). Understanding of the basics of semiotics and syndromology. Justification of the necessity of the collected material on the use of basic methods of clinical examination in diseases of internal organs. Filling out medical documentation. Planning laboratory and instrumental studies. Basics of communication when communicating with patients. Improvement of knowledge and skills, continuous professional development.			
3.	Summative evaluation form		
3.1	Testing✓	3.5	Coursework
3.2	Written	3.6	Essay
3.3	Oral	3.7	Project
3.4	Practical skills reception	3.8	Other (specify)
4.	Objectives of the discipline		
Selection of laboratory and instrumental methods of research in the main clinical syndromes of internal diseases and formation of students' practical thinking skills on the basis of objective and subject methods of research, knowledge of physiological mechanisms of development and course of diseases.			
5.	Learning Outcomes (LOs of the discipline)		
RO1.	Demonstrate and apply knowledge of biomedical, clinical, epidemiological and social behavioural sciences, including commonly accepted, constantly evolving and updated knowledge		
RO2.	Demonstrate interpersonal and communication skills, including the use of information technology, that result in effective information sharing and co-operation with patients, their families and health care providers		
RO3.	Providing effective patient-centred care, including appropriate and effective interventions to diagnose, treat and prevent disease		
RO4.	Demonstrating commitment to professional practice and ethical principles		
RO5.	Continuous improvement in the quality of care through demonstrated competencies, ongoing self-assessment and lifelong learning necessary to support continued personal and professional growth		
RO6.	Know and take responsibility for their actions within the current legislative and regulatory framework of the health care system, to be guided in their practice to ensure optimal health care		
RO7.	Demonstrate their patients' ability to research and evaluate treatment outcomes, evaluate and implement evidence-based treatment principles		
5.1	ROs of the discipline	Learning outcomes of the OP, to which the discipline's RLs are related	
	RO 1.	RO 1 Demonstrate and apply knowledge and skills in biomedical, clinical, epidemiological, social and behavioural sciences, contributing to the development of a versatile individual with a broad outlook and culture of thought.	
		RO 2 analyse patterns of growth and development, body structure in normality and pathology to understand the mechanisms of dental disease.	

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RO 4. RO 5. RO 6.	RO 3 Demonstrate interpersonal and communication skills to effectively share and collaborate with patients, their families and health care professionals, including the use of information technology.
RO 2.	RO 4 To provide effective patient centred care that includes appropriate and effective interventions for the diagnosis, treatment and prevention of dental disease.
RO 3. RO 7.	RO 8 work on the electronic bases of the RK health care system to ensure documentation of the processes of providing medical services to solve professional tasks.

6. Detailed information on the discipline

6.1 **Venue (building, auditorium):** Classes on propaedeutics of internal medicine are held in the auditoriums of the department and CPN (centre of practical skills), which are equipped with specialised simulation moulages, as well as computer systems.


Location of the Department: Shymkent, ParkHealth Clinic, e-mail address - propedevtica_vb@mail.ru

In case of any questions regarding training and/or technical support, please contact us by phone and/or email, indicated on the website of JSC UKMA in the CALL-Center, Helpdesk section on the main page of the website.

6.2	Number of hours	Lectures	Prakt. zan.	SRO	SROP
		8	32	12	68


7. Information about teachers

№	FULL NAME	Degree and position	Email address	Research interests, etc.	Achievements
1.	Bekmurzaeva E.K.	head of department. Doctor of Medical Sciences, Professor	Elmira-bek@mail.ru	Scientific work: "Clinical and hygienic features of formation of diseases of digestive organs in workers of modern oil refining production (on the example of JSC "SHNOS")".	Author of more than 293 scientific and methodological publications, 2 textbooks, 9 manuals. Certificate of therapist, gastroenterologist and rheumatologist of the highest category. 2005 - 3 Candidate of Medical Sciences under the guidance of Bekmurzaeva K. E., Doctor of Medical Sciences, approved by VAK RK. Presence of patents and patents, author's inventions, state registration of intellectual property object-9: - patents and patents - 3
2.	Sadykova G.S.	Candidate of Medical Sciences, Acting Associate Professor	gulzhan2171@mail.ru	Scientific work: "Uly hepatitister kezindegi pannuvladinninni hepatoprotectorlyk əseri".	Author of more than 35 scientific and scientific-methodical publications, 8 training manuals, Certificate of therapist of the highest category. Certificate of specialist in GP
3	Baidullaev B.M.	assistant	bbm2055@mail.ru	-	Author of more than 65 scientific and scientific-methodical publications, 6 training manuals. Certificate of therapist of the highest category.
4	Akhaeva L.Zh.	assistant	<u>Laura1990</u> <u>a00@mail.ru</u>	-	Certificate of specialist GP.


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5	Batkhieva M.B.	assistant	Madin_madina@mail.ru	-	Specialist Therapist Certificate.
6	Toktarova G.A.	assistant	Toktar_8585@mail.ru	-	Certificate of specialist therapist, functional diagnostics, cardiology.
7	Tazhibaeva A.B.	assistant	Avril.tab@mail.ru	-	Certificate of specialist GP.
8	Otynsheva Sh.Ә.	assistant	Ocean-shina@mail.ru	-	Specialist Therapist Certificate.
9	Zhandilov S.M.	assistant	Mash1rozazh@mail.ru	-	Certificate of specialist GP.
10	Rysbekova G.A.	assistant	gauharco@gmail.com	-	Certificate of specialist GP.

8. Thematic plan						
Week/day	Subject title	Summary	Discipline ROs	Number of hours	Forms/methods/learning technologies	Forms/evaluation methods
1	Lecture. The importance of internal medicine in general medical education. Tasks of the propaedeutic clinic. Scheme of dialogue. Interview and general examination of patients.	The essence of internal diseases in general medical education. Aims and objectives of the discipline. Scheme of dialogue. Diagnostic value of methods of clinical examination of patients. Survey or medical interview; rules of anamnesis collection (passport section, Complaints - the concept of "patient complaints", its types, clarification of complaints; anamnesis, types of anamnesis. Physical methods of research.	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic
	Practical exercise. Interview, examination and palpation, percussion of the chest of patients with pathology of the respiratory system. Diagnostic value.	Interview with patients with respiratory diseases: the main, secondary complaints, their pathogenesis. Features of development and life history of the disease: the role of factors in the development of diseases of the respiratory system. Statistical and dynamic viewing of the chest. Determination of the frequency, type and rhythm of breathing. Palpation of the chest. Determination of chest resistance and vibration of the voice. Comparative percussion of lungs: methods of carrying out, diagnostic value. Topographic percussion of the lungs methods of determining the upper and	RO 4,5,6.	3	Discussion of the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering practical skills.

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		lower boundaries of the lungs, the place of Krening. Diagnostic value. Method for determining active mobility of the lower lung margin, diagnostic value				
	SROP. Consultation on the implementation of the SRO 1. SRO assignment Topic: History of the development of diagnostics. A step into the clinic. Medical deontology basis.	The history of the development of the main methods of recognising diseases and an introduction to diagnosis. The concept of health and disease. Diagnostic tasks. Relationship between doctor and patient, introduction to the duties of a doctor. Medical deontology. Trogenics.	RO 3.7	1/5	Preparation and defence of the presentation	Evaluation of the presentation
2	Lecture. Examination and examination of the patient in normal and pathological condition, palpation of the lungs, percussion, auscultation. Diagnostic value.	Complaints and anamnesis of patients with respiratory system pathology. Examination-examination of the skin, lips, mucous membranes of the fingertips; - the state of external respiration-examination of the nose-state of the edges and wings of the nose, nasolabial triangle, their changes-examination of the chest - shape, symmetry of both sides, participation in the act of breathing, their changes. Palpation of the chest: a method of determining the elasticity of the chest; how to determine the vibration of the voice and its changes. Pulmonary percussion: physical basis of pulmonary percussion and open lung sound; rules of percussion, comparative and topographical percussion technique and driving technique. Auscultation of lungs: rules, procedure, technique of auscultation of lungs; normal breathing noises, their types: -vesicular respiration - mechanism of formation, characteristic, listening sites, types of changes, physiological causes of changes, mechanism of bronchial respiration, characteristic, listening sites, types of changes, causes of listening in non-specific locations. Diagnostic value.	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic
	Practical training. Auscultation of lungs in normal and pathological	Basic rules of auscultation of the lungs. The main noises of breathing. The mechanism of vesicular and bronchial breathing. Bronchophony. Indirect	RO 4,5,6.	3	Discussing the topic of the class, learning	ACS/ dumb formula Solving situational

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	conditions. Diagnostic value.	breathing noises. Mechanism of wheezing, crepitation, noise of friction of pleura. Differential diagnosis of indirect respiratory noises. Pulmonary syndromes.			practical skills.	tasks, mastering practical skills.
	<p>SROP.</p> <p>Consultation on the implementation of the SRO 2. SRO assignment</p> <p>Topic: Diagnostic value of laboratory-instrumental methods of research of respiratory organs. Study of external respiratory function.</p>	<p>Familiarisation with the basic methods of laboratory and instrumental examination and identification of a number of diagnostic signs that are criteria for pathological process of the respiratory system.</p>	RO 3.7	1/6	Preparation and defence of the presentation	Evaluation of the presentation
3	<p>Lecture. Interview, examination, palpation and percussion of patients with pathologies of the cardiovascular system. Diagnostic value.</p>	<p>Interviews with patients with pathologies of the cardiovascular system. Data of methods of physical examination methods of physiological state of cardiovascular system. General overview:</p> <ul style="list-style-type: none"> * general condition, consciousness, position in bed, posture, examination of skin and mucous membranes, examination of nails and phalanges of fingers; - look at the heart area-beat of the heart tip, its position. Palpation of the heart area: - definition of the heart tip beat, rules of palpation of the heart tip beat, its physiological characteristics or properties - localisation, volume, height, strength. Percussion of the heart: - purpose of percussion; rules and order of percussion of the heart - position of the doctor, volunteer, position of the plessimeter, strength of the beat; - definition of the boundaries of the relative closure of the heart - left, right and upper, position of the doctor, volunteer, position of the plessimeter, strength of the beat; - Determination of the limits of absolute and relative cardiac closure,-the limits of the vascular bundle and configuration of 	RO 1.2.	1	<p>Review lecture</p> <p>Method of analysing, discussing, answering the question.</p>	<p>Blitz survey on the topic</p>


		the heart-rules and order, position of the physician, volunteer, plessimeter-finger placement, force of the beat;				
	Practical exercise. Has a pathology of the cardiovascular system interview, examination, palpation, percussion of the chest of patients. Diagnostic value.	Complaints of patients characteristic for diseases of the cardiovascular system, basic and additional. Examination of the heart area, determining the diagnostic value of the detected changes. Palpation of the heart area. Beat on the tip of the heart: definition, concept, methods of research. Causes of negative heartbeat. Examination and palpation of large vessels. Study of arterial pulse. Changes in the heart area in diseases. Percussion of the heart: the boundaries of absolute and relative closure of the heart. Methods of determination. Method of determining the cardiac iliac joint, determination of the right and left contour and configuration of the heart. Diagnostic value.	RO 4,5,6.	3	Discussion of the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering practical skills.
	SROP. Consultation on the implementation of the SRO 3. SRO assignment Topic: Diagnostic value of laboratory methods of investigation in cardiovascular diseases.	Familiarisation with the basic methods of laboratory research and identification of a number of diagnostic signs that are criteria for pathological process of the cardiovascular system.	RO 3.7	1/6	Preparation and defence of the presentation	Evaluation of the presentation
4	Lecture. Auscultation of the heart in normal and pathological conditions. Methods of investigation of large and peripheral vessels. Diagnostic value.	Cardiac auscultation: heart tones, mechanisms by which tones or tones 1 and 2 are produced. Determination of valve projection on the anterior surface of the chest, rules, procedure and technique of auscultation of the heart 6; -position of the doctor, volunteer in auscultation of the heart, the order of listening to the heart valves, description of tones 1 and 2 in normal conditions, their difference from each other in auscultation, graphic representation of the sound of tones 1 and 2 at the tip of the heart and base, - types of changes, physiological causes of change. Examination of peripheral vessels,	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic

		<ul style="list-style-type: none"> - Vascular examination palpation of carotid and spindle arteries; determination of visible pulsation, aortic pulsation in the cervical fossa; - method of determining the pulse in the pivotal artery, its properties-comparing the pulse in both hands, frequency, rhythm, completeness, tension, volume, shape; - determination of pulse in temporal, temporal, brachial, ulnar, knee, plantar arteries; - Concept and types of ad; method of auscultatory determination of blood pressure in the ulnar artery. 				
	<p>Practical exercise.</p> <p>Auscultation of heart and vessels in normal and pathological conditions.</p> <p>Diagnostic value.</p>	<p>Technique and methods of auscultation of the heart. The order of listening.</p> <p>Places for listening realistic projection of valves. Auscultatory characteristics of heart tones in a healthy person.</p> <p>Mechanisms of tone formation.</p> <p>Causes of strengthening and weakening of the heart tone. Classification of cardiac murmurs.</p>	RO 4,5,6.	3	Discussing the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering practical skills.
	<p>SROP.</p> <p>Consultation on the implementation of the SROP 4. SRO assignment</p> <p>Topic: Diagnostic value of ECG.</p> <p>Electrocardiographic signs of atria and ventricles of the heart.</p>	<p>Familiarity with the methods of electrocardiographic examination and identification of a number of diagnostic signs that are criteria for the pathological process of the cardiovascular system.</p>	RO 3.7	1/6	Preparation and defence of the presentation	Evaluation of the presentation
5	<p>Lecture. Methods of research of patients with pathology of the digestive system.</p> <p>Diagnostic value.</p>	<p>Familiarity with the basic methods of instrumental examination and identification of a number of diagnostic signs that are criteria for pathological process of the upper digestive system.</p>	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic
	<p>Practical exercise.</p> <p>Methods of investigation of patients with pathology of the digestive system.</p>	<p>Interviews with patients with pathology of the digestive system. Data of methods of physical examination of the digestive system in physiological conditions.</p> <p>General examination of patients with pathology of the digestive system.</p> <p>Objective methods of research:</p>	RO 4,5,6.	3	Discussion of the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering


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	Diagnostic value.	examination of diseases of the gastrointestinal tract, diagnostic value of superficial and deep palpation of the abdominal cavity, percussion of the liver and spleen, auscultation of abdominal organs. Examination of the skin, mouth and abdomen in a sitting and lying position. Deep palpation of the abdomen according to the method of Obraztsov. Detection of Scholpulsky noise.				practical skills.
	SROP. Consultation on the implementation of the SRO 5. SRO assignment Topic: Technique and preparation of instrumental methods of investigation of patients with diseases of the upper and lower digestive system.	Familiarity with the basic methods of instrumental examination and identification of a number of diagnostic signs that are criteria for pathological process in the upper and lower part of the digestive system.	RO 3.7	2/5	Preparation and defence of the presentation	Evaluation of the presentation
	Routine control No. 1	Supervision includes the content of lectures, practical sessions and SLO topics over 1-5 days.			Question and Answer Method.	Demonstration of practical skills, completing and defending a learning dialogue, oral questioning
6	Lecture. Leading clinical syndromes in nephrology (dysuric, nephrotic, nephritic, hypertensive and renal failure). Methods of investigation of patients with pathology of the urinary system.	Factors and causes leading to the development of dysuric, nephrotic, nephritic, hypertensive syndromes and (acute and chronic) renal failure. Interviews with patients with pathology of the urinary system and external genitalia. Data of methods of physical examination of the urinary system and external genitalia. General examination: examination of the face, eyelids; examination of the lumbar region, assessment of the degree of renal prolapse, palpation, method of	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic


	Diagnostic value.	percussion, method of renal area shock, percutaneous determination of the upper border of the bladder, auscultation - methods of listening to the renal arteries.				
	Practical exercise. Laboratory and instrumental methods of investigation of patients with pathology of the urogenital system. Diagnostic value.	Interview with the patient (investigation of his/her complaints and their interpretation). Examination of the patient (obligatory to focus on the general condition, activity of the patient, recovery in bed, posture, flaking of fat deposits, muscles, increase in body weight, water accumulation, change in skin colour, appearance of hemorrhagic and other changes). Palpation and percussion of the patient. Collection of urine to conduct VZ, Zimnitsky, Reberg test, its indicators in pathological and normal state. Principles of determination of creatinine, urea and residual nitrogen in serum, their indices in norm and pathology. The principle of radioisotope X-ray, diagnostic capabilities. Readiness and technique of excretory urography indicators in normal and pathological conditions. Determination of the rate of glomerular filtration: counting NF according to the formula CKD-EPI. Visual methods of research: radiological and ultrasound. Significance of endoscopic methods of research.	RO 4,5,6.	3	Discussing the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering practical skills.
	SROP. Consultation on the implementation of the SROP 6. SRO assignment Topic: Instrumental methods of investigation of patients with diseases of the urinary system.	Familiarity with the basic methods of instrumental examination and identification of a number of diagnostic signs that are criteria for pathological process of the urinary system.	RO 3.7	1/6	Preparation and defence of the presentation	Evaluation of the presentation
7	Lecture. Leading clinical syndromes in haematology (anaemic). Methods of investigation of patients with pathology of the	Factors and causes leading to the development of anaemic syndrome. Interview with patients with pathology of the hematopoietic system. Data of methods of physical examination of the hematopoietic system. General overview:	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic

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	hematopoietic system. Diagnostic value.	method of palpation and percussion of the spleen.				
	Practical exercise. Methods of laboratory research of patients with pathology of the hematopoietic system. Diagnostic value.	Methods of clinical investigation of patients with pathology of the hematopoietic system. Structure of hematopoiesis. Indicator of peripheral blood in the norm. Complaints of patients with diseases of the blood system. Palpation of lymph nodes. Percussion of the spleen.	RO 4,5,6.	3	Discussing the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering practical skills.
	SROP. Consultation on the implementation of the SRO 7. SRO assignment Topic: Instrumental methods of investigation of patients with diseases of the hematopoietic system.	Familiarity with the basic methods of instrumental examination and identification of a number of diagnostic signs that are criteria for pathological process of the hematopoietic system.	RO 3.7	1/6	Preparation and defence of the presentation	Evaluation of the presentation
8	Lecture. Methods of research of patients with endocrine system pathology. Diagnostic value.	Interview with patients with endocrine system pathology. Data of methods of physical examination of the endocrine system. General examination: examination of the skin, face, eyelids. Method of palpation of the thyroid gland.	RO 1.2.	1	Review lecture Method of analysing, discussing, answering the question.	Blitz survey on the topic
	Practical exercise. Methods of laboratory research of patients with endocrine system pathology. Diagnostic value.	Complaints of patients with endocrine system pathology. Features of anamnesis of development and life of the patient's disease. Pathological symptoms detected in patients with endocrine system lesions.	RO 4,5,6.	3	Discussion of the topic of the class, learning practical skills.	ACS/ dumb formula Solving situational tasks, mastering practical skills.
	SROP. Consultation on the implementation of the SRO 8. SRO assignment Topic: Endocrine types of obesity, classification, risk factors.	Doing so may result in damage to the family. Do not place the device in a position where it can cause damage to the body.	RO 3.7	1/6	Preparation and defence of the presentation	Evaluation of the presentation


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10.1 Criteria for assessing the learning outcomes of the discipline					
NO. RO	Name of learning outcomes	Unsatisfactory	Satisfactory	All right.	That's great
RO1.	Demonstrate and apply knowledge of biomedical, clinical, epidemiological and social behavioural sciences, including commonly accepted, constantly evolving and updated knowledge	1) unable to determine the basics of semiotics and syndromology, basic parameters of laboratory and instrumental studies of pathological processes of organs and systems 3) does not explain the etiology, pathogenesis, morphogenesis of various diseases.	1) has difficulty in defining the basics of semiotics and syndromology 2) knows the basic parameters of laboratory and instrumental investigations of pathological processes of organs and systems 3) has difficulty in determining the etiology, pathogenesis, morphogenesis of various diseases	1) defines the basics of semiotics and syndromology 2) applies knowledge of basic parameters of laboratory and instrumental research of pathological processes of organs and systems 3) explains the etiology, pathogenesis, morphogenesis of various diseases.	1) independently defines the basics of semiotics and syndromology 2) analyses the main parameters of laboratory and instrumental studies of pathological processes of organs and systems. 3) analyses questions of etiology, pathogenesis, morphogenesis of various diseases.
RO2.	Demonstrate interpersonal and communication skills, including the use of information technology, that result in effective information sharing and co-operation with patients, their families and health care professionals	1) incapable of questioning, physical examination of the patient, drawing up an examination plan. He is unable to communicate normally with his colleagues.	1) makes inaccuracies in questioning and physical examination of patients 2) has difficulties in collecting information, in drawing up an examination plan; 3) is unable to justify the plan of basic and additional studies to clarify the syndrome of the lesion. It is difficult to	1) conducts interviews, physical examination of patients 2) collects information when drawing up the examination plan 3) justifies the planned scope of basic and additional studies to clarify the lesion syndrome. Easy to communicate	1) fluent in questioning and physical examination techniques 2) independently conducts Questioning, physical examination of patients 3) Uses clinical reasoning in gathering information to develop an examination plan 4) justify the planned scope of the main and additional

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			communicate with colleagues.	with colleagues.	The relationship with colleagues is very high. Relations with colleagues are at a very high level.
RO3.	Providing effective patient-centred care, including appropriate and effective interventions to diagnose, treat and prevent disease	1) unable to determine the basics of semiotics and syndromology, basic parameters of laboratory and instrumental studies of pathological processes of organs and systems 3) does not explain the etiology, pathogenesis, morphogenesis of various diseases.	1) has difficulty in defining the basics of semiotics and syndromology 2) knows the basic parameters of laboratory and instrumental investigations of pathological processes of organs and systems 3) has difficulty in determining the etiology, pathogenesis, morphogenesis of various diseases	1) defines the basics of semiotics and syndromology 2) applies knowledge of basic parameters of laboratory and instrumental research of pathological processes of organs and systems 3) explains the etiology, pathogenesis, morphogenesis of various diseases.	1) independently defines the basics of semiotics and syndromology 2) analyses the main parameters of laboratory and instrumental studies of pathological processes of organs and systems. 3) analyses questions of etiology, pathogenesis, morphogenesis of various diseases.
RO4.	Demonstrating commitment to professional practice and ethical principles	1) incapable of questioning, physical examination of the patient, drawing up an examination plan. He is unable to communicate normally with his colleagues.	1) makes inaccuracies in questioning and physical examination of patients 2) has difficulties in collecting information, in drawing up an examination plan; 3) is unable to justify the plan of basic and additional studies to clarify the	1) conducts interviews, physical examination of patients 2) collects information when drawing up the examination plan 3) justifies the planned scope of basic and additional studies to clarify the lesion syndrome.	1) fluent in questioning and physical examination techniques 2) independently conducts Questioning, physical examination of patients 3) Uses clinical reasoning in gathering information to develop an examination plan 4) justify the planned scope of


			syndrome of the lesion. It is difficult to communicate with colleagues.	Easy to communicate with colleagues.	the main and additional The relationship with colleagues is very high. Relations with colleagues are at a very high level.
RO5.	Continuous improvement in the quality of care through demonstrated competencies, ongoing self-assessment and lifelong learning necessary to support continued personal and professional growth	1) unable to determine the basics of semiotics and syndromology, basic parameters of laboratory and instrumental investigations of pathological processes of organs and systems 3) does not explain the etiology, pathogenesis, morphogenesis of various diseases.	1) has difficulty in defining the basics of semiotics and syndromology 2) knows the basic parameters of laboratory and instrumental investigations of pathological processes of organs and systems 3) has difficulty in determining the etiology, pathogenesis, morphogenesis of various diseases	1) defines the basics of semiotics and syndromology 2) applies knowledge of basic parameters of laboratory and instrumental research of pathological processes of organs and systems 3) explains the etiology, pathogenesis, morphogenesis of various diseases.	1) independently defines the basics of semiotics and syndromology 2) analyses the main parameters of laboratory and instrumental studies of pathological processes of organs and systems. 3) analyses questions of etiology, pathogenesis, morphogenesis of various diseases.
RO6.	Know and take responsibility for their actions within the current legislative and regulatory framework of the health care system, to be guided in their practice to ensure optimal health care	1) incapable of questioning, physical examination of the patient, drawing up an examination plan. He is unable to communicate normally with his colleagues.	1) makes inaccuracies in questioning and physical examination of patients 2) has difficulties in collecting information, in drawing up an examination plan; 3) is unable to justify the plan of basic and additional	1) conducts interviews, physical examination of patients 2) collects information when drawing up the examination plan 3) justifies the planned scope of basic and additional studies to clarify the	1) fluent in questioning and physical examination techniques 2) independently conducts Questioning, physical examination of patients 3) Uses clinical reasoning in gathering information to develop an examination plan

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			studies to clarify the syndrome of the lesion. It is difficult to communicate with colleagues.	lesion syndrome. Easy to communicate with colleagues.	4) justify the planned scope of the main and additional The relationship with colleagues is very high. Relations with colleagues are at a very high level.
RO7.	Demonstrate their patients' ability to research and evaluate treatment outcomes, evaluate and implement evidence-based treatment principles	1) incapable of questioning, physical examination of the patient, drawing up an examination plan. He cannot communicate normally with his colleagues.	1) makes inaccuracies in questioning and physical examination of patients 2) has difficulties in collecting information, in drawing up an examination plan; 3) is unable to justify the plan of basic and additional studies to clarify the syndrome of the lesion. It is difficult to communicate with colleagues.	1) conducts interviews, physical examination of patients 2) collects information when drawing up the examination plan 3) justifies the planned scope of basic and additional studies to clarify the lesion syndrome. Easy to communicate with colleagues.	1) fluent in questioning and physical examination techniques 2) independently conducts Questioning, physical examination of patients 3) Uses clinical reasoning in gathering information to develop an examination plan 4) justify the planned scope of the main and additional The relationship with colleagues is very high. Relations with colleagues are at a very high level.

Checklists for the practical session

10.2	Evaluation Criteria.				
№	Evaluation criteria	Level			
		That's great	All right.	Satisfactory	Unsatisfactory
Practical exercises:					
1	Written answer to the questions of this assignment/writing of the laboratory report	30	21	15	0
2	Oral response to the questions in this assignment	30	21	15	0

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3	Execution of test tasks	12	8	6	0
4	Solution of situational tasks	28	20	14	0
	Common:	100	70	50	

Execution of test tasks

№	Evaluation criteria	Scores
1	90-100% correct answers	10-12
2	70-89% correct answers	8-9
3	50-69% correct answers	6-7
4	Less than 50% of correct answers	0-2

Solution of situational tasks

№	Evaluation criteria	Scores
1	Demonstrates original thinking when dealing with a situational problem. Fully utilises the theoretical knowledge required in solving the given problem. Demonstrates excellent knowledge of reference biochemical parameters in interpreting the proposed data of biofluid analyses. Demonstrates the ability to draw logical conclusions from the case study with a thorough understanding of the required learning material.	25-28
2	Possesses the necessary knowledge to solve this case study. Allows non-principled inaccuracies when discussing the case. Is able to draw correct conclusions on the proposed case study.	19-24
3	Makes non-principled inaccuracies when discussing the given task, has difficulties in interpreting the analyses proposed in the situational task. Draws conclusions with difficulty.	14-18
4	Makes fundamental errors in the discussion of the situational task. Passive, unable to make appropriate conclusions.	0-13


Situational tasks - maximum 28 points (each task maximum 14 points):

№	Questions	Level			
		That's great.	All right.	Satisfactory	Unsatisfactory
1	1 case study on the topic	14	10	7	0
2	2 case study on the topic	14	10	7	0
	Bottom line:	28	20	14	0

Cheque sheet for SROs

Independent work of students (SRO)

Preparing for the presentation of the topic	That's great Relevant assessments: A (4,0; 95-100%); A- (3,67; 90-94%)	The presentation is made independently, in due time, at least 3 literature sources are used, the slides are meaningful and well-designed, during the defence the speaker demonstrates deep knowledge of the topic, does not make mistakes when answering questions during the discussion answers clearly without difficulty or a little thoughtful with uncertainty.
	All right. Meets the grades: B+ (3,33; 85-9%);	The presentation is made independently, in the appointed time, at least 3 literature sources are used, the slides are informative, perhaps not laconic, during the defence the


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	<p>B (3,0; 80-84%); B- (2,67; 75-79%) C+ (2,33; 70-74%)</p>	<p>speaker demonstrates good knowledge of the topic, makes mistakes when answering questions, which he/she corrects.</p>
	<p>Satisfactory Meets the grades: C(2,0; 65-69%) C-(1,67; 60-64%) Д+ (1,33; 55-59%) Д(1,0; 50-54%)</p>	<p>The presentation is made independently, in due time, at least 3 literature sources are used, the slides may be incomplete, at the defence the author makes fundamental mistakes when answering questions or is not oriented in his own material.</p>
	<p>Unsatisfactory FX (0.5; 25-49%) F (0; 0-24%)</p>	<p>For the rewriting of this paper. When defending the presentation, the text reads incorrectly. The student is not sufficiently orientated in his own material.</p>

Interim certification - CTIC

Checklist for the final control


Shape controls	Evaluation	Evaluation criteria
Solution of situational tasks according to the tickets	"Excellent." 90-100%	<p>The learner has an unmistakable <u>understanding</u> of major and minor complaints, and an excellent <u>knowledge</u> of the collected history of life and illness.</p> <p><u>Relates</u> the data of objective and physical examination (palpation, auscultation, percussion), correctly <u>interprets</u> the data of laboratory and instrumental studies.</p> <p>Knows how to <u>assess</u> pathophysiological patterns of research results.</p> <p><u>Finds and relates</u> relationships between major symptoms and syndromes.</p> <p><u>Justifies and makes a</u> presumptive post-syndromic diagnosis.</p>
		<p>The learner has answered the question on the task without error based on understanding, knowledge and clinical reasoning of the clinical situation in question.</p>
		<p>Performs basic physical examinations on a given task according to an algorithm without error (practical skill #1)</p>
		<p>Performs basic physical examinations on a given task without error according to an algorithm (practical skill #2)</p>
	"Good." 70-89%	<p>The learner has an excellent understanding of major and minor complaints, and is well <u>orientated</u> in the collected history of life and illness.</p> <p><u>Relates</u> data of objective physical examination (palpation, auscultation, percussion), <u>interprets</u> data of laboratory and instrumental investigations with errors.</p> <p>There are errors in <u>assessing</u> the pathophysiological patterns of study results.</p> <p><u>Finds and relates</u> relationships between major symptoms and syndromes.</p> <p><u>Makes</u> a presumptive post-syndromic diagnosis without substantiating the data</p>

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		The learner did not answer the task question in full for the given clinical situation
		Performs basic physical examinations on a given task with gaps according to the algorithm (practical skill #1)
		Performs basic physical examinations on a given task with gaps according to the algorithm (practical skill #2)
	"Satisfactory." 50-69%	The learner <u>analyses</u> major and minor complaints with errors, is poorly <u>oriented</u> in the collected history of life and disease. <u>Relates</u> the data of objective physical examination (palpation, auscultation, percussion), correctly <u>interprets</u> the data of laboratory and instrumental studies. Unable to <u>assess</u> pathophysiological patterns of outcome of study. <u>Unable</u> to relate the relationship between major symptoms and syndromes. <u>Makes</u> a presumptive post-syndromic diagnosis without substantiating the data
		The learner answered the question on the task without understanding, knowledge and clinical reasoning about the clinical situation in question
		Performs basic physical examinations on a given task with fundamental errors (practical skill #1)
		Performs basic physical examinations on a given task with fundamental errors (practical skill #2)
	"Unsatisfactory." 0-49%	The learner has no idea about major and minor complaints, is not <u>orientated</u> in the collected history of life and disease. <u>Does not see the relationship between the data</u> of objective physical examination (palpation, auscultation, percussion), does not correctly <u>interpret the</u> data of laboratory and instrumental studies. Does not know how to <u>evaluate</u> pathophysiological patterns of study results. <u>Does not find and is unable to make</u> connections between major symptoms and syndromes. <u>Makes</u> a presumptive post-syndromic diagnosis without substantiating the data
		The learner did not give a correct answer to the question on the task
		The skill shown for this task does not correspond to the algorithm (practical skill #1).
		The skill shown for this task does not correspond to the algorithm (practical skill #2).


Multiple point knowledge assessment system

Letter grade	Digital equivalent of points	Percentage content	Evaluation under the traditional system
A	4,0	95-100	That's great

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A -	3,67	90-94	All right.
B +	3,33	85-89	
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	Satisfactory
C	2,0	65-69	
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	Unsatisfactory
FX	0,5	25-49	
F	0	0-24	

11. Learning Resources	
Electronic resources including, but not limited to: databases, animation simulations, professional blogs, websites, other electronic reference materials (e.g.: video, audio, digests)	<p>-UKMA Digital Library - https://e-lib.skma.edu.kz/genres</p> <p>-Republican Interuniversity Electronic Library (RMEL) - http://rmebrk.kz/</p> <p>-Aknurpress Digital Library - https://www.aknurpress.kz/</p> <p>-Epigraph Digital Library - http://www.elib.kz/</p> <p>-Epigraph - multimedia textbook portal https://mbook.kz/ru/index/</p> <p>-EBS IPR SMART https://www.iprbookshop.ru/auth</p> <p>-legal information system "Zan" - https://zan.kz/ru</p> <p>-Cochrane Library - https://www.cochranelibrary.com/</p>
Electronic textbooks	<p>Ivashkin, V. T. Internal diseases propedeutics [Electronic resource] : textbook / V. T. Ivashkin. T. Ivashkin, A. V. Okhiobystin. - Electron. textual data. (142Mb). - Moscow : GEOTAR-Media, 2017. - electronic optical disc (CD-ROM).</p> <p>Internal medicine. T. 2 [Electronic resource] : textbook / ed. by V. S. Moiseev. S. Moiseev. - 3rd ed., revised. and ext. - Electronic text dan. (45.1MB). - Moscow : GEOTAR-Media, 2015. - 895 c.</p> <p>Internal medicine. T. 1 [Electronic resource] : textbook / ed. by V. S. Moiseev. S. Moiseev. - 3rd ed., revised. and supplement. - Electronic text dan. (66.5Mb). - Moscow : GEOTAR-Media, 2015. - 960 c.</p> <p>Ishki aurular./Bimurzaev F.N., Zaripova G.K. , 2020/https://aknurpress.kz/reader/web/2594</p> <p>Ishki aurular panynen klinikalyk tapsymalar zhinagy.</p> <p>Erzhanova G.A., Mukhanova A.K. , 2016/https://aknurpress.kz/reader/web/2370</p> <p>The school aurular propaedeutikasynan zhagdayattyk tapsymalar</p> <p>Orazova B.O., Marchenko T.V. , 2016 /https://aknurpress.kz/reader/web/2348</p> <p>Propaedeutics of internal diseases : Textbook / T.S. Ryabova, E.S. Ryss, V.Y. Plotkin et al. - SPb.: SpetsLit, 2015. - 414 c.http://rmebrk.kz/</p> <p>Internal diseases in the work of a general practitioner : Textbook. / K.J. Sadykova, Sh.U. Skenderova, S.K. Sattieva. - Turkestan: Turan, 2017. - 96 c. http://rmebrk.kz/</p> <p>Zhamankulov, Kydyrkozha Abdolkarimuly.Ishki aurular [Matin] : okulyk / K. K.. A. Zhamankulov; Batys Kazakhstan mem. med. akad. - Aktobe : [b. zh.], 2013. - 669 б. https://elib.kaznu.kz/book/1767</p> <p>Propaedeutics of internal diseases: Textbook. - 6th ed., I - vol. revision and add. (Textbook for students of medical universities). - Almaty: Evero, 2020. - 400 c. https://elib.kz/ru/search/read_book/676/</p>


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12. Discipline Policy

Student requirements, attendance, behaviour, grading policy, penalties, incentives, etc.

1. Wear special clothes (dressing gown, cap, change of shoes) during classes.
2. Compulsory attendance at lectures, practical classes and SROP according to timetables.
3. Do not be late, do not miss lectures and classes. In the case of illness, provide a certificate and a completion sheet with the deadline, which is valid for 30 days from the date of receipt in the dean's office.
4. Missed classes for an unexcused reason are not worked out. Students who miss classes for an unexcused reason will receive a grade "0" next to the mark "n" in the electronic journal and penalty points will be deducted:
 - the penalty point for missing 1 lecture is 1.0 point from the grades of the end-of-term control;
 - The penalty point for missing 1 SROP session is 2.0 points from the SRO grades.
5. Attendance of SROP classes is compulsory. In case of absence of students on SROP, a mark "n" is made in the training and electronic journal.
6. Each student must complete all forms of SLO assignments and turn them in on schedule.
7. For each practical session and SROP, all students must prepare in a timely and clear manner and actively participate in the discussion of the topic.
8. Be responsible for the sanitary condition of their workplace and personal hygiene.
9. Eating in the classrooms is strictly prohibited.
10. Observe safety rules when working with simulation simulators
11. Observe the Academy's internal regulations and ethical behaviour.
12. To be tolerant, open and friendly to fellow students and faculty.
13. Treats the department's property with care.



13. Academic policies based on the moral and ethical values of the academy			
13.1	11. 4. Student Code of Honour		
13.2	GRADING POLICY		
	1. Several forms of knowledge control are used during the lesson. An average grade is put in the logbook. 2. A student who has not achieved a passing score (50%) on one of the types of control (current control, end-of-term control №1 and/or №2) is not allowed to take the examination in the discipline. 3. The final rating of admission to the examination in the discipline must be at least 50 points (60%) which is calculated automatically on the basis of the average grade of the current control (40%) + average grade of end-of-term controls (20%). 4. Final certification - is conducted in two stages: practical skills and testing.		
14.	Harmonisation, approval and revision		
	Date of agreement with the library and information centre	No. ____ of the minutes	Full name of the head of the library and information centre
	14.06.24	9	Darbicheva R.I.
	Date of approval by the department	No. ____ of the minutes	Full name of the head of the department
	31.05.2024	10	m.g.d., professor Bekmurzaeva E.K.
	Date of approval by the EC OP	No. ____ of the minutes	Full name of the Chairperson of the AC
	24.06.24	11	Kenbaeva L.O.

<p>ONȚŪSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</p>		<p>SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
<p>Department "Propaedeutics of Internal Medicine" Working curriculum (syllabus) for the discipline "Propaedeutics of Internal Medicine"</p>		<p>47/ 11 () Pg. 23 Of 24</p>

Ф-044/270/01-2024

"Working curriculum of the discipline (Syllabus) 2024-2025 protocol for alignment of training with other relevant disciplines"

Harmonisation disciplines	Suggestions for changes in proportions of material, order of presentation, etc.	Minutes numbers and dates of meetings of the approving chairs
1	2	3
<p>Prerequisite: Physiology</p>	<p>Physiology is a fundamental experimental and theoretical science of the vital activity of the whole organism, physiological systems, organs, cells and individual cellular structures, regulatory mechanisms in the interaction of the organism with the environment</p>	<p># <u>10</u> of the minutes <u>28.05</u> 2024r. Head of Department</p>

Prerequisite:

Head of the Department of Morphophysiology
c.m.s, Acting Professor Tanabaev B.D.



ONȚŪSTIK-QAZAQSTAN

MEDISINA

AKADEMIASY

«ОНȚŪSTIK Қаззақстан медицина академиясы» АҚ



SOUTH KAZAKHSTAN

MEDICAL

ACADEMY

АО «Южно-Казакхстанская медицинская академия»

Department "Propaedeutics of Internal Medicine"

Working curriculum (syllabus) for the discipline "Propaedeutics of Internal Medicine"

47/ 11 ()

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