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ФИО: Ястребов Олег Александрович
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Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA named after
Patrice Lumumba
RUDN University

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Propedeutics of Internal Diseases

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

General Medicine

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course “Propedeutics of internal diseases” is to equip students with knowledge about the professional skills of examining a patient on the basis of studying the main symptoms and syndromes of internal diseases, clinical and additional methods of research, mastering the methodology of diagnosis and treatment principles, also the formation of their professional medical and general cultural competence in matters of the structural organization of the basic processes of vital activity of the organism.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “Propedeutics of internal diseases” is aimed at the development of the following competences /competences in part:

Professional Competences-(PC)-2, 3, 21.

General Professional Competences- (GPC)- 1, 8,

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-1	Be able to use academic, scientific, non-fiction literature, internet resources for training	Students should be able to use academic, scientific, non-fiction literature, internet resources for training
GPC-8	Be able to status of the patient: take anamnesis, interview the patient or his relatives, perform physical examination (general assessment, palpation, percussion, auscultation, measuring of blood pressure, feeling pulse, etc);	Students should be able to status of the patient: take anamnesis, interview the patient or his relatives, perform physical examination (general assessment, palpation, percussion, auscultation, measuring of blood pressure, feeling pulse, etc);
PC-2	Be able to conduct a primary examination of systems and organs; set priorities to solve patient health problems: critical (terminal) state, condition with pain, condition with chronic disease, infectious disease condition, disablement, geriatric problems, state of	Students should be able to conduct a primary examination of systems and organs; set priorities to solve patient health problems: critical (terminal) state, condition with pain, condition with chronic disease, infectious disease condition, disablement, geriatric problems, state of mentally sick patients;

Competence code	Competence descriptor	Competence formation indicators (within this course)
	mentally sick patients;	
PC-3	Be able to outline the amount of additional research in accordance with the prognosis of the disease to clarify the diagnosis and obtain a reliable result	Students should be able to outline the amount of additional research in accordance with the prognosis of the disease to clarify the diagnosis and obtain a reliable result
PC-21	Be able to develop a plan of therapeutic (surgical) action taking into account the course of the disease and its treatment;	Students should be able to develop a plan of therapeutic (surgical) action taking into account the course of the disease and its treatment;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-1	Be able to use academic, scientific, non-fiction literature, internet resources for training	Anatomy	

GPC-8	Be able to status of the patient: take anamnesis, interview the patient or his relatives, perform physical examination (general assessment, palpation, percussion, auscultation, measuring of blood pressure, feeling pulse, etc);	Anatomy	
PC-5 PC-6 PC-8		Normal physiology\Biochemistry	Faculty Therapy Hospital therapy Phtisiology Pediatics Neurology Otolaryngology Immunology Faculty Therapy Hospital therapy Phtisiology Pediatics Neurology Otolaryngology Immunology

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Propedeutics of internal diseases” is 10 credits (360 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)*

	Total	Semesters/training modules
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Type of academic activities		academic hours	IX	X	XI	XII
<i>Contact academic hours</i>		233	51	51	51	80
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		233	51	51	51	80
<i>Self-studies</i>		199	21	57	57	64
<i>Evaluation and assessment (exam/passing/failing grade)</i>						
Course workload	academic hours	360	108	108		
	credits	10	5	3		

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1 The respiratory system	Acute and chronic bronchitis. Etiology, pathogenesis, classification, clinical findings, complications. Defense mechanisms of the respiratory system. The role of smoking in the development of lung and heart diseases. The meaning of spirometry in the diagnosis of respiratory failure. Acute pneumonia. Etiology, pathogenesis, classification. Atypical pneumonia. Microorganisms. Particularity in progression. Lung abscess. Bronchiectasis. Pleuritis. Etiology. Diagnosis. The significance of pleural tapping. Treatment. Bronchial asthma. Classification, particularity in progression, treatment of different types of bronchial asthma. Status asthmaticus. Chronic obstructive pulmonary diseases. Pulmonary hypertension.	S
Course module title	Course module contents (topics)	Academic activities types
	Causes, clinicals, treatment. Chronic cor pulmonale. Etiology, pathogenesis, clinical findings, diagnosis, complications, treatment. Rheumatism. Etiology, pathogenesis, Particularity in haemodynamics in various malformations. The meaning of streptococcal infections.	

<p>Module 2 Cardiovascular system</p>	<p>Diagnosis of heart malformations. Particularities of heartsounds and murmurs in malformations. Treatment and prophylaxis of rheumatism. Acquired heart malformations. Diagnosis. Treatment. Infective endocarditis. Classifications. Ethology, pathogenesis, clinical findings. Particularities of cardiac lesions. Particularities in the progression of infective endocarditis. Treatment, the use of antibacterial therapy and surgical methods in treatment. Cardiomyopathy. Etiology. Classification. Clinical findings in dilated, hypertrophic, restrictive cardiomyopathy. Medical treatment. Role of heart transplantation. Hypertension. Etiology, pathogenesis, clinical findings. Understanding of different types of clinical features of hypertension. Risk factors. Classification. Prophylaxis. Treatment. Atherosclerosis. Etiology and pathogenesis. The role of atherosclerosis in ischaemic heart disease. Ischaemic heart disease. Risk factors. Clinical findings. Angina pectoris. Classification. The role of coronarography in diagnosis. Medical treatment of angina. Role of surgical methods of treatment. Aortocoronary shunts, balloon angioplasty, stenting. Myocardial infarction. Pathogenesis. Clinical findings, complications. Treatment. The understanding of acute coronary syndrome. Indications and contraindications in the use of the drugs and their side effects. ECG. Their role in the diagnosis of cardiovascular diseases. Arrhythmias and conduction defects. Diagnosis. Clinical importance. Treatment. Main groups of antiarrhythmic drugs. Indications and contraindications in the use of the drugs in different types of arrhythmias. Indications for cardiostimulation.</p>	<p>S</p>
<p>Module 3 Liver diseases</p>	<p>Main clinical findings. Cytolysis (hepatocyte damage), cholestasis, jaundice, liver synthetic dysfunction, portal hypertension, hypersplenism. Acute and chronic hepatitis.</p>	<p>S</p>
<p>Course module title</p>	<p>Course module contents (topics)</p>	<p>Academic activities types</p>

	<p>Ethiology, pathogenesis. Clinical findings. The role of viral hepatitis. Antiviral therapy. Indications and contraindications, complications. Liver cirrhosis. Classification. Ethiology, pathogenesis. Clinical findings. Treatment, liver synthetic dysfunction. Pathogenesis, clinical findings. Medicated and non- medicated treatments. Alcoholic disease. Visceral manifestations. Pathogenesis. Clinical findings, diagnosis, complications, treatment. Stigmata of chronic alcoholic intoxication.. Primary biliary cirrhosis. Ethiology, pathogenesis. Clinical findings, treatment. Haemochromatosis, Wilson`s disease. Ethiology, pathogenesis. Clinical findings, diagnosis, treatment. Portal hypertension. Clinical findings, complications, treatment.</p>	
<p>Module 4 Renal medicine</p>	<p>Main clinical findings.: acute nephritis, urinary, hypertonic, nephrotic, urinary infections, acute renal failure. Acute and chronic glomerulonephritis. Ethiology , pathogenesis. Clinical findings. Clinical and morphological classification of chronic glomerulonephritis. Treatment. Proliferative glomerulonephritis. Clinical findings, treatment. Amyloidosis. Ethiology. Pathogenesis. Classification. Clinical findings. Visceral manifestation of amyloidosis. The role of biopsy in the diagnosis of amyloidosis. Chronic renal failure. Ethiology pathogenesis, clinical and laboratory findings, diagnosis, complications, treatment. Understanding of haemodialysis. Indications and contraindications in their use. The role of kidney transplantation in the treatment of renal failure.</p>	<p>S</p>
<p>Module 5 Haematology</p>	<p>Anaemia. Classification. Microcytic, macrocytic, normocytic, anaemia. Normochromic, hyper- and hypochromic anaemia. Ethiology, clinical findings. Treatment. Megaloblastic anaemia. Ethiology, diagnosis, treatment. Haemolytic anaemia. Ethiology, principles of diagnosis, treatment. Aplastic anaemia. Ethiology. Diagnosis, treatment. Acute and chronic leukemia Ethiology, pathogenesis, clinical findings, diagnosis, complications, treatment. The role of bone marrow transplantation. Schema of cytotoxic(cytostatic) drugs. Myeloma. Pathogenesis clinical and laboratory findings. Principles of treatment.</p>	<p>S</p>

Course module title	Course module contents (topics)	Academic activities types
	Hodgkin`s disease. Clinical findings. Principle of treatment.	
Module 6 Endocrinology	Toxic multinodular goitre. Hypothyroidism. Etiology, pathogenesis. Clinical findings. Laboratory findings. Medical treatment. Indication for surgical treatment. Diabetes mellitus. Etiology, pathogenesis. Classification. Clinical findings, diagnosis, complication, treatment. Hyperglycaemic, hypoglycaemic, hyperosmolar coma. Differential diagnosis. Clinical findings. Treatment. The main complaints. Physical research methods (examination, palpation, percussion, auscultation). Instrumental research methods, laboratory research methods. The main clinical syndromes. Fundamentals of private pathology (thyroid disease, diabetes).	S
Module 7 Rheumatology	Rheumatoid arthritis. Etiology, pathogenesis. Clinical findings. Articular and extra-articular findings. Classification. Laboratory findings. Treatment. Drug treatment in rheumatoid arthritis. NSAID. Groups. Side effects and their prophylaxis. Osteoarthritis. Ankylosing spondylitis. Reiter`s syndrome. Etiology, pathogenesis, clinical findings, diagnosis, complications, treatment.	S
Module 8 Metabolic dysfunction	Gout. Classification. Clinical findings, laboratory diagnosis. Alcoholism. Etiology, pathogenesis, clinicals, complications, treatment.	S

* - to be filled in only for **full** -time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	multimedia projectors, personal computers	1) Simulators with the ability to simulate various variants of clinical scenarios for practicing patient examination skills, formulating a preliminary diagnosis, therapeutic

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
		<p>approaches.</p> <p>2) Anatomical models of various organ systems. Used to visualize the development of the pathological process in the body of interest and its influence on the data obtained during the inspection.</p> <p>3) The system of interactive survey to assess the quality of mastering the material. Used after lectures, workshops, on colloquiums. Each student can get acquainted with the results of his answers using the department portal.</p> <p>- Software: Turning Technologies</p> <p>4) LCD panels in most classrooms, multimedia projectors. Used to demonstrate educational material. Have the ability to wirelessly connect to data sources (laptop, tablet), the Internet.</p> <p>- Software: Windows, Office 365 software package</p> <p>5) A library of images with signs of various pathologies (updated by members</p>

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
		of the department), descriptions of clinical cases, electrocardiograms. Available to every teacher, student through the relevant sections of the department portal.

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Mukhin N.A. Propedeutics of internal diseases [Text]: Textbook / N.A. Mukhin, V.S. Moses. -2nd ed., Ext. and recycled. - M.: GEOTAR-Media, 2014. - 848 p. : il. - application: CD ROM. - ISBN 978-5-9704-2769-9.

2. Workshop on propedeutics of internal diseases [Text]: A textbook for students of 2-3 courses of the medical faculty of specialties "General Medicine", "Dentistry" / Yu.V. Kotovskaya [et al.];Ed. J.D. Kobalava - M.: RUDN Publishing House, 2016. - 175 p. –

3. Diseases of the endocrine organs: syndromes, key points and clinical tasks [Text / electronic resource]: Teaching guide on internal diseases propaedeutics for students of 2-3 courses, studying in the specialty "General Medicine", "Dentistry" / S.V. . Villevalde [et al.]. - Electronic text data. - M.: RUDN Publishing House, 2016. - 48 p. - ISBN 978-5-209-07227-0: 22.29. 54.15 - 3-12

4. Diseases of the digestive organs and the liver: syndromes, key moments and clinical tasks [Text]: Educational and methodical manual on the propaedeutics of internal diseases for students of 2-3 courses of the medical faculty of specialties "medical business", "Dentistry" / S.V.Villevalde [et al.]; Ed. Zh.D.Kobalova. - M .: Publishing house of RUDN, 2016. - 91 p. : il. - ISBN 978-5-209-07661-2: 35.70. 54.13 - 3-12

5. Diseases of the circulatory system: syndromes and clinical tasks [Text]: Teaching guide on internal diseases propaedeutics for 3-year students of the medical faculty of the specialty “General Medicine”, “Dentistry” / Yu.V. Kotovskaya [et al.]; Ed. Z.D.Kobalava. - M .: Publishing house of RUDN, 2016. - 89 p. : il. - ISBN 978-5-209-07401-4: 43.39. 54.10 - 3-12

Additional readings:

1. The main syndromes in the clinic of internal diseases. Teaching manual. Compiled by: Edited by Kobalava Z.D. Ed. RUDN 2008. 20 p.

2. Kobalava J.D., Moiseev S.V., Moiseev V.S. Basics of internal medicine. A guide for doctors.
–M., GEOTAR-Media. 2014. - 888 s.

3. Kobalava Z.D., Kotovskaya Yu.V. Hypertension in the XXI century: achievements, problems, prospects. RF, Moscow, Bionics. 2013. - 17 p.

4. Kobalava J.D., Villevalde S.V., Efremovtseva M.A. (Ed. by J.D. Kobalava, V.S. Moiseev). Basics of cardiorenal medicine. Monograph. Moscow, GEOTAR-Media. 2014.
- 256 p.

5. Klimenko A.S., Merai I.A., Avdoshina S.V. Acute cardiorenal and renocardial syndromes. Monograph. Moscow, GEOTAR-Media 2014.- 21 p.

Internet (based) sources

- 1. Electronic libraries with access for RUDN students:
 - Electronic library network of RUDN – ELN RUDN <http://lib.rudn.ru/MegaPro/Web>
 - ELN «University Library online» <http://www.biblioclub.ru>
 - ELN Urait <http://www.biblio-online.ru>
 - ELN «Student Advisor» www.studentlibrary.ru
 - ELN «Lan» <http://e.lanbook.com/>

- 2. Databases and search engines:
 - electronic fund of legal and regulatory and technical documentation <http://docs.cntd.ru/>
 - search system Yandex <https://www.yandex.ru/>
 - search system Google <https://www.google.ru/>
 - abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

Training toolkit for self- studies to master the course *:

1. The set of lectures on the course “Propedeutics of internal diseases”

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (PC)-2, 3, 21, GPC- 1, 8) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Assistant of the Department
of Internal Medicine

_____	_____	_____
name of department	signature	Goreva L.A. name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

of Internal Medicine

_____	_____	_____
name of department	signature	Kobalava Zh. D name and surname

HEAD

OF HIGHER EDUCATION PROGRAMME:

First Deputy Director of MI for

Academic Affairs

_____	_____	_____
position, department	signature	Iv.V.Radysh name and surname