"APPROVED"
Order of Ministry of Education and
Science,
of Ukraine
March 29, 2012 № 384
(edition of Order of Ministry of Education and
Science of Ukraine
05 June 2013 №683

Form number H-3.04

State Higher Education University
"Uzhhorod National University"

Department (cycle commission)

"APPROVED"
Dean of Medical Faculty № 2
_____ prof. Kaliy V.V.
"_____" _____ 2021

Syllabus for the educational discipline
" ELECTIVE COURSE. TOPICAL ISSUES OF OUTPATIENT CARE"

_____*Elective course. Topical issues of outpatient care* _____
(Code and name of the course)
direction of training _____ 1201, Medicine _____
(Code and name of the field of study)
specialty 7.12.010001, "Medical Work" _____
(Code name and specialty)
specialization
_____
(Name of specialization)
institute, faculty, department _____ Medical Faculty №2 _____
(Name of institution, faculty, department)

2021-2022 academic year

The syllabus in Elective course. Topical issues of outpatient care for the 5rd year students
(Name of the course)
in the direction of training "Medicine", specialty "Medical Work". – P.11.

Oleksandr Kutsyn

Developers: (Indicate the authors, their positions, academic degrees and titles)

The syllabus was approved at a meeting of department (Subject Commission) of Family Medicine and Outpatient Care

Protocol dated 02.09.2021 number 1

Head of Department (Cycle, Subject Commission)

_____ Kolesnyk P.O.___
(Signature) (surname and initials)

Uzhgorod 2021

1. **The purpose and objectives of Family Medicine**

To create in students the understanding of personal, comprehensive, and continuing care of the most common cardiology diseases in outpatient practice.

2. **Duration of study** (30 hours of academical work, 1 credits)

<table>
<tr><td rowspan="2">Index name</td><td rowspan="2">Industry knowledge, direction of training, educational level</td><td colspan="2">Characteristics of the course</td></tr>
<tr><td>full-time education</td><td>distant education</td></tr>
<tr><td rowspan="2">Credits – 1</td><td>Discipline
Internal Medicine
(Code name)</td><td colspan="2" rowspan="2">Obligatory</td></tr>
<tr><td>Direction of training
1201, Medicine
(Code name)</td></tr>
<tr><td>Modules - 1</td><td rowspan="5">Specialty (professional direction):
7.12.010001, Medicine</td><td colspan="2">Year of training:</td></tr>
<tr><td>Content modules – 1</td><td>5</td><td>th</td></tr>
<tr><td>Individual a research task
_____
(Title)</td><td colspan="2">Semester</td></tr>
<tr><td rowspan="2">Total number of hours - 30</td><td>9-10 th</td><td>th</td></tr>
<tr><td colspan="2">Lectures</td></tr>
<tr><td rowspan="9">Weekly hours for full-time study:
classroom
self-learning</td><td rowspan="9">Educational qualification:
specialist</td><td>hours.</td><td>h.</td></tr>
<tr><td colspan="2">Practical, seminar</td></tr>
<tr><td>30 hours.</td><td>h.</td></tr>
<tr><td colspan="2">Laboratory</td></tr>
<tr><td>0 h.</td><td>h.</td></tr>
<tr><td colspan="2">Self-learning</td></tr>
<tr><td>0 h.</td><td>h.</td></tr>
<tr><td colspan="2">Individual task: 0 h.</td></tr>
<tr><td colspan="2">Type of control: the final module control</td></tr>
</table>

Plan of Regular Class

Time & Duration	Contents
5 min	Introduction. Topic, Aim of study of the day.
5 min	Icebreaker. Discussion.
20 min	Control of the student's knowledge, practical skills, changes of attitude.
50 min	Presenting new material, (brainstorming, ppt presentation, video demonstration, real or standardized patient, OSCE etc)
5 min	Discussion of the new material in small groups
5 min	Summary. Feedback. Home task. References.

THEMATIC PLAN OF PRACTICAL CLASSES

No.	Topic:	Contents:	Hours
1.	Diagnosis of Arterial Hypertension in outpatient practice. Treatment of AH in outpatient practice	Definitions of AH, classification, stages and degrees of AH, ABPM, HBPM, rules of BP measurement, risk factors of AH, physical examination, objective and instrumental methods of AH patient examination Lifestyle changes, optimal hypotensive therapy in different clinical situation	2 h
2.	Atrial fibrillation in outpatient practice	Definition, epidemiology, risk factors, clinical presentation, classification, management of AF. EHRA scale, CHA2DS2-VASc score, HAS-BLED score. Prevention of thromboembolic events. Rate control and rhythm control strategies.	2 h
3.	Chronic heart failure in family doctors practice	Heart failure with preserved, mid-range and reduced ejection fraction. NYHA classification. Diagnostic algorithm for the diagnosis of HF.	2 h

		Pharmacological treatment in patients with HF, prevent or delay the development of HF	
4.	Metabolic syndrome in family doctors practice	Screening for obesity. Screening of dyslipidemia. Screening of diabetes mellitus	2 h
5.	Dyslipidemia in family doctors practice	Type of dyslipidemias. Goals of total cholesterol and LDL-C in different categories of patients. Statins as basement therapy of dyslipidemia. Ezetimibe. New lipid-lowering agents (PSCK-9)	2 h
6.	DM type 2 in family doctors practice	Definitions. Clinical signs. Diagnostic criteria. Algorithm of management of patients with DM type 2	2 h
7.	Stroke.	Definition, classification, pathophysiology. Primary prophylactice. Methods of vasccular and neuro-visualisation in case of stroke (CT/MRI/angiography/duplex-sonography etc.) – when? why? what for?	2 h
8.	Ischemic stroke.	Trombolitic therapy (indications/contraindications, “therapeutic window”, main aim, NIHSScale, trombolisis procedure and	2 h

		patient`s observation). Outcomes and rehabilitation.	
9.	Hemorrhagic stroke. Intracerebral hemorrhage. Subarrhachnoid hemorrhage.	Risk factors and pathomechanism. Main therapeutic direction (medication and surgical). Hunt-Hess Scale, WFNScale, GCS. Indication/contraindication for surgical treatment. Outcomes. Rehabilitation.	2 h
10.	Modern miniinvasive methods of surgical treatment of stroke		2 h
11.	Ambulance surgery of vertebrogenic pain syndromes		2 h
12.	Diagnosis and treatment of facial pain		2 h
13	Introduction to communication skills	Introduction to the basics of communication in medical practice. Understanding the different types of communication.Importance of listening and reflective listening. Empathy and how it helps build rapport with the patients.	2 h
14	Communication skills in different scenarios	Communication in challenging scenarios such as palliative care and end of life care. To discuss the influencing factors and consequences	2 h

		of communication in palliative care and end of life care. Understand how to respond appropriately to specific 2 h emotions such as distress and anger in palliative and end of life care.	
15.	Integrated management of childhood	To understand the selection of children (0-5 y.o) with the main syndromes according to the UNICEF Integrated care protocol. Understanding “alarm symptoms” in childhood medical care: general and specific. Management plan in the primary medical care when alarm symptoms are evaluated.	2 h
Total			30 h

3. Grading scale: national and ECTS

The discipline assessment

The estimation on propedeutics of internal disease makes only to those students, which have all completed discipline modules. The estimation of discipline is a middle of all module marks, on which structured educational discipline.

The encouraging balls by Scientific Council decision may be added to amount of discipline balls to those students, which have scientific publications or prizes for participation into discipline olympiad between high educational institutions of Ukraine and etc.

The objectivity of students educational activity assessment should be checked by statistical methods (correlation coefficient between current progress and final module control results).

Enveloping of discipline balls amount into marks by ECTS scale and 4-balls scale (traditional).

The amount of discipline balls, that taken into consideration to students, envelopes to ECTS scale in this way:

Marks by ECTS	Statistical factor
A	The best 10% of students
B	The next 25% of students
C	The next 30% of students
D	The next 25% of students
E	The last 10% of students

The percent of students defines in this group of students in the range of corresponding specialty

Marks by ECTS	Marks by 4-balls scale
A	“5”
B, C	“4”
D, E	“3”
FX, F	“2”

The discipline mark FX, F (“2”) is given to students, which have not any discipline module that taken into consideration.

The mark FX, F (“2”) is given to students, which have minimal amount of balls for current educational activity, but did not delivery final module control. They have the right to repeat the final module control not more then twice during two additional weeks after finishing of spring semester by schedule approved by rector.

The students, which received mark F on finish of discipline studying (if they did not perform even one module of educational program or did not receive minimal balls amount for current educational activity), must perform repeated education of corresponding module. This decision is taken by head of high educational institution according to normative documents, approved in specified order

Assessment criteria for academic achievement of students

Grading scale: national and ECTS

Total points for all the educational activities	Rating ECTS	Evaluation on the national scale	
		for examination, course project (work) practice	to offset
180 - 200	**A**	Excellent	Passed
165 - 179	**B**	Good	
148 - 164	**C**		
128 - 147	**D**	Satisfactory	
120 - 127	**E**		
70 - 119	**Fx**	Unsatisfactory with the possibility of re-drafting	not credited with the possibility of re-drafting
0 - 69	**F**	Unsatisfactory with obligatory repeated study of discipline	not credited with a mandatory re-learning course

Students' theoretical knowledge and practical skills assessment criteria:

Score is "excellent" (180-200 points, A) for student who: - comprehensively and deeply possesses educational and program material; - can independently carry out the tasks provided by the program, use the acquired knowledge and skills in non-standard situations; - mastered the basic and familiar with the additional literature which are recommended by the program; - he has

mastered the interconnection of the basic concepts of discipline and is aware of their importance for the profession he acquires; - freely expresses own thoughts, independently evaluates various life events and facts, revealing a personal position; - independently defines separate goals of own educational activity, has shown creative abilities and uses them in studying educational and program material, showed a tendency to scientific work.

The score is "good" (165-179 points, B) - for student who: - fully mastered educational and program material, including applying it in practice, has systemic knowledge sufficiently in accordance with the educational- Program material, it is reasonably used in different situations; - Has the ability to independently seek information, as well as to analyze, formulate and solve problems of professional orientation; - during the answer made some inaccuracies, which themselves corrected, finds convincing arguments to confirm the studied material;

A "good" score (148-164 points, C) deserves a student who: - in general, has mastered the curriculum, but answers the exam with a certain number of mistakes; - is able to compare, generalize, systematize information under the direction of a teacher, as a whole independently apply in practice, control his own activities; - mastered educational and program material, successfully completed tasks envisaged by the program, mastered the main literature recommended by the program;

"Satisfactory" (128-147 points, D) for student who: - knows the main curriculum material to the extent necessary for further study and use in the future profession; - does a good job, but with a lot of errors; - familiar with the main literature recommended by the program; - allows for classes or exam errors in the execution of tasks, but under the guidance of a teacher finds ways to eliminate them.

A "satisfactory" rating (120-127 points, E) - a student deserves to be: - possesses the basic educational and programmed material to the extent necessary for further study and use in the future profession, and the fulfillment of tasks satisfies the minimum criteria. Knowledge has a reproductive character.

"Unsatisfactory" (70-119 points, FX) - is presented to the student, who: has revealed significant gaps in knowledge of the main program material, made fundamental mistakes in the implementation of the tasks provided by the program.

Score is "unsatisfactory" (0-69 points, F) - for student who: - know the educational material only at the level of elementary recognition and reproduction of individual facts or does not possess at all; - admits gross mistakes in the execution of the tasks provided by the program; - can not continue education and is not ready for professional work after graduation without re-studying this discipline.

4. References:

1) ESC/ESH Arterial Hypertension. ESC Clinical Practice Guidelines
2) Diabetes, pre-Diabetes and Cardiovascular Disease. ESC Clinical Practice Guidelines
3) Atrial Fibrillation. ESC Clinical Practice Guidelines
4) Acute and Chronic Heart Failure. ESC Clinical Practice Guidelines
5) Pocket Medicine -- Marc. S. Sebastin

6) Pocket Primary Care – Meghan M. Kiler, Curtis R. Chong
7) The Doctor's Communication Handbook- Tate P 2007
8) Skills for communicating with Patients- Silverman J, Kurtz S, Draper J 2005
9) Integrated Management of Childhood Illness (IMCI) guidelines by World Health organisation (WHO) 2019
10) Executive Summary: Guidelines for the Prevention of Stroke in Patients With Stroke and Transient Ischemic Attack A Guideline for Healthcare Professionals From the American Heart Association/American Stroke Association.
11) Guidelines for the Early Management of Patients With Acute Ischemic Stroke: 2019 Update to the 2018 Guidelines for the Early Management of Acute Ischemic Stroke A Guideline for Healthcare Professionals From the American Heart Association/American Stroke Association.
12) Guidelines for the Management of Aneurysmal Subarachnoid Hemorrhage A Guideline for Healthcare Professionals From the American Heart Association/American Stroke Association. 2012.
13) Oxford handbook of neurology, 2-nd edition, 2019.
14) Neurointenzivní peče, 3-tí vzdání. Aleš Tomek et al., 2018.