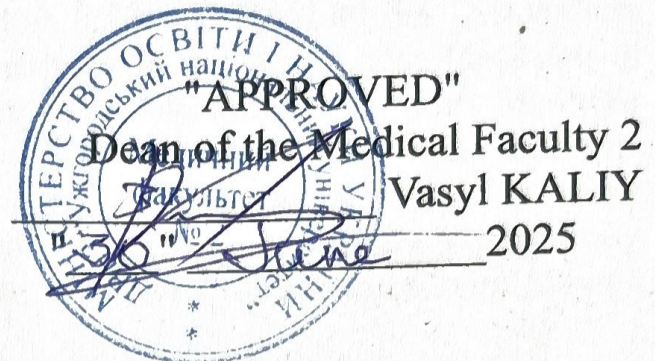


**STATE UNIVERSITY
"UZHHOROD NATIONAL UNIVERSITY"
MEDICAL FACULTY 2
Department of Family medicine and outpatient care**



SYLLABUS

EC 11. General practice – family medicine

Educational level	Second (Master)
Subject area	22 "Health"/ I "Healthcare and Social Security"
Specialty	222 "Medicine"/ I2 "Medicine"
Educational program	"General Medicine"
Discipline status	Elective
The language of instruction	English


Uzhhorod 2025

“General practice – Family medicine” syllabus for higher education seekers of the subject area 22 "Health", specialty 222 "Medicine", educational program "General medicine".

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The syllabus was discussed and approved at the meeting of the Department of Family Medicine and Outpatient Care

Minutes № 10 of “12” 06 2025_

Head of the Department  Pavlo KOLESNYK

Approved by the Scientific-Methodical Commission of the Medical Faculty №2

Minutes № 11 of “17” June 2025

Head of the Scientific-Methodical Commission  Nataliia MALETS

1. DESCRIPTION OF THE SUBJECT

Name of indicators	Distribution of academic hours according to the curriculum	
	Full-time study	Extramural form of study
ECTS credits – 8	Year of training:	
Total number of hours – 240	6	-
Number of modules – 1	Semester:	
Weekly academic hours for full-time study: class-room academic hours – 6 student's self-study hours - 6	11, 12	-
	Lectures:	
	-	-
	Practical classes (seminars):	
	156	-
Type of final control: credit	Laboratory classes:	
	-	-
Form of final control: complex	Self-study:	
	84	-

2. THE AIM OF THE EDUCATIONAL DISCIPLINE

The purpose of studying the discipline "**General practice – Family medicine**" is training in the basic areas of work of a family doctor in outpatient practice, a syndromic approach, practicing communication skills and mastering the principles of clinical thinking when working with the most frequent syndromes in the work of a general practitioner-family medicine doctor.

According to the educational program, the study of the discipline contributes to the formation of the following competencies in higher education seekers:

General competencies:

1. Ability to abstract thinking, analysis and synthesis.
2. The ability to learn and master modern knowledge.
3. Ability to apply knowledge in practical situations.
4. Knowledge and understanding of the subject field and understanding of professional activity.
5. Ability to adapt and act in a new situation.
6. Ability to make informed decisions.
7. Ability to work in a team.
8. Ability to interpersonal interaction.

Professional competences:

1. Ability to collect medical information about the patient and analyze clinical data.
2. Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results.
3. The ability to establish a preliminary and clinical diagnosis of the disease.
4. The ability to determine the necessary regime of work and rest in the treatment and prevention of diseases.
5. The ability to determine the nature of nutrition in the treatment and prevention of diseases.
6. Ability to determine the principles and nature of treatment and prevention of diseases.
7. Ability to maintain medical documentation, including electronic forms.

3. PREREQUISITES FOR STUDYING THE EDUCATIONAL SUBJECT

The prerequisites for studying the educational subject “**General practice family medicine**” are mastering the following educational subjects (ES) of the educational program (EP):

- CC 43 Internal medicine II, including clinical pharmacology, clinical immunology and allergology, occupational diseases
- CC 29 Internal medicine, including endocrinology, medical genetics
- CC 36 Neurology
- CC 37 Psychiatry, narcology
- CC 22 Pharmacology
- CC 21 Pathophysiology
- CC 23 Propaedeutics of internal medicine
- CC 26 Medical psychology
- CC 12 Physiology
- CC 14 Biochemistry
- CC 7 Medical and biological physics
- CC 8 Medicinal chemistry
- CC 6 Medical biology

4. EXPECTED LEARNING OUTCOMES

According to the educational program "General Medicine", the study of the educational subjects should ensure the achievement of the following program learning outcomes (PLO) by higher education seekers:

Program learning outcomes	Code PLO
To have a thorough knowledge of the structure of professional activity. To be able to carry out professional activities that require updating and integration of knowledge. To be responsible for professional development, the ability for further professional training with a high level of autonomy.	PLO 1.
Understanding and knowledge of basic and clinical biomedical sciences, at a level sufficient for solving professional tasks in the field of health care.	PLO 2.
Specialized conceptual knowledge that includes scientific achievements in the field of health care and is the basis for conducting research, critical understanding of problems in the field of medicine and related interdisciplinary problems.	PLO 3.
Identify and identify leading clinical symptoms and syndromes (according to list 1); according to standard methods, using preliminary data of the patient's history, data of the patient's examination, knowledge about the person, his organs and systems, establish a preliminary clinical diagnosis of the disease (according to list 2).	PLO 4.
Collect complaints, history of life and diseases, evaluate psychomotor and physical development of the patient, state of organs and systems of the body, based on the results of laboratory and instrumental studies, evaluate information regarding the diagnosis (according to list 4), taking into account the age of the patient.	PLO 5.
To establish a final clinical diagnosis by making a reasoned decision and analyzing the received subjective and objective data of clinical, additional examination, carrying out differential diagnosis, observing the relevant ethical and legal norms, under the control of the managing physician in the conditions of the health care institution (according to the list 2).	PLO 6.
Assign and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to list 4), patients with diseases of organs and body systems for differential diagnosis of diseases (according to list 2).	PLO 7.
Determine the main clinical syndrome or what causes the severity of the victim/victim's condition (according to list 3) by making a reasoned decision and assessing the person's condition under any circumstances (in the conditions of a health care facility, outside its borders), including in conditions of emergency and hostilities, in field conditions, in conditions of lack of information and limited time.	PLO 8.
Determine the nature and principles of treatment (conservative, operative) of patients with diseases (according to list 2), taking into account the age of the patient, in the conditions of the health care institution, outside its borders and at the stages of medical evacuation, including in field conditions, on the basis of a preliminary clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes, in case of the need to expand the standard scheme, be able to justify personalized recommendations under the control of the head physician in the conditions of a medical institution.	PLO 9.
Determine the necessary mode of work, rest and nutrition on the basis of the final clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.	PLO 10

Assess and monitor the child's development, provide recommendations on feeding and specifics of nutrition depending on age, organize preventive vaccinations according to the calendar.	PLO 13
Determine tactics and provide emergency medical care in emergency situations (according to list 3) in limited time conditions according to existing clinical protocols and standards of treatment.	PLO 14
To determine the state of functioning and limitations of a person's vital activities and the duration of incapacity for work with the preparation of relevant documents, in the conditions of a health care institution, based on data about the disease and its course, peculiarities of a person's professional activity, etc. Maintain medical documentation regarding the patient and the contingent of the population on the basis of regulatory documents.	PLO 18

List 1 (syndromes and symptoms):

- | | |
|-------------------------------|-----------------------------|
| 1. arterial hypertension | 11. Shortness of breath |
| 2. arterial hypotension | 12. dizziness |
| 3. chest pain | 13. cough |
| 4. abdominal pain | 14. obesity (+ body weight) |
| 5. pain in the limbs and back | 15. thirst |
| 6. sore throat | 16. joint syndrome |
| 7. hypoglycemia | 17. weight loss |
| 8. headache | |
| 9. dyspepsia | |
| 10. diarrhea | |

List 2 (diseases):

I) Diseases of the blood and hematopoietic organs, disorders involving the immune mechanism

1. anemia

II) Mental and behavioral disorders:

2. neurotic disorders
3. personality disorders

III) Diseases of the nervous system

4. migraine and other types of headache

Diseases of the throat, ears, nose

5. laryngitis
6. swell up
7. sinusitis
8. tonsillitis

IV) Diseases of the cardiovascular system:

9. atherosclerosis
10. essential and secondary arterial hypertension
11. ischemic heart disease

X) Diseases of the endocrine system, nutritional disorders and metabolic disorders:

12. hypothyroidism
13. endemic goiter
14. obesity
15. diabetes

XI) Infectious and parasitic diseases:

16. influenza and other acute respiratory viral infection

List 3 (emergency conditions)

1. asphyxia (including neonatal)
2. hypertensive crisis
3. hypoglycemia (coma)
4. acute coronary syndrome
- 5.

List 4 (laboratory and instrumental studies)

1. blood glucose, glycosylated hemoglobin,
2. oral glucose tolerance test
3. blood lipids and lipoproteins and their fractions
4. blood hormones
5. serum ferritin, iron and copper
6. creatinine, blood and urine urea, glomerular filtration rate
7. blood aminotransferases
8. total blood bilirubin and its fractions
9. blood uric acid
10. study of the function of external breathing
11. echocardiography and dopplerography
12. general blood test
13. general analysis of urine
14. sugar and acetone in urine
15. serological reactions in infectious diseases
16. express tests for viral diseases
17. amplification methods for infectious diseases (PCR, LLR)
18. serological reactions in autoimmune diseases

Expected learning outcomes (ELO) that should be achieved by students after mastering the discipline "General practice – Family medicine":

ELO code	Expected learning outcomes in the discipline	PLO code
ELO 1	Know the main regulatory documents of the Ministry of Health of Ukraine regarding the organizational structure of polyclinics, family medicine clinics and their individual units.	PLO 1
ELO 2	Know the role of the family doctor in popularizing a healthy lifestyle, prevention and dispensation.	PLO 2
ELO 3	0. To be able to draw up individual programs of prevention, early diagnosis and treatment of the most common diseases in Ukraine based on national programs and protocols for providing medical assistance to the population.	PLO 3
ELO 4	Know the manifestations and risk factors of the main most common diseases with the aim of their prevention, early detection and timely provision of the necessary assistance.	PLO 4
ELO 5	0. Be able to develop and conduct population screening according to the most common nosologies; recognize, detect and screen for aging-related diseases.	PLO 5

ELO 6	To be able to establish a preliminary diagnosis based on the data of collecting complaints and anamnesis, physical examination and additional research methods, to carry out differential diagnosis between at least three possible diagnoses.	PLO 6
ELO 7	0. To be able to choose the most optimal and evidence-based additional research methods in order to establish a final clinical diagnosis.	PLO 7
ELO 8	0. To be able to determine the prevailing clinical syndrome by making a reasoned decision and assessing a person's condition in an outpatient setting.	PLO 8
ELO 9	0. To be able to choose the principles of treatment of patients, taking into account the patient's age, gender, risk factors, his complaints, disease and life history, data of objective, laboratory and functional research methods based on a previous clinical diagnosis.	PLO 9
ELO 10	0. To be able to organize work and the provision of medical care in the conditions of a day and home hospital of a polyclinic; provide emergency medical care in the conditions of a family doctor's clinic.	PLO 14
ELO 11	0. Be able to assess the physical and neuropsychological development of a child, know the basic principles of balanced feeding of children of different age groups, especially children of the first year of life; to have a modern concept of vaccination of children according to the vaccination schedule.	PLO 13
ELO 12	0. Be able to develop and conduct population screening according to the most common nosology; recognize, detect and screen for aging-related diseases.	PLO 5
ELO 13	0. To know the stages of organizing an examination of incapacity for work.	PLO 18
ELO 14	0. To know the principles of rehabilitation of patients at the outpatient stage.	PLO 10

5. DIAGNOSTIC TOOLS AND EVALUATION CRITERIA OF LEARNING OUTCOMES

Means of assessment and methods of demonstrating learning outcomes

Means of assessment and methods of demonstrating learning outcomes in the discipline are:

- ELO 1. – open questions to the audience, brainstorming, discussion;
- ELO 2. – open questions to the audience, brainstorming, discussion;
- ELO 3. – open questions to the audience, brainstorming, discussion;
- ELO 4. – oral survey, solving situational tasks and clinical cases, completing homework on the e-learning platform;

- ELO 5. – oral survey, solving situational tasks and clinical cases, completing homework on the e-learning platform;
- ELO 6. – oral survey, solving situational tasks and clinical cases, completing homework on the e-learning platform;
- ELO 7. – oral survey, solving situational tasks and clinical cases, communicating with a real patient, completing homework on the e-learning platform;
- ELO 8. – oral survey, solving situational tasks and clinical cases, communicating with a real patient, completing homework on the e-learning platform;
- ELO 9. – oral survey, solving situational tasks and clinical cases, communicating with a real patient, completing homework on the e-learning platform;
- ELO 10. – open questions to the audience, brainstorming, discussion;
- ELO 11. – open questions to the audience, brainstorming, discussion, oral survey, solving situational tasks and clinical cases, completing homework on the e-learning platform;
- ELO 12. – open questions to the audience, brainstorming, discussion, oral survey, solving situational tasks and clinical cases, completing homework on the e-learning platform;
- ELO 13. – open questions to the audience, brainstorming, discussion, solving situational tasks and clinical cases;
- ELO 14. – open questions to the audience, brainstorming, discussion, solving situational tasks and clinical cases.

Forms of control and criteria for learning outcomes evaluation

Forms of current control: discussions, individual oral interviews, practical work, tasks for independent work and solving typical situational problems.

Form of module control: OSCE.

Form of final semester control: credit.

Distribution of points received by higher education seekers

Current assessment and independent work																						
T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18	T 19	Module	Extra points	General	
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	80	6	200

Type of Student Activity	Module 1
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	Number	Maximum Total Points
Practical (seminar) classes	19	114
Laboratory classes (admission, performance, and defense)		
Computer-based testing in thematic assessment		
Written testing in thematic assessment		
Lectures		
Term paper		
Essay		
Additional activity	1	6
Module control work	1	80
Total		200

Criteria of current educational activity evaluation

The grade "*excellent*" (180-200 points) is awarded to students who actively participated in the discussion of the most complicated issues on the studied topic, gave at least 90% correct answers to standardized test tasks, completed written tasks without errors, completed practical tasks and properly presented their results.

The grade "*good*" (148-179 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 74% correct answers to standardized test tasks, made some minor mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*satisfactory*" (120-147 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 60% correct answers to standardized test tasks, made significant mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*unsatisfactory*" (0-119 points) is awarded to students who did not participate in the discussion of the most complicated issues on the studied topic, gave less than 60% correct answers to standardized test tasks, made gross mistakes in answers to written tasks or did not answer them at all, did not complete practical tasks and did not properly present their results.

Criteria for module test evaluation

The final semester rating is based on the result of the module. According to the Regulation on the assessment of students' educational achievements according to the credit-module system, if the final module grade is at least 120 points, then with the consent of the student, it can be counted as the final (semester) grade for the academic discipline. Students who are not satisfied with the final positive grades given by the teacher based on the results of taking part, as well as those who received "unsatisfactory" grades and at the same time have no unfulfilled practical (laboratory) classes, have the right to take a credit (exam) in the discipline. Full-time students are admitted to the final (semester) control of a specific discipline in the form of a credit or exam if, based on the results of the module tests, they scored at least 66 per cent of the possible points. Based on the results of the answers given during the exam/credit, a grade is awarded according to a 200-point scale. Regardless of whether the student takes the exam (credit) because their final module grade is unsatisfactory (70-119 points) or to increase the positive grade, the teacher gives the student a grade based solely on the level of their knowledge, demonstrated during the exam (credit), that is, based on 200 points, but the final (semester) grade cannot be lower than the final module grade

Criteria for the final semester control evaluation

The final semester rating is calculated as the arithmetic average of module. According to the Regulation on the assessment of students' educational achievements according to the credit-module system, if the final module grade is at least 120 points, then with the consent of the student, it can be counted as the final (semester) grade for the academic discipline. Students who are not satisfied with the final positive grades given by the teacher based on the results of module tests, as well as those who received "unsatisfactory" grades and at the same time have no unfulfilled practical (laboratory) classes, have the right to take a credit (exam) in the discipline. Full-time students are admitted to the final (semester) control of a specific discipline in the form of a credit or exam if, based on the results of the module tests, they

scored at least 35 per cent of the possible points. Based on the results of the answers given during the exam/credit, a grade is awarded according to a 200-point scale. Regardless of whether the student takes the exam (credit) because their final module grade is unsatisfactory (70-119 points) or to increase the positive grade, the teacher gives the student a grade based solely on the level of their knowledge, demonstrated during the exam (credit), that is, based on 200 points, but the final (semester) grade cannot be lower than the final module grade.

Criteria for the module final semester control evaluation

- the grade "*excellent*" (180-200 points, A) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material; are able to independently perform the tasks prescribed by the syllabus, apply the acquired knowledge and skills in non-standard situations; learned the basic and familiarized themselves with the additional literature recommended by the program; mastered the interrelationship of the main concepts of the discipline and are aware of their importance for the profession they acquire; freely express their own opinions, independently evaluate various life phenomena and facts, revealing their personal position; independently determine the individual goals of their own educational activity, revealed creative abilities and used them when studying the syllabus material, as well as demonstrated interest to scientific work.
- grade "*good*" (164-179 points, B) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material, including applying it in practice, have sufficient systematic knowledge in accordance with the syllabus material, apply it reasonably in different situations; have the ability to independently search for information, as well as to analyze, set and solve professionally oriented problems; while answering the exam/credit questions they might have some inaccuracies, with correcting those themselves. The student should also be able to choose convincing arguments to confirm the studied material;
- the grade "*good*" (148-163 points, C) is awarded to students who: completed the work in general, but during the final control make a certain number of mistakes; are able to compare, generalize, systematize information under the guidance of a teacher, in general independently apply it in practice, control their own activities; learned the curriculum material, successfully completed the tasks prescribed by the program, familiarized themselves with the basic literature recommended by the program;
- the grade "*satisfactory*" (128-147 points, D) is awarded to students who: know the basic syllabus material to the extent necessary for further study and its use in the future profession; perform tasks well, but with a significant number of errors; familiarized themselves with the basic literature recommended by the syllabus; make mistakes when completing tasks during classes or exams but find ways to correct them under the guidance of the teacher.
- the grade "*satisfactory*" (120-127 points, E) to students who: have basic knowledge of educational and syllabus material in the amount necessary for further study and its application in the future profession, and the performance of tasks meets the minimal criteria. Knowledge is reproductive in nature.

- grade "*unsatisfactory*" (70-119 points, FX) is awarded to students who: revealed significant gaps in the knowledge of the main syllabus material and made fundamental mistakes during the completion of tasks provided by the syllabus.
- grade "*unsatisfactory*" (0-69 points, F) is awarded to students who learned the educational material only at the level of elementary recognition and reproduction of individual facts or did not learn it at all; made gross errors when completing the tasks provided by the syllabus; cannot continue their studies and are not ready for professional activity after graduating from the university without re-studying this discipline.

Class evaluation – 5 points:

- Knowledge 25%
- Practical skills 50% - OSCE
- Attitude Change 25%

Module – 100 points:

- Knowledge 25%
- Practical skills 50% - OSCE
- Attitude Change 25%

Total: 95 points in 19 days

The overall score for attitude to the discipline is 5 points

The sum of points per cycle is 200 points

6. SYLLABUS

6.1. The content of the discipline

Topic 1: FM philosophy: "Management of the patient from birth to death" Principles of Family Medicine. Communication skills

Contents:

- Definitions of Family Medicine, Structure, Role of Family Medicine in Medical Care, Epidemiology, Principles of Family Medicine.
- To become familiar with the basic principles of providing medical care based on family medicine.
- Competencies of a family physician from the perspective of the World Organization of Family Doctors (WONCA).
- To understand the main areas of work of a family physician. Forms of organization of a family physician's practice.
- To master the basics of doctor-patient communication at the primary care level.
- To understand the analysis of the activities of a primary care physician.
- The concept of "OSCE." Management of Acute Disease: OSCE fish: sore throat. Patient approach, Communication Skills, History taking Skills, Physical Examination, Clinical decision making

Topic 2. Prevention and screening are the basis of public health. Primary prevention. Motivational counseling of a smoker

Contents:

- To master the principles of providing healthcare to the population based on family medicine.
- To understand the principles of developing individual screening programs for diseases in the population, preventive measures for different population groups, and early diagnosis and treatment of the most common diseases in Ukraine, based on national programs and healthcare protocols.
- To know the organizational forms of work and responsibilities of a family physician; to be able to perform a statistical evaluation of a family physician's work considering key indicators.
- To become familiar with modern systems for monitoring population health, including standardization of diagnosis and treatment.

- Evidence ways of good communication skills. Motivational Interviewing of Smokers & Obese patients, Standardize Patient and Group working, Promotes health and wellbeing. Longitudinal continuity. Challenging Patients in Family Medicine
- Evidence based screening, Planning, Screening for different age-gender groups, Methods of EB screening. Knowledge of USPTFS.
- OSCE: patients of different age and gender to plan screening.
- List of communication skills to be used for effective counselling
- Algorithms of motivational interviewing of smokers according to their level of motivation for changes.
- To practice skills with real smokers (relatives, friends)

Topic 3. Secondary Prevention: evidence-based screening planning. II,III, IV prevention. Cardiovascular risk assessment. POCUS risk assessment for aorta diameter

"The biggest challenge in preventive medicine is to differentiate people who have the disease and who do not have it."

Contents:

- To acquaint students with the principles of drawing up individual programs for screening diseases in the population, preventive work among different population groups, early diagnosis and treatment of the most common diseases in Ukraine based on national programs and protocols for providing medical care to the population
- Secondary prevention – principles, goals, effective screening criteria.
- Levels of prevention – secondary, tertiary, quaternary.
- Evidence-based screening – main guidelines and ethical considerations.
- Cardiovascular risk assessment – tools and key risk factors.
- POCUS for aortic diameter – role in AAA screening and technique.
- Clinical integration – applying prevention and screening in practice.

Topic 4. Vaccination of children and adults. Motivational counseling regarding vaccination

● Contents:

- Vaccination as an important component of a child's health
- Acquaintance of students with updated data on vaccination
- Vaccination according to the vaccination calendar
- How to convince parents in favour of vaccination

- Basic principles of catch up vaccination, emergency vaccination
- Use available materials (vaccination calendar and website moiprivivki.com) to develop an individual vaccination calendar for the child and adult
- Combination of vaccines

Topic 5 . Polymorbid patient

Content:

- Extra point assessment case report clinical decision making base on clinical cases
- Prevalence in different age groups, influence on prognosis, quality of life, and healthcare systems.
- Comprehensive assessment – history taking, prioritization of problems, use of clinical scales (Charlson Comorbidity Index, frailty scores).
- Clinical reasoning in polymorbidity – identifying dominant/leading condition, balancing acute vs. chronic problems, conflict of treatment goals.
- Evidence-based management – guideline limitations in polymorbid patients, individualized decision-making, role of shared decision with the patient.
- Polypharmacy and iatrogenesis – risks of drug–drug interactions, strategies of deprescribing, monitoring adverse effects.
- Team-based and patient-centered care – coordination between specialties, importance of communication, integration of psychosocial aspects.

Topic 6. Outpatient management of healthy new born, Breastfeeding

Contents:

- Examination of the newborn at home after discharge from the maternity hospital.
- Practice and assessment of effective breastfeeding.
- Alarming symptoms, management of the newborn at home.
- Assessment of jaundice, condition of the umbilical cord stump, management tactics, red flags
- Analysis of the clinical case "OSCE": home visit to the newborn, communication with the mother.

Topic 7. Integrated management of childhood illnesses (IMCI protocol).

Contents:

- Familiarization of students with the basics of the WHO strategy "Integrated management of childhood diseases" for the management of sick children up to 5 years of age in outpatient practice.
- "Red flags" when assessing the condition of a sick child under 5 years of age
- Interview the parents and assess the condition of the sick child according to the assessment sheet
- Be able to assess the symptoms of a sick child
- To be able to classify the condition of a sick child according to the strategy of Integrated management of childhood illness
- Be able to prescribe treatment

Topic 8: Management of cough in adults and children

● Contents:

- A plan management in primary care in the event of alarming symptoms
- Assess "Dangerous signs" in primary care for children: general and specific
- Plan a strategic plan in primary medical care when alarming symptoms appear
- Essay or play a dialogue: "I am a family doctor, I take care of children 0-5 years old."
Write a dialogue with the answers, create a treatment plan.

Topic 9. Management of fever in adults and children

● Contents:

- To acquaint students with the causes of fever, features of its course in adults and children
- Management of patients with fever
- Calculate doses of antipyretic drugs
- Towards Determining the Feasibility of Antibiotic Therapy in Different Cases

Topic 10. Management of Joint syndrome in Primary care.

Contents:

- To study the main causes and clinical features of joint pain in family practice.
- To know the “red flags” for joint pain requiring urgent referral.
- To acquire skills in history taking and physical examination of patients with joint pain.
- To understand the diagnostic approach and differential diagnosis of common joint diseases (osteoarthritis, rheumatoid arthritis, gout, etc.).

Topic 11. ENT diseases in children and adults.

Content

- Acquaintance of students with the algorithm of diagnosis and management of diseases of the ENT organs in GPFM.
- Practical training of students in patient-oriented diagnostic algorithms and tactics of management of ENT diseases, depending on the clinical situation.
- Formation of clinical thinking of a family doctor in case of pain in the ear, throat and nasal congestion
- "Keys" to the differential diagnosis of diseases of the ENT organs
- Workshop on otoscopy
- A differentiated approach to patient management in various clinical situations

Topic 12. MHGap. Anxiety and depression

Contents:

- To recognize the prevalence and clinical features of depression and anxiety in family practice.
- To know the main screening tools for depression and anxiety (PHQ-9, GAD-7).
- To understand the relationship between chronic somatic symptoms (e.g., joint pain) and mental health disorders.
- To learn the principles of counseling, initial management, and referral of patients with depression and anxiety.

Topic 13. POCUS Ultrasound in Family medicine.

Contents:

- Principles of Point-of-Care Ultrasound (POCUS): definition, advantages, limitations.
- Indications for POCUS in primary care and family medicine.
- Basic applications:
 - o Cardiovascular system (cardiac function, pericardial effusion).
 - o Respiratory system (pneumothorax, pleural effusion, pneumonia).
 - o Abdominal assessment (aortic diameter, gallbladder, urinary tract).
 - o Musculoskeletal and soft tissue (abscess, joint effusion, foreign body).
- Technical basics: probe types, scanning planes, image interpretation.
- Integration into clinical reasoning and decision-making in outpatient practice.

Topic 14. Headaches management in primary care.

Contents:

- Know the main types of headaches encountered in family practice and their clinical criteria
- Headache: the most common types, diagnostic criteria, characteristics, and management of patients with migraine and tension-type headache (TTH). To know the “red flags” for headache.
- To acquire skills in correctly defining arterial hypertension/hypertensive disease, its grades and stages.
- To know the basics of screening examination for patients with elevated blood pressure and headache.
- To learn how to correctly measure and assess BMI.
- OSCE case discussion: “Hypertension in a patient in family practice.””Patient with headache”

Topic 15. Diagnosis and management GI Diseases in Adult and Childhood

Contents:

- Acquaintance of students with the algorithm of diagnosis and management of the most frequent diseases of the gastrointestinal tract in the GP/FM.
- Practical training of students in patient-oriented diagnostic algorithms and tactics of managing gastrointestinal diseases, depending on the clinical situation.
- Formation of clinical thinking of a family doctor in case of abdominal pain and diarrhea

- "Keys" to the differential diagnosis of gastrointestinal diseases
- Abdominal palpation workshop
- A differentiated approach to the management of patients with diseases of the gastrointestinal tract in different clinical situations

Topic 16. . Diagnosis and management of chronic pain

- To acquaint students with the characteristics of pain types and pain diagnosis
- To teach students how to manage chronic pain syndrome, the correct selection of step therapy for chronic pain according to WHO, transition from one step to another.
- Formation of the clinical thinking of the family doctor in different types of pain
- "Keys" to differential diagnosis and step-by-step management of chronic pain
- Apply patient-oriented diagnostic algorithms and management tactics for patients with chronic pain, depending on the clinical situation.
- Cases for working out the appointment of therapy for various chronic pains of varying intensity
- to the management of palliative patients with chronic pain. to form
- confidence in the possibility of organizing evidence-based care in the terminal stage of the disease.

Topic 17. Differentiated management of hypertension and ACS in a family outpatient clinic

Contents:

- To acquaint students with the concept of arterial hypertension/hypertensive disease, its degrees and stages.
- Basics of screening examination of a patient with high blood pressure.
- Risk factors and their correction in a patient with metabolic syndrome.
- Criteria for establishing a diagnosis of ACS.
- Establish the diagnosis, degree and stage of hypertension.

- Prescribe treatment based on the results of collecting complaints, life history, physical examination and additional examination methods.
- Correctly measure and estimate BMI.
- To provide urgent medical care at the pre-hospital stage to patients with suspected ACS based on the principles of evidence-based medicine.

Topic 18. Low back pain.

Contents:

- Understand the types and causes of back pain (acute vs chronic, muscular vs vertebrogenic).
- Identify red flags that indicate serious underlying conditions requiring urgent attention.
- Learn the diagnostic approach for patients with back pain, including history, physical examination, and indications for imaging.
- Understand the principles of rehabilitation for back pain, including safe positioning, mobilization, and exercise therapy.
- Recognize contraindications to rehabilitation and situations requiring specialist referral.
- Apply evidence-based strategies for managing back pain in adults and bedridden patients.

Topic 19: Palliative care. Work of a family doctor at the end of life. Breaking bad news. A visit to a dying patient.

"Palliative care is a direction of medical care and social care, which applies to patients with incurable diseases and limited life span".

Contents:

- To know the main approaches to counseling patients in need of palliative care and their families.
- To know the principles of care for bedridden patients and the prevention of complications in such cases (pressure ulcers and congestive pneumonia)
- To know the main stages of resuscitation measures at the pre-hospital and outpatient levels, as well as the deontological aspects of dying.

- OSCE case discussion: “Conversation with relatives of a dying patient” or “Breaking bad news.”
- Pain management in palliative patients (prescription rules for narcotic analgesics according to current guidelines and legislation). Deontological aspects of dying (communication with the patient and their relatives). OSCE: “Conversation with relatives of a dying patient” or “Breaking bad news.”

Topic 20: Module. Control of knowledge and skills: OSCE.

- Evaluation of students according to the OSCE ("standardized patient") scheme.
- Evaluation of students' communication skills in the "Doctor-Patient" system: reflection, empathy, etc.
- Ability to collect anamnesis according to pathology.
- The ability to draw up an examination plan for a patient with a specific pathology.
- Basics of clinical thinking and making a preliminary diagnosis.
- The ability to carry out a differential diagnosis with several related pathologies.
- Module: communication with the standardized patients with further Feedback session.

6.2. The structure of the discipline

Titles of content modules and topics	Number of hours	
	Form of study:	
	T o t a l	including

		lectures	practical classes (seminars)	standardized patient	laboratory classes	individual work	self-Study
Module 1							
Topic 1: FM philosophy: "Management of the patient from birth to death" Principles of Family Medicine. Communication skills	14		6	2			6
Topic 2. Prevention and screening are the basis of public health. Primary prevention. Motivational counseling of a smoker	14		6	2			6
Topic 3. Secondary Prevention: evidence based screening planning. II,III, IV prevention. Cardiovascular risk assesment. POCUS risk assesment for aorta diameter	12		6				6
Topic 4. Vaccination of children and adults. Motivational counseling regarding vaccination	12		6				6
Topic 5 . Polymorbid patient	12		6				6
Topic 6. Outpatient management of healthy newborn. Breastfeeding	14		6	2			6
Topic 7. Integrated managment of childhood illnesses (IMCI protocol).	14		6	2			6
Topic 8. Management of cough in adults and children. Evidence based management.	14		6	2			6
Topic 9. Management of fever in adults and children	14		6	2			6
Topic 10. Management of Joint syndrome in Primary care.	14		6	2			6
Topic 11. ENT diseases in children and adults.	14		6	2			6
Topic 12. MHgap. Anxiety and depression	12		6	2			6

Topic 13. POCUS Ultrasound in Family medicine.	14		6				6
Topic 14. Headaches management in primary care.	14		6	2			6
Topic 15. Diagnosis and management GI Diseases in Adult and Childhood	14		6	2			6
Topic 16. . Diagnosis and management of chronic pain	14		6	2			6
Topic 17. Differentiated management of hypertension and ACS in a family outpatient clinic	14		6	2			6
Topic 18. Low back pain.	14		6	2			6
Topic 19. Palliative care. Work of a family doctor at the end of life. Breaking bad news. A visit to a dying patient.	14		6	2			6
Oral modular control	12		6	6			
Written modular control	6						
Total for the module	18						

6.3. Topics of practical (seminars, laboratory) classes

№	Topic title	Number hours	
		Full-time study	Extramural form of study
1	Topic 1: FM philosophy: "Management of the patient from birth to death" Principles of Family Medicine. Communication skills	6	
2	Topic 2. Prevention and screening are the basis of public health. Primary prevention. Motivational counseling of a smoker	6	
3	Topic 3. Secondary Prevention: evidence based screening planning. II,III, IV prevention. Cardiovascular risk assesment. POCUS risk assesment for aorta diameter	6	
4	Topic 4. Vaccination of children and adults. Motivational counseling regarding vaccination	6	
5	Topic 5 . Polymorbid patient	6	
6	Topic 6. Outpatient management of healthy newborn. Breastfeeding	6	
7	Topic 7. Integrated management of childhood Illnesses (IMCI protocol).	6	
8	Topic 8. Management of cough in adults and children. Evidence based management.	6	

9	Topic 9. Management of fever in adults and children	6	
10	Topic 10. Management of Joint syndrome in Primary care.	6	
11	Topic 11. ENT diseases in children and adults.	6	
12	Topic 12. MHgap. Anxiety and depression	6	
13	Topic 13. POCUS Ultrasound in Family medicine.	6	
14	Topic 14. Headaches management in primary care.	6	
15	Topic 15. Diagnosis and management GI Diseases in Adult and Childhood	6	
16	Topic 16. . Diagnosis and management of chronic pain	6	
17	Topic 17. Differentiated management of hypertension and ACS in a family outpatient clinic	6	
18	Topic 18. Low back pain.	6	
19	Topic 19. Palliative care. Work of a family doctor at the end of life. Breaking bad news. A visit to a dying patient.	6	
20	Module	6	
Total		120	

6.4. Self-study

№	Topic title	Number hours	
		Full-time study	Extramural form of study
1	Introduction. Practicing communication skills in pairs	12	
2	Prevention. Motivational counseling of a smoker	12	
3	Screening. Scheduling screening for your relatives	12	
4	Vaccination. Practicing the skills of counseling patients about vaccination	12	
5	Keeping healthy children. Independent analysis of clinical cases	12	
6	Integrated management of childhood diseases. Independent analysis of clinical cases	12	
7	ENT. Independent analysis of clinical cases and practice of otoscopy skills	12	
8	Fever. Independent study of clinical cases	12	
9	Cough. Independent study of clinical cases	12	
10	Dyspepsia. Independent study of clinical cases	12	

11	Identify types of back pain in yourself, friends, or relatives according to clinical criteria	12	
12	Differential diagnosis of laboratory analyzes	12	
13	Diagnosis and management of pain. Solving clinical problems	12	
14	Headache. Basic principles of rehabilitation of seriously ill patients	12	
15	Arterial hypertension and acute coronary syndrome. Independent study of clinical cases	12	
16	Emotional couple: anxiety and depression. Practicing communication skills with patients with psychosomatic disorders	12	
17	Practicing CPR skills	12	
18	Gerontology. Practicing the skills of rehabilitation of seriously ill patients	12	
19	Independent work: a visit to the palliative department	12	
20	Preparation for modular control	12	
	Total	120	

7. TOOLS, EQUIPMENT AND SOFTWARE THE USE OF WHICH IS PROVIDED FOR THE EDUCATIONAL SUBJECT

The educational discipline "General practice - family medicine" involves the use of devices and technical means for performing practical work: stethoscope, phonendoscope, pulse oximeter, peak flow meter, neurological hammer, otoscope, ophthalmoscope, scales, tongue depressor, flashlight, table, pen, sheet of paper, two chairs.. An electronic bank of materials for classes and situational tasks on the Moodle platform.

Paper materials:

- Template-table for screening planning
- AUDIT test for detecting alcohol misuse
- *mhGAP* guide
- PHQ-9 depression scale
- SCORE2 scale for cardiovascular risk assessment
- Algorithm “Healthy Child Preventive Check-up” (sheet)
- IMCI (Integrated Management of Childhood Illness) booklet
- Photo of a clean umbilical wound on a gadget
- Laboratory test results

Standardized patients:

- Woman, hypersthenic body type, 75 years old, overweight
- Woman – role of a mother of a newborn child
- Standardized patient, woman, 55 years old, overweight
- Standardized patient, man, 60 years old, overweight

- Standardized patient, woman, hypersthenic body type, over 60 years old, overweight
- Woman, hypersthenic body type, over 60 years old, overweight
- Standardized patient, woman, 26 years old
- Standardized patient, middle-aged woman

Mannequins / Models:

- Newborn mannequin
- Child mannequin doll
- Laptop, tablet, or phone (video showing breastfeeding technique)
- Breast model

8. RECOMMENDED SOURCES OF INFORMATION

Basic sources

1. Katić M, Švab I, Kolesnyk P. *Family Medicine*. Zagreb; 2022.
2. Kolesnyk P, Obasohan Ch, Mirifa M, Okonji Ch. *A manual of Chronic Pain Management in Primary Medical Care*. Uzhgorod; 2018.
3. Borovyk, I., Repchuk, Yu., Semyaniv, M., et al. (2024). *General practice — family medicine: A manual for medical educators* (L. Babinets, Ed.). Kyiv: [s.n.], with support of the Swiss–Ukrainian project “Development of Medical Education.”
Matiukha, L. F., Kolesnyk, P. O., Švab, I., & Katič, M. (Eds.). (2022). *Family medicine: Textbook for students, interns, and physicians*. Kyiv: [s.n.].
4. Kurtz, S., Silverman, J., Benson, J., & Draper, J. (2016). *Communication skills in medicine* (3rd ed.). CRC Press.
5. Rakel, R. E. (2016). *Textbook of family medicine* (9th ed.). Elsevier.

Additional sources

1. Sabatine MS, editor. *Pocket Medicine*. Wolters Kluwer; 2019.
2. Kieler MM, Chong CR. *Pocket Primary Care*. Wolters Kluwer; 2016.
Tarascon Pocket Pharmacopoeia. Jones & Bartlett Learning; 2021.
3. U.S. Preventive Services Task Force. *The Guide to Clinical Preventive Services*. Rockville (MD); 2017.
4. Reteguiz JA, Conell-Avendaño B. *Mastering the OSCE and CSA*. McGraw-Hill; 2006.
5. Merali Z, Woodfine JD, editors. *Toronto Notes: Comprehensive medical reference and review for the MCCQE Part I and USMLE Step 2*. 32nd ed. Toronto Notes; 2016.
6. U.S. Preventive Services Task Force. *USPSTF Guidelines*. Rockville (MD); 2017.

Information Internet resources

- Lecture «OSCE fish» Autors: team of the FMOC department, Medical Faculty 2, UzhNU under edition of Pavlo Kolesnyk:
<https://www.youtube.com/watch?v=-sLfhELdgdU&feature=youtu.be>

Appendix

Results of the further review of the syllabus

The syllabus was re-approved on 20__ / 20__ academic year unchanged; with changes
(Appendix__).

(underline the correct variant)

Minutes № __ of " __ " _____ 20 __ Head of the Department _____

(Signature) (Surname,

initials)

The syllabus was re-approved on 20__ / 20__ academic year unchanged; with changes
(Appendix__).

(underline the correct variant)

Minutes № __ of " __ " _____ 20 __ Head of the Department _____

(Signature) (Surname,

initials)

The syllabus was re-approved on 20__ / 20__ academic year unchanged; with changes
(Appendix__).

(underline the correct variant)

Minutes № __ of " __ " _____ 20 __ Head of the Department _____

(Signature) (Surname, initials)

The syllabus was re-approved on 20__ / 20__ academic year unchanged; with changes
(Appendix__).

(underline the correct variant)

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(Signature) (Surname,

initials)