STATE UNIVERSITY
"UZHHOROD NATIONAL UNIVERSITY"
MEDICAL FACULTY 2
Department of Public Health and Humanitarian Disciplines

"APPROVED"
Dean of the Medical Faculty 2
Vasyl KALIY
"30" June 2025

SYLLABUS

EC10. CURRENT QUESTION OF HIV-INFECTION

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

Uzhhorod 2025

"**Current Questions of HIV-infection**" syllabus for higher education seekers of the subject area 22 "Health", specialty 222 "Medicine", educational program "General medicine"**.**

Author:
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The syllabus was discussed and approved at the meeting of the Department of Public Health and Humanitarian Disciplines

Minutes № 10/1 of « 13 » June 2025

Head of the Department _____ / Renata POHORILIAK/

Approved by the Scientific-Methodical Commission of the Medical Faculty 2

Minutes № 10 of « 16 » June 2025

Head of the Scientific-Methodical Commission _____ / Nataliia MALETS /

1. DESCRIPTION OF THE EDUCATIONAL SUBJECT

<table>
<tr><td rowspan="2">Name of indicators</td><td colspan="2">Distribution of academic hours according to the curriculum</td></tr>
<tr><td>Full-time study</td><td>Extramural form of study</td></tr>
<tr><td>ECTS credits – 3</td><td colspan="2">Year of training: 6</td></tr>
<tr><td>Total number of hours – 90</td><td></td><td>-</td></tr>
<tr><td>Number of modules – 1</td><td colspan="2">Semester: 11</td></tr>
<tr><td rowspan="8">Weekly academic hours for full-time study:

class-room academic hours - 30

student's self-study hours - 60</td><td></td><td>-</td></tr>
<tr><td colspan="2">Lectures: 0</td></tr>
<tr><td></td><td>-</td></tr>
<tr><td colspan="2">Practical classes (seminars): 30</td></tr>
<tr><td></td><td>-</td></tr>
<tr><td colspan="2">Laboratory classes: 0</td></tr>
<tr><td></td><td>-</td></tr>
<tr><td rowspan="2">Form of final control: complex</td><td colspan="2">Self-study: 60</td></tr>
<tr><td></td><td>-</td></tr>
</table>

2. PURPOSE OF THE EDUCATIONAL SUBJECT

The purpose of studying the discipline **"Current Questions of HIV-infection"** is to acquire and deepen knowledge, skills, and competencies necessary for generating new ideas and solving complex problems in the field of HIV-infection, as well as to develop research skills. This course aims to enhance knowledge and abilities in identifying and analyzing risk factors for the development of HIV-infection pathologies, modern diagnostic methods, and treatment. It also covers the interpretation of laboratory and instrumental test results in patients with HIV-infection, with a focus on clinical manifestations, current treatment principles, and preventive measures based on evidence-based medicine.
According to the educational program, the study of the discipline contributes to the formation of the following competencies in higher education seekers:

General competencies:
GC 1. Ability to think abstractly, analyze, and synthesize.
GC 2. Ability to learn and acquire modern knowledge.
GC 3. Ability to apply knowledge in practical situations.
GC 4. Knowledge and understanding of the subject area and professional activities.
GC 5. Ability to adapt and act in new situations.
GC 6. Ability to make informed decisions.
GC 9. Ability to communicate in the state language both orally and in writing.
GC 11. Skills in using information and communication technologies.
GC 12. Determination and persistence in achieving set tasks and fulfilling obligations.
GC 13. Ability to act socially responsibly and consciously.
GC 15. Ability to act based on ethical considerations (motives).

Professional competencies:
1. The ability to collect medical information about the patient and analyze clinical data.
2. The ability to determine necessary panel of laboratory and instrumental research and to evaluate their results.
3. The ability to establish a preliminary and a clinical diagnosis of the disease.
4. The ability to determine the required mode of work and rest in the treatment of diseases.
5. The ability to determine therapeutic nutrition in the treatment of diseases.
6. The ability to determine the principles and nature of disease treatment and prevention.
7. The ability to diagnose emergencies.
10. The ability to perform medical manipulations.
11. The ability to solve medical problems in new or unfamiliar environments having incomplete or limited information, taking into account aspects of social and ethical responsibility.
15. The ability to conduct a functional capacity evaluation.
16. The ability to maintain medical records, including those in electronic format.
21. The ability to clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care issues as well as related issues to specialists and non-specialists, in particular to people who are studying.
22. The ability to manage healthcare workflows that are complex, unpredictable and require new strategic approaches.
23. The ability to develop and implement scientific and applied projects in the health care field.
24. To comply with ethical principles when working with patients and laboratory animals.
25. To observe professional and academic integrity, bear responsibility for the reliability of the obtained scientific results.

3. PREREQUISITES FOR STUDYING THE EDUCATIONAL SUBJECT

The prerequisites for studying the educational subject **«Current Questions of HIV-infection»** are mastering the following educational subjects (ES) of the educational program (EP):

CC 6	Medical biology
CC7	Medical and Biological Physics
CC8	Medicinal chemistry
CC 9	Bioorganic chemistry
CC 12	Physiology
CC 14	Biochemistry
CC 21	Pathophysiology
CC 22.	Pharmacology
CC 23	Propaedeutics of internal medicine

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	PLO code
To have thorough knowledge of the structure of professional activity. To be able to carry out professional activities that requires knowledge updating and integration. To be responsible for professional development as well as to be able to carry out further professional training with a high level of autonomy.	PLO1
To understand and possess a decent knowledge of fundamental and clinical biomedical sciences, at a level sufficient for solving professional tasks in the field of health care.	PLO2
To have specialized conceptual knowledge, which 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 as well as related interdisciplinary problems.	PLO3
To assign and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to the list 4) of patients with diseases of organs and body systems for carrying out differential diagnosis of diseases	PLO7
To determine the necessary mode of work, rest and nutrition on the basis of the final clinical diagnosis, upholding relevant ethical and legal standards by making a reasoned decision according to existing algorithms and standard schemes.	PLO10

Expected learning outcomes (ELO) that should be achieved by students after mastering the discipline **«Current Questions of HIV-infection»:**

ELO code	Expected learning outcomes of the discipline	PLO code
ELO 1	The ability to carry out professional activities that require updating and integration of knowledge. Carry out professional development and further professional training with a high level of autonomy. To be able to conduct a clinical examination of the patient - to demonstrate the "technology" of medication. Know how to carry out the stages of examination: complaints of the patient; medical history; life history; objective examination of the patient: examination, palpation, percussion, auscultation, measurement of pulse and blood pressure. Grouping of symptoms into syndromes with the selection of the main one. Systematic, organic, sequence. Structure of clinical diagnosis. Principles of treatment of a sick person. Complexity. Individuality. Continuity. Heredity (staged).	PLO1
ELO 2	Ability to apply knowledge of basic and clinical biomedical sciences to solve the above problems.	PLO2
ELO 3	Have clinical thinking when solving problems in the field of medicine and related interdisciplinary problems.	PLO3
ELO 7	The ability to prescribe and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to list 4) of patients with diseases of organs and body systems for differential diagnosis of diseases.	PLO 7
ELO 8	The ability to determine the main clinical syndrome or what causes the severity of the victim/victim's condition by making a reasoned decision and assessing the person's condition under any circumstances (in the conditions of a health care institution, outside its borders), including in conditions of emergency and hostilities, in field conditions, in conditions of lack of information and limited time.	PLO 8
ELO 10	The ability to determine the necessary mode of work, rest and nutrition based on 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
ELO 11	The ability to determine tactics and provide emergency medical care in emergency situations in limited time conditions according to existing clinical protocols and standards of treatment.	PLO 11

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 – oral answer, solving test tasks (oral, written, computer)
ELO 2 – solving test tasks (oral, written, computer)
ELO 3 – solving test tasks (oral, written, computer)
ELO 4 – clinical examination of the patient (solving clinical tasks), test tasks, analysis of prescription lists and their correction

ELO 5 – clinical analysis of the patient (solving clinical tasks), test tasks, evaluation of laboratory research results, analysis and evaluation of instrumental research results and parameters characterizing the functions of the human body
ELO 6 – test tasks, solving situational cases, conducting laboratory studies and evaluating their results, analyzing and evaluating the results of instrumental studies and parameters characterizing the functions of the human body
ELO 7 – patient curation, solving tests, situational tasks, evaluating the results of laboratory tests, analyzing and evaluating the results of instrumental tests and parameters characterizing the functions of the human body
ELO 8 – patient curation, solving tests, situational tasks, evaluating the results of laboratory tests, analyzing and evaluating the results of instrumental tests and parameters characterizing the functions of the human body
ELO 9 – medical history, solving test tasks (oral, written), oral interview
ELO 10 – patient curation, solving tests, situational tasks, evaluating the results of laboratory tests, analyzing and evaluating the results of instrumental tests and parameters characterizing the functions of the human body
ELO 11 – demonstration of practical skills in providing emergency medical care, oral answer

Forms of control and criteria for learning outcomes evaluation

Forms of current control: oral, written, demonstration of skills
Form of module control: oral, written
Form of final semester control: credit

Distribution of points received by higher education seekers (module 1)

Current assessment and self-study														**Module test**	**Sum**
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	80	**200**
8,5	8,5	8,5	8,5	8,5	8,5	8,5	8,5	8,5	8,5	8,5	8,5	8,5	9,5		

T1, T2 ... - topics

Evaluation of certain types of educational work in the discipline

Type of activity of the higher education seeker	**Module 1**	
	Number	Maximum number of points (total)
Practical classes (seminars)	14	120
Module test	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 student is admitted to the final module control under the conditions of the curriculum.
The final control is credited to the student if he scored at least 50 points during the test control of theoretical training.
A module test is done by completing prepared tasks (test cards) with different cards having the same difficulty level. All students are allowed to complete the module test, regardless of the current assessment's results and the presence of unfulfilled missed practical classes. The period of 1.5 hours is given to complete the entire module test. It is forbidden to use any information sources while completing the module test.
The grade "*excellent"* (180-200 points) is awarded to students who gave at least 90% correct answers to standardized test tasks and completed written tasks without errors.
The grade "*good*" (148-179 points) is awarded to students who gave at least 74% of the correct answers to standardized test tasks and made some minor mistakes in the answers to written tasks.
A student who gave at least 60% of the correct answers to standardized test tasks and made significant mistakes in the answers to written tasks receives the grade "satisfactory" (*120-147* points).
The grade "*unsatisfactory*" (0-119 points) is awarded to students who gave less than 60% correct answers to standardized test tasks, made gross errors in answers to written tasks, or did not provide answers to the designed written tasks.

Criteria for the final semester control evaluation

Sum of points for all types of learning activities	Evaluation ECTS	Assessment on the national scale	
		for the examination, course project (work), practice	for credit
180 – 200	**A**	excellent	credited
164-178	**B**	good	
148-163	**C**		
128-143	**D**	satisfactory	
120-127	**E**		
70-119	**FX**	unsatisfactory with the possibility of retaking	not credited with the possibility of retaking
0-69	**F**	unsatisfactory with mandatory re-study of the discipline	not enrolled with mandatory re-study of the discipline

The final semester rating is derived from the results of the module control work. 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.

6. SYLLABUS

6.1. The content of the discipline

Module 1

Topic 1: Introduction to HIV/AIDS. Introduction to the topic – Brief. Historical background. HIV/AIDS statistics. HIV life cycle. Pathogenesis of HIV. Differences between HIV and AIDS. Transmission routes. Public health significance.

Topic 2: Transmission of HIV. Introduction to modes of transmission. Sexual transmission. Mother-to-child transmission. Blood-borne transmission. Occupational exposure. Prevention strategies. HIV myths and misconceptions. Public health interventions.

Topic 3: HIV Diagnosis and Testing Methods. Introduction to HIV diagnosis. Screening vs confirmatory tests. Rapid testing. Home testing kits. HIV window period. Indications for HIV testing. HIV counseling – Importance of pre- and post-test counseling. HIV testing guidelines – National and international testing guidelines.

Topic 4: Stages of HIV Infection. Overview of HIV infection stages – Introduce acute, latency, and AIDS stages. Acute HIV infection – Symptoms, diagnosis, and treatment in early infection. Clinical latency – Asymptomatic phase and its clinical significance. Progression to AIDS – Signs and symptoms of advanced HIV. Impact on the immune system – CD4 count and viral load. Opportunistic infections in AIDS – Common infections and malignancies. Early vs late diagnosis – Importance of timely HIV detection. Management of each stage – ART initiation and monitoring.

Topic 5: Antiretroviral Therapy (ART). Introduction to ART – Overview of its role in HIV management. Classes of ART drugs – Discuss different drug classes and their mechanisms. Initiation of ART – When to start treatment. Treatment goals – Viral suppression and immune restoration. Drug interactions and side effects – Common ART-related complications. Adherence to ART – Importance of strict adherence to avoid resistance. Monitoring treatment efficacy – Viral load and CD4 count checks. ART in special populations – Considerations for children, pregnant women.

Topic 6: HIV Drug Resistance. Introduction to drug resistance – Define HIV drug resistance. Causes of resistance – Explore poor adherence, drug interactions, etc. Types of resistance – Primary vs secondary drug resistance. Mechanism of resistance – How mutations lead to treatment failure. Prevention of resistance – Importance of adherence and proper drug selection. Testing for resistance – Genotypic and phenotypic testing. Managing resistance – Strategies for second-line or salvage therapy. Global resistance trends – Prevalence and patterns of resistance.

Topic 7: Management of Opportunistic Infections in HIV Patients. Introduction to opportunistic infections (OIs) – Overview of OIs in HIV. Common OIs in HIV – Tuberculosis, PCP, candidiasis, etc. Prevention of OIs – ART and prophylactic treatments. Diagnosis of OIs – Clinical and laboratory methods. Treatment of OIs – Case-based discussions on common OI treatments. Co-management with ART – Drug interactions with ART. Vaccinations in HIV patients – Recommended vaccines for prevention. Prophylaxis post-OI treatment – Ongoing care for patients after OIs.

Topic 8: HIV in Special Populations (Part 1): Pregnant Women. Overview of PMTCT – Introduction to prevention of mother-to-child transmission. HIV testing during pregnancy – Mandatory screening protocols. ART during pregnancy – Safe use and adjustments of ART. Delivery considerations – C-section vs natural birth in HIV-positive women. Postpartum care – ART continuation and monitoring. Infant care – ART for newborns and postnatal HIV testing. Breastfeeding and HIV – Risks and guidelines. Legal and ethical issues in PMTCT – Counseling and patient rights.

Topic 9: HIV in Special Populations (Part 2): Children. HIV transmission in children – Modes and prevention. Diagnosis of HIV in children – Challenges in early diagnosis. ART in pediatric patients – Dosage and drug selection for children. Management of co-morbidities – Handling co-infections in pediatric cases. Growth and development monitoring – Impact of HIV on development. Immunization of HIV-infected children – Vaccine schedule adjustments. Adherence in pediatric patients – Strategies to improve adherence. Psychosocial support for children and families – Family-centered care.

Topic 10: HIV in Special Populations (Part 3): Key Populations (MSM, PWID). Introduction to key populations – Define MSM and PWID. Epidemiology in key populations – HIV burden and risk factors. Barriers to care – Stigma, discrimination, and healthcare access. Targeted prevention strategies – PrEP, harm reduction programs, etc. HIV testing and counseling – Tailored approaches for key populations. ART initiation and adherence in key populations – Unique challenges. Co-infections – Addressing hepatitis C and TB in key populations. Legal and social issues – Human rights and advocacy.

Topic 11: HIV and Co-Infections. Introduction to co-infections in HIV – Overview of co-infections commonly seen in HIV-positive patients. HIV and tuberculosis (TB) – Discuss the interaction between HIV and TB, its impact on the immune system. HIV and hepatitis B/C – Explore the co-infection of HIV with hepatitis and its management. Diagnosis of co-infections – Methods for identifying co-infections

in HIV-positive patients. Management strategies for co-infections – ART modifications, drug interactions. Prevention strategies – Vaccinations and other preventive measures. Challenges in treating co-infections – Discuss challenges related to drug resistance, treatment adherence. Global trends in HIV co-infections – Review of current global and regional data.

Topic 12: Pre-Exposure and Post-Exposure Prophylaxis (PrEP and PEP). Introduction to PrEP and PEP – Define and explain the purpose of pre- and post-exposure prophylaxis. PrEP guidelines – Discuss who should be considered for PrEP. PEP protocols – Explain the use of PEP in occupational and non-occupational exposure. Efficacy of PrEP and PEP – Review studies on the effectiveness of both preventive strategies. Adherence to PrEP – The importance of strict adherence to ensure effectiveness. Risk assessment for PrEP/PEP – Who qualifies and when to prescribe. Drug regimens for PrEP/PEP – Discuss the medications involved in both protocols. Challenges and barriers to accessing PrEP/PEP – Address cost, stigma, and healthcare access.

Topic 13: Adherence to ART. Introduction to ART adherence – Why adherence is critical in HIV treatment. Factors influencing adherence – Discuss social, psychological, and medical factors. Consequences of poor adherence – Drug resistance. Adherence strategies. Tools for monitoring adherence – Pill counts, electronic monitoring, and self-reporting. Role of healthcare providers – Importance of counseling and support in maintaining adherence. Patient-centered care – Tailoring adherence strategies to individual needs. Adherence in special populations – Discuss adherence challenges in children, pregnant women, and key populations.

Topic 14: Ethical and Legal Issues in HIV Care. Introduction to ethical issues – Key ethical dilemmas in the treatment of HIV. Confidentiality in HIV care – The importance of maintaining patient confidentiality. Informed consent – Discuss its relevance in testing and treatment. HIV disclosure – When and how patients should disclose their HIV status. Stigmatization and discrimination – Address how to handle stigma in healthcare settings. Legal protections for patients with HIV – Review local and international laws protecting HIV-positive individuals. Ethical dilemmas in PMTCT and pediatric care – Explore special ethical considerations. Patient rights – Discuss rights to treatment, privacy, and access to care.

Topic 15: Final Modular Control. Overview of the final test – Briefing on the structure and format of the test. Review of key topics – Quick recap of the most critical topics covered during the course. Written test – Conduct the written test covering multiple-choice and case-based questions. Oral exam preparation – Instructions on the oral defense format. Case-based oral defense – Each student presents a case-based oral exam on a previously covered topic. Discussion and feedback – Provide feedback on the oral defense and written exam. Reflection on course learning – Discuss how the course contributed to understanding HIV care. Q&A session – Answer any final questions or clarify doubts. Wrap-up of the course – Summarize the learning outcomes and the practical application of knowledge. Conclusion – Officially close the module and provide final remarks.

6.2. The structure of the discipline

Titles of content modules and topics	Number of hours					
	Form of study:					
	Total	including				
		lectures	practical classes (seminars)	laboratory classes	individual work	self-Study
№ semester						
Module 1						
Topic 1: Introduction to HIV/AIDS	6		2			4
Topic 2: Transmission of HIV	6		2			4

Topic 3: HIV Diagnosis and Testing Methods	6		2			4
Topic 4: Stages of HIV Infection	6		2			4
Topic 5: Antiretroviral Therapy (ART)	6		2			4
Topic 6: HIV Drug Resistance	6		2			4
Topic 7: Management of Opportunistic Infections in HIV Patients	6		2			4
Topic 8: HIV in Special Populations (Part 1): Pregnant Women	6		2			4
Topic 9: HIV in Special Populations (Part 2): Children	6		2			4
Topic 10: HIV in Special Populations (Part 3): Key Populations (MSM, PWID)	6		2			4
Topic 11: HIV and Co-Infections	6		2			4
Topic 12: Pre-Exposure and Post-Exposure Prophylaxis (PrEP and PEP)	6		2			4
Topic 13: Adherence to ART	6		2			4
Topic 14: Ethical and Legal Issues in HIV Care	6		2			4
Module test	6		2			4
Total for the module	90		30			60
Total for the semester	90		30			60

6.3. Topics of practical (seminars, laboratory) classes

№	Topic title	Number hours	
		Full-time study	Extramural form of study
1	Topic 1: Introduction to HIV/AIDS	2	-
2	Topic 2: Transmission of HIV	2	-
3	Topic 3: HIV Diagnosis and Testing Methods	2	-
4	Topic 4: Stages of HIV Infection	2	-
5	Topic 5: Antiretroviral Therapy (ART)	2	-
6	Topic 6: HIV Drug Resistance	2	-
7	Topic 7: Management of Opportunistic Infections in HIV Patients	2	-
8	Topic 8: HIV in Special Populations (Part 1): Pregnant Women	2	-
9	Topic 9: HIV in Special Populations (Part 2): Children	2	-
10	Topic 10: HIV in Special Populations (Part 3): Key Populations (MSM, PWID)	2	-
11	Topic 11: HIV and Co-Infections	2	-
12	Topic 12: Pre-Exposure and Post-Exposure Prophylaxis (PrEP and PEP)	2	-
13	Topic 13: Adherence to ART	2	-
14	Topic 14: Ethical and Legal Issues in HIV Care	2	-
15	Topic 15: Final Modular Control	2	-
	Total	30	-

6.4. Self-study

№	Topic title	Number hours

		Full-time study	Extramural form of study
1	Topic 1: Introduction to HIV/AIDS	4	-
2	Topic 2: Transmission of HIV	4	-
3	Topic 3: HIV Diagnosis and Testing Methods	4	-
4	Topic 4: Stages of HIV Infection	4	-
5	Topic 5: Antiretroviral Therapy (ART)	4	-
6	Topic 6: HIV Drug Resistance	4	-
7	Topic 7: Management of Opportunistic Infections in HIV Patients	4	-
8	Topic 8: HIV in Special Populations (Part 1): Pregnant Women	4	-
9	Topic 9: HIV in Special Populations (Part 2): Children	4	-
10	Topic 10: HIV in Special Populations (Part 3): Key Populations (MSM, PWID)	4	-
11	Topic 11: HIV and Co-Infections	4	-
12	Topic 12: Pre-Exposure and Post-Exposure Prophylaxis (PrEP and PEP)	4	-
13	Topic 13: Adherence to ART	4	-
14	Topic 14: Ethical and Legal Issues in HIV Care	4	-
15	Topic 15: Final Modular Control	4	-
	Total	**60**	-

6.5. Individual tasks

Not provided by the program.

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

Laptop: Lenovo V15-ADA; Acer Aspire 3 (A315-51)
Philips model computer (PC); Intel Core i5+ монітор TFT LG 24M38A-B
Projector: Digital Projektor Benq MS502; EPSON EB-X05
Printer: laser BFP Canon i – SENSYS MF 231

8. RECOMMENDED SOURCES OF INFORMATION

Basic sources

1. Firth J, Conlon C, Cox T. Oxford Textbook of Medicine [Internet]. Oxford University Press; 2020. Available from: https://doi.org/10.1093/med/9780198746690.001.0001
2. Golubovska OA, Gudzenko AA, Shestakova IV. HIV infection. Kyiv: Medicine; 2011. 288 p.

Additional sources

1. hivbuch.de [Internet]. HIVBUCH 2023/24 - GB. Available from: https://www.hivbuch.de/hivbuch-2023-24-gb/.

Information Internet resources

1. https://phc.org.ua/en/diseases-and-information/hivaids
2. https://www.who.int/news-room/fact-sheets/detail/hiv-aids
3. https://www.who.int/teams/global-hiv-hepatitis-and-stis-programmes/hiv/prevention/pre-exposure-prophylaxis
4. https://www.who.int/groups/global-prep-network/global-state-of-prep

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)

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(Signature) (Surname, initials)

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(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)