

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

ACADEMIC COURSE OUTLINE

PRACTICE FOR THE DIAGNOSIS OF DISEASES

Educational program track (speciality) [1] 31.05.01 General Medicine

Educational program title (specialization) General Medicine

Semester	Labour input, credits	Total course academic, hours	Practical sessions, hrs.	In the form of practical studies, hrs.	Independent studies, hrs.	Course progress, Exam/Pass-fail exam/Term
6	6	216	144		72	
Total	6	216	144	0	72	Ex

ABSTRACT

The diagnostic practical training program is designed based on the requirements for completion of the specialist degree program.

Specifically, graduates (general practitioners) must be prepared to diagnose diseases and patient conditions and to perform the work of examining patients to establish a diagnosis.

Diagnostic practical training consolidates knowledge and refines skills and abilities acquired in clinical disciplines such as Propaedeutic of Internal Medicine, General Surgery, and Radiology.

The skills and abilities acquired through diagnostic practical training are necessary for successful completion of subsequent clinical disciplines and practical training as outlined in the specialist degree program.

1. ACADEMIC COURSE GOALS AND OBJECTIVES

Goal: To develop competencies in diagnosing diseases and conditions. To improve skills, acquire competencies, and gain practical experience in directly examining patients, identifying symptoms and syndromes of the most common diseases, recognizing conditions or establishing the presence or absence of diseases, performing standard diagnostic procedures, and interpreting laboratory and instrumental examination results to establish a diagnosis.

Objectives:

- Study the operational specifics of diagnostic units in medical organizations;
- Develop skills in ordering additional patient examinations and interacting with nursing staff (and other auxiliary medical personnel) to issue referrals for these examinations, including with the use of medical information systems;
- Improve skills in interviewing and performing physical examinations of patients with diseases of various organs and systems, formulating preliminary diagnoses, and recording the results of these actions in medical documentation, including with the use of medical information systems;
- Acquire skills in the use of medical devices stipulated by the procedures for providing medical care in the relevant profile, including skills in using simple general medical devices (stethoscope, tonometer, etc.);
- Acquire skills in using an electrocardiograph and spirometer and interpreting electrocardiograms and pulmonary function test results;
- Acquire skills in interpreting the results of typical functional diagnostic methods, laboratory, instrumental, pathological, and other diagnostics; Developing skills in comparing morphological and clinical manifestations of diseases, recognizing conditions and establishing the presence or absence of diseases, and assessing the severity of morphofunctional disorders and pathological processes in humans;
- Improving skills and abilities in interacting with colleagues and patients while adhering to ethical and deontological principles.

2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

Practice consolidates knowledge and improves skills and abilities acquired in the study of such disciplines as Pathological Anatomy and Physiology, Immunology, and such clinical disciplines as Propaedeutic of Internal Medicine, General Surgery, and Radiation Diagnostics.

The skills and abilities acquired as a result of industrial practice in the diagnostic profile are necessary for the successful mastery of subsequent clinical disciplines and practices provided for in the specialty program.

3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
<p>OPIK-4 [1] – Capable of using medical devices stipulated by the medical care procedures, as well as conducting patient examination for diagnosis establishment.</p>	<p>3-OPIK-4 [1] – Know: - modern diagnostic instrumental examination methods for patients, including functional, radiological, ultrasound, radionuclide diagnostics, and endoscopy; - diagnostic capabilities of instrumental examination methods; - medical devices stipulated by the procedure for providing medical care to the adult population in the "Therapy" specialty, and the equipment standard for a therapeutic room; - main medical devices stipulated by the procedures for providing medical care to the adult population in major surgical specialties, obstetrics, and gynecology; - indications for referring patients for instrumental examinations and functional diagnostics; - techniques for physical examination of patients using medical devices stipulated by procedures and considering medical care standards Y-OPIK-4 [1] – Be able to: - use medical devices stipulated by the medical care procedure; - determine the required volume and content of instrumental and functional diagnostics to establish a diagnosis; - interpret results of the most common functional and instrumental diagnostic methods B-OPIK-4 [1] – Possess skills in: - using basic medical devices (stethoscope, blood pressure monitor, sphygmomanometer, pulse oximeter, height-weight scale, measuring tape, neurological hammer, scalpel, forceps, and other devices); - operating electrocardiographs and devices for measuring external respiratory function; - interpreting results of the most common functional and instrumental diagnostic methods</p>
<p>OPIK-5 [1] – Capable of assessing morphofunctional and physiological states, as well as pathological processes in the human body to solve professional tasks.</p>	<p>3-OPIK-5 [1] – Know: - basic medical, pharmaceutical, and morphofunctional terminology, including Latin terms; - structure and functions of the human body, age-related, gender-specific, and individual characteristics of the structure and development of a healthy organism; - physical and chemical nature of processes occurring in a living organism; - patterns of vital activity of the organism, mechanisms of self-regulation and regulation; - features of regulation of the functioning of human body systems in pathological conditions; - patterns of</p>

	<p>occurrence, development, and outcome of typical pathological processes, the concept of sanogenesis; - etiology and pathogenesis of the most common diseases; - the concept of nosology, principles of disease classification; - principles of microorganism classification, their morphology, physiology, and impact on human health; - structure and functions of the human immune system.</p> <p>Y-OIK-5 [1] – Be able to: - analyze mechanisms of disease development and manifestation; - recognize morphological and functional changes in cells, tissues, organs, and systems of the human body; - use basic physical-chemical and other natural science concepts and methods in solving professional tasks; - determine the cause of death and formulate a pathological diagnosis.</p> <p>B-OIK-5 [1] – Possess skills in: - conducting microscopy and analyzing microscopic specimens; - correlating morphological and clinical manifestations of diseases; - assessing morphofunctional, physiological states, and pathological processes in humans; - clinical-anatomical analysis of autopsy results.</p>
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Professional competencies in compliance with the goals and professional knowledge areas:

Professional activity goal	Professional activity knowledge area	Professional competency code and title; Based on the professional standard, experience analysis	Code and title of competency-based rubrics
medical			
Diagnostics of diseases and pathological conditions of the patients.	Individuals (patients); the population; the set of means and technologies aimed at creating conditions for preserving and strengthening the health of the adult population	<p>IIK-3.2 [1] - Capable of conducting patient examinations to establish a diagnosis</p> <p><i>The base:</i> Professional standard: 02.009</p>	<p>3-IIK-3.2[1] - Know: - clinical diagnosis establishment algorithm; - patient history-taking and physical examination methodology; - laboratory and instrumental research methods for health assessment to establish a diagnosis; - semiotics of diseases of different organs and systems; - structure, principles of the current International Statistical Classification of Diseases and Related Health Problems (hereinafter - ICD).;</p> <p>Y-IIK-3.2[1] - Be able to: - conduct patient history-taking and physical</p>

			<p>examination; - interpret history, physical examination data, laboratory and instrumental results to recognize a condition or establish the presence/absence of a disease, establish a diagnosis; - distinguish and recognize in each specific case tissue damage, the reaction to it, and the form of adaptability; - develop a patient examination plan, justify the necessity and scope of laboratory and instrumental examination; - identify main pathological conditions, symptoms and syndromes, nosological forms in the patient according to the current ICD.;</p> <p>B-ПІК-3.2[1] - Possess skills in: - patient history-taking and physical examination; Formulating a preliminary diagnosis; - developing a patient examination plan; Interpreting laboratory and instrumental results; - establishing a diagnosis considering the current ICD</p>
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4. PEDAGOGIC POTENTIAL OF THE COURSE

Pedagogic tracks/objectives	Pedagogic goals (code)
Vocational and labor education	Establishing conditions for: formation of a deep understanding of the profession's social role, a positive and active commitment to the values of the chosen specialty, and a responsible attitude towards professional activity and work (B14)
Vocational and labor education	Establishing conditions for: formation of psychological readiness for professional activity in the chosen profession (B15)
Professional education	Establishing conditions for: formation of responsibility for professional choice, professional

	development and professional decisions (B18)
Professional education	Establishing conditions for: formation of motivation to improve the quality of medical care to the population and the desire to follow the rules and norms of interaction between the doctor, colleagues and the patient, contributing to the creation of the most favorable environment for the patient's recovery (B34)

5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>6 Semester</i>						
1	The diagnostic practical training	1-4	0/144/0		50	Rep-4	У-ОПК-4, В-ОПК-4, У-ОПК-5, В-ОПК-5, У-ПК-3.2, В-ПК-3.2
	<i>Totals for 6 Semester</i>		0/144/0		50		
	Assessment events for 6 Semester				50	Ex	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-5, У-ОПК-5, В-ОПК-5, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2

* – abbreviated name of assessment

** – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
Rep	Report

SYLLABUS

Weeks	Topics / Content	Lect.,	Pr./sem.,	Lab.,
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		hrs.	hrs.	hrs.
	<i>6 Semester</i>	0	144	0
1-4	The diagnostic practical training	0	144	0
1 - 4	1. Introduction to the structure and organization of multidisciplinary medical organizations for disease diagnosis 2. Physical diagnostics 3. Laboratory and instrumental diagnostics 1. Safety briefing: on labor protection and fire safety, internal labor regulations Sanitary regime Organization of work of diagnostic units of a medical organization Features of conducting questioning and physical examination of patients in outpatient and inpatient settings Features of referring patients for laboratory and instrumental diagnostics and other studies, interaction with mid-level medical personnel (other auxiliary medical personnel) on issuing referrals for these studies, including using medical information systems Display of results of laboratory, instrumental, pathological, anatomical and other additional studies in medical documentation, including in medical information systems Organizing interactions between medical staff and patients. Standards of communication between medical staff and patients Informed voluntary consent for medical intervention 2. Recognition of conditions, diseases or their absence through the collection of complaints and anamnesis, examination, palpation, percussion, auscultation. Questioning and physical examination of patients with diseases of various organs and systems Recording the results of these actions in medical documentation, including using medical information systems Formulating a preliminary diagnosis and drawing up an examination plan 3. Recognition of conditions, diseases or their absence through laboratory, instrumental, pathological and other studies in order to determine a diagnosis Types of clinical laboratory diagnostics Biological material for laboratory diagnostics (blood, urine, feces, sputum, other biological fluids and substrates (cerebrospinal fluid, transudates, exudates, synovial fluid, etc.) Diagnostic value of various laboratory diagnostic methods General clinical blood test molecular biological and serological blood tests - bacteriological studies of blood and other biological material - biochemical analysis of blood and other biological material - Assessment of the physicochemical properties of urine, feces, sputum, and cerebrospinal fluid Interpretation of results - Biochemical analysis of blood and other biological substrates,	All		
		0	144	0
		Online		
		0	0	0

<p>including functional tests</p> <p>Interpretation of results</p> <p>- Study of the hemostasis system</p> <p>Interpretation of results</p> <p>- Microscopic examination of blood, urinary sediment, feces, sputum, etc.</p> <p>Interpretation of results</p> <p>- Laboratory examination of gastric and duodenal contents</p> <p>Interpretation of results</p> <p>Instrumental diagnostic methods</p> <p>Diagnostic capabilities of various instrumental diagnostic methods</p> <p>Invasive and non-invasive methods of instrumental diagnostics</p> <p>Spirometry. Performance and interpretation of results</p> <p>Electroencephalography</p> <p>Holter monitoring and blood pressure monitoring</p> <p>Gastric and duodenal intubation</p> <p>Acidity determination and pH-metry. Esophageal pH-impedancemetry, high-resolution esophageal manometry.</p> <p>Interpretation of results</p> <p>Ultrasound examination of various organs and systems</p> <p>Echocardiography</p> <p>Doppler ultrasound</p> <p>Interpretation of results</p> <p>Diagnostic punctures</p> <p>X-ray examination of various organs and systems. Radiography and fluoroscopy</p> <p>Computed tomography</p> <p>X-ray endovascular techniques</p> <p>Interpretation of results</p> <p>Magnetic resonance imaging</p> <p>Interpretation of results</p> <p>Endoscopic diagnostic methods in gastroenterology and other fields</p> <p>Pathological and anatomical diagnostics</p> <p>Cytological and histological examination of biological material</p> <p>Immunohistochemical techniques</p> <p>Interpretation of results</p> <p>Work in surgical and/or therapeutic departments</p> <p>Work in the functional diagnostics department</p> <p>Work in the clinical laboratory diagnostics department</p> <p>Work in the department of radiation diagnostics (CT, MRI, ultrasound)</p> <p>Working in the endoscopy department</p> <p>Preparation of internship reports</p> <p>Report Defense</p>				
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Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material

FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

6. EDUCATIONAL TECHNOLOGIES

Practice is carried out in a traditional form in conditions that ensure the participation of students in medical activities and the performance of certain types of work related to their future profession.

When mastering the skills of using an electrocardiograph and spirometry, and interpreting electrocardiograms and the results of studies of external respiratory function, as well as interpreting the results of the most common laboratory and instrumental studies, simulation technologies can be used and skills in working with an electrocardiograph, spirometry, and electroencephalograph can be improved using the capabilities of the Simulation Center.

Students demonstrate acquired skills during the defense of their internship report under simulated conditions.

7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)
ОПК-4	3-ОПК-4	Ex
	У-ОПК-4	Ex, Rep-4
	В-ОПК-4	Ex, Rep-4
ОПК-5	3-ОПК-5	Ex
	У-ОПК-5	Ex, Rep-4
	В-ОПК-5	Ex, Rep-4
ПК-3.2	3-ПК-3.2	Ex
	У-ПК-3.2	Ex, Rep-4
	В-ПК-3.2	Ex, Rep-4

Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64			F
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

CORE READING:

1. ЭИ И 24 Internal diseases propedeutics : Рекомендовано УМО по медицинскому и фармацевтическому образованию вузов России в качестве учебного пособия для студентов медицинских вузов, обучающихся на английском языке, Ивашкин В.Т., Охлобыстин А.В., Москва: ГЭОТАР-Медиа, 2020
2. ЭИ Л 43 Клиническая лабораторная диагностика : учебное пособие для вузов, Воробьев В. В., Гриневич Т. Н., Лелевич С. В., Санкт-Петербург: Лань, 2024

3. ЭИ О-24 Лабораторная и инструментальная диагностика кардиоваскулярной патологии : практическое руководство, Обрезан А.Г., Серезина Е.К., Москва: ГЭОТАР-Медиа, 2024
4. ЭИ Л87 Лучевая диагностика : учебник, , Москва: ГЭОТАР-Медиа, 2023
5. ЭИ О-28 Общая хирургия. Руководство к практическим занятиям : учебное пособие, , Москва: ГЭОТАР-Медиа, 2023
6. ЭИ С 87 Спирометрия : практическое руководство, Стручков П.В., Дроздов Д.В., Лукина О.Ф., Москва: ГЭОТАР-Медиа, 2020
7. ЭИ Ф94 Функциональная диагностика : национальное руководство : Серия "Национальные руководства", , Москва: ГЭОТАР-Медиа, 2022
8. ЭИ Э45 Электрокардиография : учебное пособие, Зибарев А.Л. , Волкова Н.И., Джериева И.С., Москва: ГЭОТАР-Медиа, 2023
9. ЭИ П14 Эндоскопия желудочно-кишечного тракта : монография, Палевская С.А., Короткевич А.Г., Москва: ГЭОТАР-Медиа, 2022

FURTHER READING:

1. ЭИ Е54 Endoscopic Imaging Techniques and Tools : , , Cham: Springer International Publishing, 2016
2. ЭИ Р36 Pediatric Electrocardiography : An Algorithmic Approach to Interpretation, , Cham: Springer International Publishing, 2016
3. ЭИ К 46 Клиническая лабораторная диагностика : , Кишкун А.А., Москва: ГЭОТАР-Медиа, 2023
4. ЭИ М92 Пропедевтика внутренних болезней : учебник, Мухин Н.А., Моисеев В.С., Москва: ГЭОТАР-Медиа, 2023
5. ЭИ М25 Ультразвуковая диагностика : Серия "Карманные атласы по лучевой диагностике", Кислякова М.В., Маркина Н.Ю., Москва: ГЭОТАР-Медиа, 2020
6. ЭИ Т35 Ультразвуковая диагностика : учебное наглядное пособие, Терновой С.К., Кислякова М.В., Маркина Н.Ю., Москва: ГЭОТАР-Медиа, 2024
7. ЭИ К 49 Ядерная медицина. Радионуклидная диагностика : учебное пособие для вузов, Климанов В. А., Москва: Юрайт, 2024

SOFTWARE:

No special softwares is required

LMS AND ONLINE RESOURCES

<https://online.mephi.ru/>

9. LOGISTICAL SUPPORT

1. Симуляционный центр (64-301)
2. Симуляционный центр (64-302)
3. Тонометр для измерения артериального давления механический (64-302)
4. Стетоскоп (64-302)
5. Весы напольные с ростомером медицинские Твес ВМЭН-200С-50/100-СТ (64-301)
6. Весы напольные с ростомером медицинские Твес ВМЭН-200С-50/100-СТ (64-302)
7. Кушетка смотровая КМС-01 (64-301)
8. Тренажер аускультации сердца и легких Р1060 ФОМА (64-301)
9. Манекен-симулятор для отработки навыков пальпации живота (с контроллером) Z980А (64-301)
10. Электрокардиограф ЭК12Т-01-Р-Д/141 (64-301)
11. Спирограф СМП21-01РД (64-301)
12. Медицинское оборудование для практической подготовки обучающихся, предусмотренное договором (Клиническая база)
13. Лаборатория морфологии (64-205)
14. Лаборатория *in vivo* исследований (64-209)
15. Аппарат холтеровского мониторирования ЭКГ (64-301)
16. Аппарат суточного мониторирования АД (СМАД) (64-301)

10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS

Practice is an integral part of the learning process.

During the internship, the student is required to:

- Fully complete the assignments outlined in the internship program;
- comply with the internal work schedule at the enterprise, institution, or organization;
- study and strictly adhere to occupational health and safety regulations, sanitary norms
- be responsible for the work performed and its results;
- Upon completion of the internship, submit a written report to the Head of practical training on the completion of all assignments and pass (defend) the internship exam.

The student has the right to:

- propose the specialized organization where the student is currently working for the internship (if the professional activity they are pursuing meets the internship requirements).

- obtain advice on all internship-related questions from the management of the specialized organization (medical organization), the internship supervisor, the Head of practical training at the university;

- address any controversial issues to the Head of practical training, department head, or educational program director.

The first stage of practice (introduction)

The Head of practical training will notify students in advance of the actual meeting place on the first day of practical training.

It is mandatory to complete safety training. This should be reflected in the diary.

The Head of practical training assigns students to departments in conjunction with the person responsible for practical training at the medical organization. The practical assignment is clarified and agreed upon, taking into account the specific activities of the specific department within the medical organization.

During the internship, each student completes a daily the ДНЕВНИК-ОТЧЕТ / REPORT document using the prescribed format. The supervisor's notes in the appropriate columns of the diary/report will confirm that the student actually attended the internship that day, mastered certain skills, became familiar with the work of certain departments, etc.

A supervisor is the employee directly supervising the internship. This may be different employees on different days. The Head of practical training and the person responsible for practical training at the medical organization, may also act as supervisor for specific sections.

The second stage of practice is the main one.

Direct implementation by the student of activities to acquire skills and master practical abilities provided for by the internship program.

Ongoing Assessment

The ongoing assessment is conducted through the following methods: monitoring students' completion of relevant sections in the ДНЕВНИК-ОТЧЕТ / REPORT document (including daily report notes and report sections), verifying compliance with safety regulations, internal work procedures, and sanitary standards, conducting interviews, and evaluating students' demonstration of acquired skills. The Head of practical training may personally monitor the student's progress at any time during practice hours.

Students must be prepared to answer the instructor's questions and demonstrate their practical skills. The maximum score for this section is 50. A student is admitted to the exam (intermediate assessment) only if they have achieved more than 30 points in the ongoing assessment. The grading scale for ongoing assessment is as follows: Excellent: 45-50 points, Good: 36-44 points, Satisfactory: 30-35 points

Assessment Criteria (Ongoing Assessment)

№ Criterion Max. score

1.1 Compliance with safety regulations, sanitary norms and internal work schedule.

Full compliance – 10 points, Partial compliance – 5 points, Non-compliance – 0 points* 10

1.2 Regularity of maintaining the ДНЕВНИК-ОТЧЕТ / REPORT document (including daily report notes and report sections).

Regular (daily) – 10 points, Irregular – 5 points, Not maintained – 0 points 10

1.3. Interview (answers to questions, demonstration of practical skills)* 30

Σ Total score 50

*The student answers 1 question and selectively demonstrates 2 practical skills. Each successful response is graded with a maximum of 10 points. If minor deficiencies are noted in an otherwise correct answer or satisfactory skill demonstration, the maximum score for each item may be reduced to 5 points. The maximum total score for Criterion 1.3 is 30 points.

The third stage of practice is the final one.

On the penultimate day of practice, the student must complete the diary (obtain all necessary signatures) and write a report in the appropriate section of the ДНЕВНИК-ОТЧЕТ / REPORT document.

The report is based on information about the specific production work performed by the student during the internship (practical activity in a medical organization).

Completing a clinical internship report begins with a description of the internship site and the work schedule at the hospital or clinic. The clinical internship report should detail everything the student did, participated in, and observed, day by day, providing a clear understanding of the student's level of independence in completing a given task.

Create a diary with an analysis of your work. Prepare a presentation of a complex clinical case (diagnosis, treatment, results). Complete a final assessment in the form of an interview on the competencies mastered.

The Head of practical training completes the appropriate section of the ДНЕВНИК-ОТЧЕТ / REPORT document (Professional Characteristics of Students), provides a detailed analysis of the student's completed work, and provides their opinion. The conclusion indicates the level of theoretical and practical training of the student, the quality of the work performed, work discipline, and shortcomings, if any; at the end of the characterization, an assessment is given for the practical experience/

The internship report is defended before a committee appointed by the program director. During the internship assessment, the student presents the ДНЕВНИК-ОТЧЕТ / REPORT document and answers questions from committee members.

Based on the results of the report defense, the internship committee prepares a "Commission's Conclusion on the Results of the Internship Defense" and records it in the corresponding section of the ДНЕВНИК-ОТЧЕТ / REPORT document; the final grade is entered into the grade sheet.

Intermediate Assessment

Admission to the intermediate assessment is contingent upon the completion of the practice objectives and achieving a grade of "Satisfactory" (more than 30 points) in the ongoing assessment.

The examination is conducted in the form of a practice report defense. Attestation commission formed by the head of the educational program. During the assessment, the student presents the ДНЕВНИК-ОТЧЕТ / REPORT document and answers questions from the commission members.

Upon completion of the report defense, the practice commission prepares a "Commission Conclusion on the Practice Defense Results", records it in the corresponding section of the ДНЕВНИК-ОТЧЕТ / REPORT document and the final grade is entered into the practice transcript.

Practice Report Assessment Criteria

№ Criterion Max. score

2.1 Completion and compliance of the ДНЕВНИК-ОТЧЕТ / REPORT document with methodological guidelines requirements. Logical structure of the report and material presentation. Accuracy of the summary report on work performed (strict correspondence with daily data). 5

2.2 Completeness, relevance and detail of material presentation in daily reports (logbook entries). Correctness of formulations and use of medical terminology. Scientific accuracy of presentation. Comprehensive coverage of practical aspects in the report. 5

2.3 Positive nature of professional reference. 5

2.4 Degree of utilization and processing of relevant information sources: legislation, educational literature, specialized periodic sources, including internet resources. 5

2.5 Quality of responses to commission questions, recommendations and comments during defense**:

Test questions

Oral questions

Correct demonstration of acquired practical skills

30

5

10

15

Σ Total score 50

**The student completes 5 selective test tasks, receiving 1 point for each correct answer. They answer 2 questions from committee members, earning 5 points for each correct response. The student demonstrates 3 selective practical skills, with each successful demonstration scored up to 5 points. If committee members have comments despite generally correct answers or satisfactory skill demonstrations, the score for each response may be reduced. The maximum score for criterion 2.5 is 30 points.

The assessment of the level of developed skills, practical experience, and student competencies during the exam conducted based on practice results is determined according to the university's approved grading scale.

11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

The first stage of practice (introduction)

The Head of practical training will notify students in advance of the actual meeting place on the first day of practical training.

Introduction. Safety instructions. Determination of methods for conducting internship, goals and objectives of internship, reporting forms.

Distribution of students to departments together with the person responsible for practical training from the medical organization.

Clarification and coordination of the practical assignment, taking into account the specific activities of a particular department of a medical organization.

During the internship, each student completes a daily the ДНЕВНИК-ОТЧЕТ / REPORT document using the prescribed format.

The form is provided to students in advance in the form of a *.doc file for completion on paper, or students are provided with access to an information system that allows them to maintain the ДНЕВНИК-ОТЧЕТ / REPORT document in electronic form.

The supervisor's notes in the appropriate columns of the diary/report will confirm that the student actually attended the internship that day, mastered certain skills, became familiar with the work of certain departments, etc.

A supervisor is the employee directly supervising the internship. This may be different employees on different days. The Head of practical training and the person responsible for practical training at the medical organization, may also act as supervisor for specific sections.

The ongoing assessment is conducted through the following methods: monitoring students' completion of relevant sections in the ДНЕВНИК-ОТЧЕТ / REPORT document (including daily report notes and report sections), verifying compliance with safety regulations, internal work procedures, and sanitary standards, conducting interviews, and evaluating students' demonstration of acquired skills. The Head of practical training may personally monitor the student's progress at any time during practice hours.

The second stage of practice is the main one.

Direct implementation by the student of activities to acquire skills and master practical abilities provided for by the internship program.

During the main stage of practical training, rotation of students across departments should be provided so that each student acquires the necessary skills and abilities.

Weekly case reviews focusing on differential diagnosis and treatment strategies are available. Interactive business simulations on emergency situations are also available.

The form of ongoing monitoring for the main stage of practice is an interview and demonstration of acquired skills, monitoring of students' completion of the relevant sections in the ДНЕВНИК-ОТЧЕТ / REPORT document (diary entries, writing of the section of the practice report).

The teacher supervises the students' work in the departments, operating room, manipulation room, work with the patient together with the department staff, interpretation of data from additional research methods, and filling out medical documentation. Development of professional competencies: maintaining medical records, providing emergency care, and carrying out preventive measures

The third stage of practice is the final one.

On the penultimate day of practice, the student must complete the diary (obtain all necessary signatures) and write a report in the appropriate section of the ДНЕВНИК-ОТЧЕТ / REPORT document.

The report is based on information about the specific production work performed by the student during the internship (practical activity in a medical organization).

Completing a clinical internship report begins with a description of the internship site and the work schedule at the hospital or clinic. The clinical internship report should detail everything the student did, participated in, and observed, day by day, providing a clear understanding of the student's level of independence in completing a given task.

Create a diary with an analysis of your work. Prepare a presentation of a complex clinical case (diagnosis, treatment, results). Complete a final assessment in the form of an interview on the competencies mastered.

The Head of practical training completes the appropriate section of the ДНЕВНИК-ОТЧЕТ / REPORT document (Professional Characteristics of Students), provides a detailed analysis of the student's completed work, and provides their opinion. The conclusion indicates the level of theoretical and practical training of the student, the quality of the work performed, work discipline, and shortcomings, if any; at the end of the characterization, an assessment is given for the practical experience/

The internship report is defended before a committee appointed by the program director. During the internship assessment, the student presents the ДНЕВНИК-ОТЧЕТ / REPORT document and answers questions from committee members.

Based on the results of the report defense, the internship committee prepares a "Commission's Conclusion on the Results of the Internship Defense" and records it in the corresponding section of the ДНЕВНИК-ОТЧЕТ / REPORT document; the final grade is entered into the grade sheet.

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