


ONTÚSTIK-QAZAQSTAN <b>MEDISINA          AKADEMIASY</b> «Оңтүстік Қазақстан медицина академиясы» АҚ	 <b>SKMA</b> -1979-	SOUTH KAZAKHSTAN <b>MEDICAL          ACADEMY</b> АО «Южно-Казахстанская медицинская академия»
Department of Therapy and Cardiology	044-51/11	
Work study program of the subject "Basics of Internal Medicine-2".		1page of 29

**SYLLABUS**  
**Department of Therapy and Cardiology**  
**Work study program of the subject "Basics of Internal Medicine-2".**  
**6B10101 "General Medicine" educational program**


<b>1.</b>	<b>General information about the discipline</b>		
1.1	Discipline Code: OVB 4301-2	1.6	Academic year: 2023-2024
1.2	Name of discipline: Basics of Internal Medicine-2	1.7	Course: 4
1.3	Prerequisites: Basics of Internal Medicine - 1	1.8	Semester: 8
1.4	Postrequisites: Internal Medicine	1.9	Number of credits (ECTS): 5
1.5	Cycle: PD (proliferative discipline)	1.10	Component: HC

<b>2.</b>	<b>Description of the discipline (maximum 50 words)</b>		
<p>The subject "Basics of Internal Medicine -2" is a field of clinical medicine that studies etiopathogenesis, symptoms, syndromes, diagnostic methods, medical care in emergency conditions, pharmacodynamics of drugs, prognosis and prevention of common diseases of internal organs based on scientific principles within the framework of the legislation of the Republic of Kazakhstan.</p> <p>The program has integration with the following subjects: anatomy, physiology, pathological anatomy, pathological physiology, pharmacology.</p>			

<b>3.</b>	<b>Summative assessment form *</b>		
3.1	Testing ✓	3.5	Solution of situational problems
3.2	Writing	3.6	Writing a case history
3.3	Oral	3.7	Other (specify)
3.4	OSPE/OSKE or practical skills intake ✓		

<b>4.</b>	<b>Aims of the discipline</b>		
<p>to form the student's skills of clinical thinking, based on knowledge of the pathophysiological mechanisms of the course and outcome of diseases, physical and clinical - laboratory methods of examination and choice of drugs in adult patients with the main clinical syndromes of internal diseases.</p>			
<b>5.</b>	<b>Learning outcomes (LO disciplines)</b>		

LO 1	Provides patient-centered care in the biomedical, clinical, epidemiological and social-behavioral sciences for the most common diseases.		
LO 2	Carries out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare, is guided by them in its practical activities to ensure optimal medical care.		
LO 3	Carries out effective measures aimed at diagnosing, treating, and preventing common and early forms of diseases.		
LO 4	Applies scientific principles, methods and knowledge to medical practice and research. Able to continuous self-education and development. Introduces new methods into clinical practice.		
LO 5	Carries out diagnostics, provides qualified and emergency medical care for urgent and life-threatening conditions		
LO 6	Organizes medical and social assistance, conducts preventive and recreational activities among the population.		
5.1	LO disciplines	The learning outcomes of the EP with which the LO disciplines are associated	
	LO 1	LO 2. Provides patient-centered care in the biomedical, clinical, epidemiological and social-behavioral sciences aimed at diagnosing, treating and preventing the most common diseases.	
	LO 2	LO 3. Carries out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare to ensure quality medical care.	

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	LO 3	LO 14 Conducts sanitary and educational activities to improve the health of the population, maintain health and prevent diseases.
	LO 4	LO 12. Applies modern research methods in healthcare, taking into account bioethics, introduces new methods into clinical practice.
	LO 5	LO 8. Provides emergency medical care for emergency and life-threatening conditions.
	LO 6	LO 6. Conducts admission, diagnosis, treatment, follow-up and rehabilitation of pediatric and adult patients, including pregnant women, based on the principles of evidence-based medicine.

<b>6.</b>	<b>Detailed information about the discipline</b>					
6.1	Venue (building, auditorium): Shymkent, SKMA sq. AL-FARABI 1, tel.: 40-82-26, 40-82-22 (1800), <a href="http://www.ukma.kz">www.ukma.kz</a> , <a href="http://www.ukma.kz/ru">www.ukma.kz/ru</a> , <a href="mailto:therapy_med@mail.ru">therapy_med@mail.ru</a> <b>Clinical bases:</b> <ul style="list-style-type: none"> <li>- Regional Clinic Hospital</li> <li>- City hospital №2</li> <li>- Clinic "Esculapius"</li> <li>-- Clinic "CardioMed"</li> </ul>					
6.2	Number of hours	Lectures	Pract. less	Lab. less.	IWLT	IWL
	Basics of Internal Medicine - 2	15	35	-	30	70

<b>7.</b>	<b>Information about teachers</b>				
No.	Full name	Degrees and position	Email address	Scientific interests, etc.	Achievements
1	Asanova Galia Kutymbetovna	Candidate of Medical Sciences, Associate Professor Head of Department	<a href="mailto:agk_26@mail.ru">agk_26@mail.ru</a>	Scientific interests: "The state of the cardiovascular system in workers in the cotton processing industry"; "Interventional treatment of myocardial infarction" "Echocardiographic method for assessing the state of the heart in patients undergoing CABG with concomitant CKD"	Author of more than 70 scientific articles, 2 teaching aids.
2	Turtaeva Aigul Elubaevna	acting professor, candidate of medical sciences	<a href="mailto:Curtcha@mail.ru">Curtcha@mail.ru</a>	The method of rehabilitation of cancer patients, method of obtaining ointment "Artrogus" for the treatment of articular syndrome	The highest qualification category in the specialties: "adult rheumatology", "therapy", "adult cardiology". Candidate of Medical Sciences, Associate Professor.
3	Abseitova Saule Raimbekovna	Professor, Chairman of the Board of	<a href="mailto:saule_1947@mail.ru">saule_1947@mail.ru</a>	Member of the Presidium of the Association of Cardiologists of the	Author of more than 200 published works,

		the Republican Public Organization "Kazakhstan Cardiology Society"		Republic of Kazakhstan. Winner of the highest award of the Republican Public Association "National Medical Association" - the badge "Altyn Dariger".	including four educational, three methodological manuals, seven methodological recommendations, three copyright patents, one monograph
4	Kushekbaeva Asiya Ergeshovna	assistant professor	<a href="mailto:dr_asia@mail.ru">dr_asia@mail.ru</a>	Associate Professor of the Department of Therapeutic Disciplines, Candidate of Medical Sciences.	Author of more than 120 scientific papers, manuals, articles.
5	Bekzhigitov Spandiyar Baizhigitovich	Professor	<a href="mailto:bekzhigitov63@mail.ru">bekzhigitov63@mail.ru</a>	Doctor of Medical Sciences, health care manager, cardiologist of the highest category. Winner of the highest award of the Republican Public Association "National Medical Association" - the badge "Altyn Dariger".	Author of more than 150 scientific papers, including invention patents, guidelines for practitioners and methodological recommendations.
6	Seyylkhanova Aizhan Seyylkhanovna	Assistant	<a href="mailto:ai-jan92@mail.ru">ai-jan92@mail.ru</a>	Scientific interests: "Cause of mortality from CKD"	Therapy specialist Certificate
7	Sultanova Asel Kairatovna	Assistant	<a href="mailto:aselka.miss.kgmu@mail.ru">aselka.miss.kgmu@mail.ru</a>	-	GP, cardiology, therapy Specialist Certificate

**8. Thematic plan in the discipline "Basics of Internal Diseases-2" (VIII) semester**

№	Topic name	Summary	LO disciplines	Number of hours	Forms/ methods/ learning technologies	Forms/ assessment methods
1	Lecture Gastroesophageal reflux disease (GERD)	Gastroesophageal reflux disease (GERD). Definition, etiology. Pathophysiological mechanisms of GERD development. Clinic, diagnostic criteria. Pharmacodynamics of antisecretory drugs: (H <sub>2</sub> -histamine receptor blockers, proton pump inhibitors), prokinetic, antacid drugs. Dispensary supervision.	LO 1,2	1	overview lecture	Feedback (question answer)
	Practical lesson Gastroesophageal reflux disease	Gastroesophageal reflux disease (GERD). Definition, etiology. Pathophysiological mechanisms of GERD development. Clinic, diagnostic criteria.	LO 1,2	3	Work in small groups. Execution of test tasks	Oral survey. Examination fulfillment

		Pharmacodynamics of antisecretory: H2-histamine receptor blockers, proton pump inhibitors); prokinetic, antacid drugs. Dispensary supervision.				test tasks
	IWLT. Theme and task of IWL  Tumors of the esophagus	Tumors of the esophagus. Definition. Modern ideas about etiology. Pathophysiological mechanisms of development of tumors of the esophagus. Clinical classification. Clinical manifestations. differential diagnosis. Pharmacodynamics of chemotherapy (neoadjuvant, adjuvant, therapeutic).	LO 1,2	2/6	Topic discussion. Working on a project: drawing up a work plan	Checking the solution of situational problems
2	Lecture Peptic ulcer of the stomach and duodenum.	Peptic ulcer of the stomach and duodenum. Definition, etiopathogenesis. Pathological classification. Pathophysiological mechanisms of development of PU and duodenum. Clinic, diagnostic criteria. Pharmacodynamics of antisecretory drugs: H2-histamine receptor blockers, proton pump inhibitors; prokinetic; antacids; antibacterial drugs. Recommended schemes of eradication. Medical examination and prevention.	LO 1,3	1	Review, thematic, problem lecture	Feedback (question-answer)
	Practical lesson Peptic ulcer of the stomach and twelve duodenal ulcer	Peptic ulcer of the stomach and duodenum. Definition, etiopathogenesis. Pathological classification. Pathophysiological mechanisms of development of PU and duodenum. Clinic, diagnostic criteria. Pharmacodynamics of antisecretory: H2-histamine receptor blockers, proton pump inhibitors; prokinetic; antacids; antibacterial drugs. Recommended schemes of eradication. Medical examination and prevention.	LO 1,3	3	"Standardized patient" Solutions of situational problems. cyber patient, Trello board	Oral survey. Checking the solution of situational problems
	IWLT. Theme and task of IWL Chronic gastritis <b>Project:</b> To study modern ideas	Chronic gastritis. Definition, etiology. Pathophysiological mechanisms of development of chronic gastritis. Clinical diagnostic criteria. Differential diagnosis. Principles of therapy. Pharmacodynamics of antisecretory: H2-histamine receptor blockers,	LO 1,3	2/5	Analysis of scientific articles, drawing up and solving situational problems / project	Evaluation analysis of scientific articles; solution of a situational problem; project

	about the etiology of the development of gastric ulcer and duodenal ulcer through an analysis of the results of recent studies from the Scopus database.	proton pump inhibitors; antacids; antibacterial drugs. Recommended schemes of eradication.  <b>Project:</b> To study modern ideas about the etiology of the development of gastric ulcer and duodenal ulcer through an analysis of the results of recent studies from the Scopus database.			work Drawing up a work plan for a scientific project	monitoring Criteria assessment; project monitoring Checklist for evaluating a scientific article and a project.
3	Lecture.  Chronic hepatits	chronic hepatitis. Definition, etiology. Pathophysiological mechanisms of development of chronic hepatitis. Classification. Diagnostic criteria, exacerbation criteria. Serological studies. Differential diagnosis of chronic hepatitis. General recommendations for HTP. Pharmacodynamics of antiviral interferon alpha, nucleoside analogs, lamivudine; hepatoprotective drugs: ursodeoxycholic acid, ademetionine, essential phospholipids. Medical examination, prevention.	LO 3,5	2	Overview, informative lecture	Feedback (question-answer)
	Practical lesson.  Chronic hepatits	chronic hepatitis. Definition, etiology. Pathophysiological mechanisms of development of chronic hepatitis. Classification. Diagnostic criteria, exacerbation criteria. Serological studies. Differential diagnosis of chronic hepatitis. General recommendations for HTP. Pharmacodynamics of antivirals: alpha-interferon, nucleoside analogues, lamivudine; hepatoprotective drugs: ursodeoxycholic acid, ademetionine, essential phospholipids. Medical examination, prevention.	LO 3,5	3	Work in small groups. Solution of situational problems. Mastering practical skills in the CTC.	Evaluation of work in small groups. Checking the solution of situational problems
	IWLT. Theme and task of IWL Chronic pancreatits	Chronic pancreatitis. Definition and pathomorphological classification. Pathophysiological mechanisms of development of chronic pancreatitis. Clinical diagnostic criteria.	LO 3,5	2/5	Analysis of scientific articles, situational tasks.	Grade analysis of scientific articles; solution of

		Differential diagnosis. Pharmacodynamics of antisecretory: H2-histamine receptor blockers, proton pump inhibitors; enzymatic; antispasmodic drugs. Dispensary observation and methods of prevention.				a situational problem; Criteria assessment; project monitoring Checklist for evaluating a scientific article.
4	Lecture of Cirrosis the liver	Cirrhosis of the liver. Etiopathogenesis, risk factors. Classification. Pathological classification. Pathophysiological mechanisms of cirrhosis development. Clinical, laboratory and instrumental diagnostics of cirrhosis complications. <b>Etiotropic and basic pathogenetic therapy of cirrhosis.</b> Pharmacodynamics of antiviral drugs: tenofovir, entecavir, ledipasvir; immunosuppressive: azathioprine, drugs. Dspanserization, prevention, sanatorium-and-spa treatment.	LO 1,6	1	Overview lecture	Feedback (question-answer)
	Practical lesson. Cirrhosis of the liver	Cirrhosis of the liver. cirrhosis of viral and non-viral etiology. Etiopathogenesis, risk factors. Classification. Pathological classification. Pathophysiological mechanisms of cirrhosis development. Clinical, laboratory and instrumental diagnostics of cirrhosis complications. Etiotropic and basic pathogenetic therapy of cirrhosis. Pharmacodynamics of antiviral tenofovir, entecavir, ledipasvir; immunosuppressive: azathioprine drugs. Dspanserization, prevention, sanatorium-and-spa treatment.	LO 1,6	3	"Standardized patient". Execution of test tasks, cyber patient, Trello board	Evaluation of the implementation of practical skills. Checking the execution of test tasks
	IWLT. Theme and task of IWL Cholelithiasis	Cholelithiasis. Etiology. Pathophysiological mechanisms of development of cholelithiasis. Classification. Clinical manifestations. differential diagnosis. Pharmacodynamics of hepatoprotective: ursodeoxycholic	LO 1,6	2/5	Analysis of scientific articles, situational tasks.	Grade analysis of scientific articles; solution of a situational problem;

		acid; prokinetic: domperidone, itopride, trimebutine; antispasmodic: gimecromon, alverin, drugs, NSAIDs ketorolac, ketoprofen. Medical examination and prevention.				project monitoring Criteria assessment; Checklist for evaluating a scientific article.
5	Lecture Chronic rheumatic heart disease. Mitral, aortic heart disease.	Chronic rheumatic heart disease. Mitral, aortic heart disease. Definition, etiology. Pathophysiological mechanisms of development of CRHD. List of main diagnostic criteria. Pharmacodynamics of antibacterial: benzylpenicillin, amoxicillin, cefuroxime, azithromycin; anti-inflammatory, glucocorticosteroid drugs: prednisolone, methylprednisolone; NSAIDs (diclofenac, meloxicam).	LO 3,4	1	Overview lecture	Feedback (question-answer)
	Practical lesson Chronic rheumatic heart disease. Mitral, aortic heart disease.	Chronic rheumatic heart disease. Mitral, aortic heart disease. Definition, etiology. Pathophysiological mechanisms of development of CRHD. List of main diagnostic criteria. Pharmacodynamics of antibacterial: benzylpenicillin, amoxicillin, cefuroxime, azithromycin; anti-inflammatory, glucocorticosteroid drugs: prednisolone, methylprednisolone; NSAIDs (diclofenac, meloxicam).	LO 3,4	2	Analysis wedge. cases. Work with the clinical protocol of the Ministry of Health of the Republic of Kazakhstan	Evaluation of the work of students in a group and work with a clinical protocol
	IWLT. Theme and task of IWL Nonspecific aortoarteritis	Definition. Etiology. Pathophysiological mechanisms of development of nonspecific aortoarteritis. Pharmacodynamics of cytostatic: methotrexate, cyclophosphamide, azathioprine; glucocorticosteroids: prednisolone, methylprednisolone preparations; antiplatelet agents acetylsalicylic acid, dipyridamole. Prevention.	LO 3,4	2/5	Analysis of scientific articles, compilation and solution of situational problems.	Evaluation analysis of scientific articles; solution of a situational problem; Criteria assessment; project monitoring Checklist for evaluating a

						scientific article.
6	Lecture Rheumatoid arthritis	Rheumatoid arthritis. Definition, modern ideas about etiology. Pathophysiological mechanisms of development of rheumatoid arthritis. Pathological classification, clinic of articular and extra-articular manifestations. Diagnosis, Pharmacodynamics of cytostatic: methotrexate, cyclophosphamide, azathioprine, glucocorticosteroid: prednisolone, methylprednisolone drugs, NSAIDs: diclofenac, meloxicam, genetically engineered biological drugs. Prevention.	LO 1,2,4	1	Overview, thematic lecture	Feedback (question-answer)
	Practical lesson Rheumatoid arthritis	Rheumatoid arthritis. Definition, modern ideas about etiology. Pathophysiological mechanisms of development of rheumatoid arthritis. Pathological classification, clinic of articular and extra-articular manifestations. Diagnosis, Pharmacodynamics of cytostatic: methotrexate, cyclophosphamide, azathioprine, glucocorticosteroid: prednisolone, methylprednisolone drugs, NSAIDs: diclofenac, meloxicam, genetically engineered biological drugs. Prevention.	LO 1,2,4	3	• Work in small groups, discussing the topic of the lesson. Solving situational problems	Evaluation of work in small groups. Checking the solution of situational problems
	IWLT. Theme and task of IWL Acute rheumatic fever	Acute rheumatic fever Definition. Etiology. Clinical diagnostic criteria. Differential diagnosis. Pathophysiological mechanisms of development of acute rheumatic fever. Pharmacodynamics of antibacterial, glucocorticosteroid drugs, NSAIDs. symptomatic treatment. Prevention.	LO 1,2,4	2/5	Analysis of scientific articles, compilation and solution of situational problems.	Evaluation analysis of scientific articles; solution of a situational problem; Criteria assessment; project monitoring Checklist for evaluating a scientific article.



7	Lecture Systemic lupus erythematosus	Systemic lupus erythematosus. Definition, etiology. Pathological classification. Pathophysiological mechanisms of development of systemic lupus erythematosus. Algorithm for diagnosing SLE. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroids: prednisolone, methylprednisolone; antimalarial: hydroxychloroquine; Gbiological engineering:Belimumab, Rituximab drugs.	LO 2,5	1	Overview lecture	Feedback (question-answer)
	Practical lesson Systemic lupus erythematosus	Systemic lupus erythematosus. Definition, etiology. Pathological classification. Pathophysiological mechanisms of development of systemic lupus erythematosus. Algorithm for diagnosing SLE. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroids: prednisolone, methylprednisolone; antimalarial: hydroxychloroquine; Gbiological engineering:Belimumab, Rituximab drugs.	LO 2,5	3	"Standardized patient". Execution of test tasks, cyber patient, Trello board	Evaluation of the implementation of practical skills. Checking the execution of test tasks
	IWLT. Theme and task of IWL Systemic vasculitis  <b>Project Pre-Check</b>	Systemic vasculitis. Definition. Types of vasculitis. Etiology. Pathophysiological mechanisms of development of systemic vasculitis. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroid drugs: prednisolone, methylprednisolone. Gbiological engineering:rituximab;angioprotective (dipyridamole)drugs; anticoagulants: clexane, fraxiparine.	LO 2,5	2/6	Analysis of scientific articles in the form, drafting and solving situational problems.	Evaluation analysis of scientific articles; solution of a situational problem; Criteria assessment; project monitoring Checklist for evaluating a scientific article.
8	Lecture	Systemic scleroderma. Definition,	LO	1	Overview	Feedback

Systemic scleroderma	etiology, pathogenesis. Pathological changes in connective tissue in systemic scleroderma. Pathophysiological mechanisms of development of systemic scleroderma. Classification, Diagnostics. Pharmacodynamics of basic anti-inflammatory drugs: cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroids: prednisolone, methylprednisolone; calcium channel antagonists: amlodipine, diltiazem hydrochloride, prostaglandin analogues: iloprost, alprostadil; phosphodiesterase-5 enzyme inhibitors: sildenafil; angioprotective: dipyridamole, antifibrotic penicillamine drugs; non-selective endothelin-1 receptor antagonists: bosentan.	1,3		lecture	(question-answer)
Practical lesson. Systemic scleroderma	Systemic scleroderma. Definition, etiology, pathogenesis. Pathological changes in connective tissue in systemic scleroderma. Pathophysiological mechanisms of development of systemic scleroderma. Classification, Diagnostics. Pharmacodynamics of basic anti-inflammatory drugs: cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroids: prednisolone, methylprednisolone; calcium channel antagonists: amlodipine, diltiazem hydrochloride, prostaglandin analogues: iloprost, alprostadil; phosphodiesterase-5 enzyme inhibitors: sildenafil; angioprotective: dipyridamole, antifibrotic penicillamine drugs; non-selective endothelin-1 receptor antagonists: bosentan.	LO 1,3	3	Work in small groups.	Evaluation of work in small groups.
IWLТ. Theme and task of IWL Gout disease	Gout. Definition. Etiology. Pathophysiological mechanisms of gout development. Classification according to clinical manifestations of the disease and further	LO 1,3	2/6	Analysis of scientific articles, solution of situational	Evaluation answers to control questions, test tasks

	Frontier control No. 1	progression. Clinical diagnostic criteria. Pharmacodynamics of antihyperuricemic: allopurinol, colchicine; glucocorticosteroids: prednisolone, methylprednisolone, drugs.			problems. Execution of test tasks. Drawing up diagnostic and treatment algorithms	and solutions to situational problems
9	Lecture Dermatomyositis	Dermatomyositis. Definition, etiology. Pathological changes in muscle tissue in dermatomyositis. Classification. Major clinical syndromes. Various organ lesions in dermatomyositis. Diagnostics. Pharmacodynamics glucocorticosteroid: methylprednisolone, prednisolone; basic anti-inflammatory: cyclophosphamide, methotrexate, cyclosporine, azathioprine, hydroxychloroquine; non-steroidal anti-inflammatory drugs: diclofenac, aceclofenac, nimesulide, meloxicam.	LO 4,6	1	Overview lecture	Feedback (question-answer)
	Practical lesson Dermatomyositis	Dermatomyositis. Definition, etiology. Pathological changes in muscle tissue in dermatomyositis. Classification. Pathophysiological mechanisms of development of dermatomyositis. Major clinical syndromes. Various organ lesions in dermatomyositis. Diagnostics. Pharmacodynamics of glucocorticosteroids: methylprednisolone, prednisolone; basic anti-inflammatory: cyclophosphamide, methotrexate, cyclosporine, azathioprine, hydroxychloroquine; non-steroidal anti-inflammatory drugs: diclofenac, aceclofenac, nimesulide, meloxicam.	LO 4,6	3	Analysis wedge. Work with the clinical protocol of the Ministry of Health of the Republic of Kazakhstan	Evaluation of the work of students in a group and work with a clinical protocol
	IWLT. Theme and task of IWL Osteoarthritis	Osteoarthritis. Definition, etiology. Pathological changes in bone in osteoarthritis. Classification. Pathophysiological mechanisms of development of osteoarthritis. Pharmacodynamics non-steroidal anti-inflammatory drugs: diclofenac, aceclofenac, nimesulide,	LO 4,6	2/6	Analysis of scientific articles, compilation and solution of situational problems.	Evaluation analysis of scientific articles; solution of a situational problem; Criteria

		meloxicam;steroid anti-inflammatory: betamethasone acetate, triamcinolone, non-steroidal anti-inflammatory local: ointment diclofenac preparations; narcotic analgesics: tramadol.				assessment; project monitoring Checklist for evaluating a scientific article.
<b>10</b>	Lecture. Anemia	anemia. General anemic syndrome. Iron-deficiency anemia. Folate deficiency anemia. B12 deficiency anemia. Definition. Etiology. Pathophysiological mechanisms of anemia development. Clinic, Diagnostics. Pharmacodynamics of drugs used in various types of anemia. Dispensary observation and prevention.	LO 4,5	2	Overview lecture	Feedback (question-answer)
	Practical lesson. Anemia	anemia. General anemic syndrome. Iron-deficiency anemia. Folate deficiency anemia. B12 deficiency anemia. Definition. Etiology. Pathophysiological mechanisms of anemia development. Clinic, Diagnostics. Pharmacodynamics of iron preparations, ascorbic acid, folic acid, vit B12. Dispensary observation and prevention.	LO 4,5	3	"Standardized patient", cyber patient, Trello board	Evaluation of the implementation of practical skills
	IWLT. Theme and task of IWL Thrombocytopenia	thrombocytopenia. congenital thrombocytopenia. thrombocytopenic purpura. Definition. Etiology. Pathophysiological mechanisms of development of thrombocytopenia. Clinical diagnostic criteria. Differential diagnosis. Pharmacodynamics glucocorticosteroid drugs: dexamethasone, prednisolone; thrombopoietin receptor agonists: rituximab.	LO 4,5	3/6	Analysis of scientific articles, compilation and solution of situational problems.	Evaluation analysis of scientific articles; solution of a situational problem; Criteria assessment; project monitoring Checklist for evaluating a scientific article.
<b>11</b>	Lecture Acute leukemia	Acute leukemia. Acute lymphoblastic and myeloid leukemia. Definition, etiology.	LO 5,6	1	Overview lecture	Feedback (question-answer)

		Pathophysiological mechanisms of development of acute leukemia. TNM classification. Chemotherapy. maintenance chemotherapy. GMAALL protocols in the treatment of acute leukemia. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroid drugs: prednisolone, methylprednisolone; thrombopoietin receptor agonists: rituximab.				
Practical lesson Acute leukemia	Acute leukemia. Acute lymphoblastic and myeloid leukemia. Definition, etiology. Pathophysiological mechanisms of development of acute leukemia. TNM classification. Chemotherapy. maintenance chemotherapy. GMAALL protocols in the treatment of acute leukemia. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroid drugs: prednisolone, methylprednisolone; thrombopoietin receptor agonists: rituximab. Criteria for the effectiveness of treatment. Forecast.	LO 5,6	2	Work in small groups. Solution of situational problems	Evaluation of work in small groups. Checking the solution of situational problems	
IWLT. Theme and task of IWL Diseases of the pituitary gland.	Diseases of the pituitary gland. Definition. Classification. Etiology. Pathophysiological mechanisms of development of hyperprolactinemia. Clinical diagnostic criteria. Differential diagnosis. Pharmacodynamics of dopamine agonists (cabergoline, bromocriptine),	LO 5,6	3/5	Analysis of scientific articles, compilation and solution of situational problems.	Evaluation analysis of scientific articles; solution of a situational problem; Criteria assessment; project monitoring Checklist for evaluating a scientific article.	
12	Lecture	Chronic leukemia.	LO	1	Review	Feedback

	chronic leukemia	Chronic lymphocytic leukemia and myeloid leukemia. Definition, etiology. Pathophysiological mechanisms of development of chronic leukemia. TNM classification. Chemotherapy. maintenance chemotherapy. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroid drugs: prednisolone, methylprednisolone; thrombopoietin receptor agonists: rituximab. Criteria for the effectiveness of treatment. Forecast.	2,3		problem lecture	(question-answer)
	Practical lesson Chronic leukemia	Chronic leukemia. Chronic lymphocytic leukemia and myeloid leukemia. Definition, etiology. Pathophysiological mechanisms of development of chronic leukemia. TNM classification. Chemotherapy. maintenance chemotherapy. Pharmacodynamics of immunosuppressive: azathioprine, cyclophosphamide, methotrexate, hydroxychloroquine, mycophenolate mofetil, cyclosporine; glucocorticosteroid drugs: prednisolone, methylprednisolone; thrombopoietin receptor agonists: rituximab. Criteria for the effectiveness of treatment. Forecast.	LO 2,3	2	Work in small groups, seminars, solving situational clinical problems.	Evaluation of the implementation of practical skills
	IWLT. Theme and task of IWL Pheochromocytoma  <b>Project Protection</b>	Pheochromocytoma. Definition. Etiology. Pathophysiological mechanisms of pheochromocytoma development. Clinic. Diagnostics. Pharmacodynamics of $\alpha$ -blockers: doxazosin, calcium channel blockers: nifedipine, amlodipine; $\beta$ -blockers: propranolol, atenolol. Prevention.	LO 2,3	3/5	Protection of the project.	Evaluation project protection Evaluation Checklist project.
13	Lecture Diabetes	Diabetes mellitus, definition, etiology. Pathophysiological mechanisms of development of diabetes mellitus. SD classification. clinical picture. Determining the severity of diabetes. The main	LO 2,6	1	Overview lecture	Feedback (question-answer)

		differences between diabetes mellitus type 1 and 2. Diagnosis, pharmacodynamics of hypoglycemic drugs: sulfonylurea drugs: gliclazide, glimepiride, glibenclamide; glinides: repaglinide; biguanides: metformin; ultrashort-acting insulins; short-acting insulins; intermediate-acting insulins; long-acting insulins; long-acting insulins. Dispensary supervision. Prevention.				
Practical lesson Diabetes		Diabetes mellitus, definition, etiology. Pathophysiological mechanisms of development of diabetes mellitus. SD classification. clinical picture. Determining the severity of diabetes. The main differences between diabetes mellitus type 1 and 2. Diagnosis, Pharmacodynamics of hypoglycemic drugs: sulfonylurea drugs: gliclazide, glimepiride, glibenclamide; glinides: repaglinide; biguanides: metformin; ultrashort-acting insulins; short-acting insulins; intermediate-acting insulins; long-acting insulins; long-acting insulins. Dispensary supervision. Prevention.	LO 2,6	2	Work in small groups. Solution of situational problems	Evaluation of work in small groups. Checking the solution of situational problems
IWLT. Theme and task of IWL metabolic syndrome  Frontier control No. 2		metabolic syndrome. Definition. Etiology. Pathophysiological mechanisms of development of the metabolic syndrome. Classification. Clinic, diagnostics. Treatment. Prevention.	LO 2,6	3/5	Preparation of thematic presentations, solving situational problems. Executing test tasks	Evaluation answers to control questions, test tasks and solutions to situational problems
<b>Preparing and conducting intermediate certification</b>			<b>15 hours</b>			
<b>The total number</b>			<b>150</b>			

9. Teaching methods and forms of controls		
9.1	Lectures	Review, problem, informational, thematic lectures
9.2	Practical lessons	Discussion of the topic of the lesson. Work in small groups. Execution of test tasks. "Standardized patient" Solution of situational problems. Analysis of clinical cases. Work with the clinical protocol of the Ministry of Health of the Republic of Kazakhstan.
9.3	IWLT\IWL.	Work on the project: drawing up a work plan. Analysis of scientific articles in the form of a presentation, drafting and solving situational problems / project work. Drawing up a work plan for a scientific project. Work with the CP of the Republic

		of Kazakhstan on nosologies of disciplines.			
9.4	Frontier control	Testing, oral questioning.			
<b>10.</b>		<b>Evaluation criteria</b>			
<b>10.1</b>		<b>Criteria for assessing the learning outcomes of the discipline</b>			
<b>№ LO</b>	<b>Name learning outcomes</b>	<b>Unsatisfactory</b>	<b>Satisfactorily</b>	<b>Fine</b>	<b>Excellent</b>
<b>LO 1</b>	Provides patient-centered care in the areas of biomedical, clinical, epidemiological and social-behavioral sciences for the most common diseases.	is unable to provide patient-centered care in the areas of biomedical, clinical, epidemiological, and social-behavioral sciences.	challenges in providing patient-centered care in the biomedical, clinical, epidemiological, and social-behavioral sciences.	provides patient-centered care in the fields of biomedical, clinical, epidemiological and social-behavioral sciences	Independently provides patient-centered care in the biomedical, clinical, epidemiological, and social-behavioral sciences.
<b>LO 2</b>	Carries out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare, and is guided by them in its practical activities to ensure optimal medical care.	is not able to carry out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare	finds it difficult to carry out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare	carries out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare	independently carries out its activities within the framework of the legislation of the Republic of Kazakhstan in the field of healthcare
<b>LO 3</b>	Conducts effective measures aimed at diagnosing, treating, and preventing common and early forms of diseases.	is not able to carry out effective measures aimed at diagnosing, treating, and preventing common and early forms of diseases.	finds it difficult carry out effective measures aimed at diagnosing, treating, and preventing common and early forms of diseases.	is able to carry out effective measures aimed at diagnosing, treating, and preventing common and early forms of diseases.	independently carries out effective measures aimed at diagnosing, treating, and preventing common and early forms of diseases.
<b>LO 4</b>	Applies scientific principles, methods and knowledge to medical practice and research. Capable of continuous self-education and development. Introduces new methods into clinical practice.	is unable to interpret scientific principles, methods and knowledge in medical practice and research.	has difficulty interpreting scientific principles, methods and knowledge in medical practice and research.	interprets scientific principles, methods and knowledge in medical practice and research.	independently interprets scientific principles, methods and knowledge in medical practice and research.
<b>LO 5</b>	Conducts diagnostics and provides qualified and emergency medical care in emergency	is not able to conduct diagnostics, provide	it is difficult to diagnose and provide qualified and emergency	Conducts diagnostics and provides qualified and emergency medical care in	independently carries out diagnostics, provides



	and life-threatening conditions	qualified and emergency medical care in emergency and life-threatening conditions	medical care in emergency and life-threatening conditions	emergency and life-threatening conditions	qualified and emergency medical care in emergency and life-threatening conditions
<b>LO 6</b>	Organizes medical and social assistance, carries out preventive and health measures among the population.	is not able to organize medical and social assistance, carry out preventive and health measures among the population.	It is difficult to organize medical and social care, to carry out preventive and health measures among the population.	Organizes medical and social assistance, carries out preventive and health measures among the population.	independently organizes medical and social assistance, carries out preventive and health measures among the population.

10.2		Criteria for assessing the learning outcomes of the discipline	
Checklist for practical lessons			
	Form of control	Grade	Criteria for evaluation
1	<b>Discussion of topic questions</b>	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	During the answer, the learner did not make any mistakes, was oriented in the theories, concepts and directions of the discipline being studied, gave them a critical assessment, and also used the scientific achievements of other disciplines.
		Good Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The learner did not make gross mistakes during the answer, but made inaccuracies and unprincipled errors, corrected by himself, and managed to systematize the program material with the help of the teacher.
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	During the answer, the learner made fundamental mistakes, limited himself only to the educational literature indicated by the teacher, and experienced great difficulties in systematizing the material.
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	The learner made serious mistakes while answering, did not study the basic literature on the topic of the lesson, and failed to use scientific terminology
2	<b>Practical skills in the CPS office.</b>	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The ler has excellent practical skills: he knows the methodology for performing practical skills quite accurately, and has sufficient skills in caring for the patient.
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The teacher has good practical skills: he knows the methodology for performing practical skills insufficiently accurately, and has sufficient skills in caring for the patient.
		Satisfactorily	The learner has satisfactory practical skills: he knows the

		Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	basic principles of the methodology for performing practical skills, but performs the skills according to
		<b>Unsatisfactory</b> <b>Corresponds to points</b> <b>FX (0.5; 25-49%)</b> <b>F (0; 0-24%)</b>	The learner does not have a sufficient level of practical skills (does not know and does not know how to apply patient care skills).
<b>3</b>	<b>Solving situational problems</b>	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	He actively participated in solving situational problems, showed original thinking, showed deep knowledge of the material, and used scientific achievements of other disciplines in discussions.
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	Actively participated in the work, showed knowledge of the material, made unprincipled inaccuracies or errors, which were corrected by the teacher himself.
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	When working in a group, he was passive, made inaccuracies and fundamental errors, and experienced great difficulty in systematizing the material.
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	Did not take part in the work of the group, answering the teacher's questions, made fundamental errors and inaccuracies, did not use scientific terminology when answering

**Checklist for IWL**

	<b>Form of control</b>	<b>Grade</b>	<b>Criteria of the evaluation</b>
<b>1</b>	<b>Checking the presentation</b>	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The learner prepared a presentation on the topic on time, independently, carefully, with a volume of at least 20 concise and meaningful slides, using at least 5 literary sources and the presence of a detailed plan, provided diagrams, tables and drawings corresponding to the topic, and during the defense demonstrated deep knowledge of topic and accurately answered all the questions asked.
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The learner prepared a presentation on the topic on time, independently, carefully, containing at least 20 concise and meaningful slides, using at least 5 literary sources and having a detailed plan, provided diagrams, tables and drawings corresponding to the topic, and demonstrated good knowledge of the topic during the defense. topic, when answering questions he made fundamental mistakes.
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%)	The learner prepared a presentation on the topic on time, independently, but sloppily, with a volume of at least 20 empty slides, using less than 5 literary sources and the presence of an undeveloped plan, provided an insufficient number of diagrams, tables and figures corresponding to the

		D- (1,0; 50-54%)	topic, and answered questions uncertainly during the defense , made fundamental mistakes
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	The learner did not prepare a presentation on the topic on time, or prepared it on time, but not independently, sloppily, with less than 20 meaningless slides, without citing literary sources, in the absence of a plan, made gross mistakes when answering questions or was unable to answer questions and did not defend a presentation on the topic.
2	Preparing a smart map	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The mind map was made carefully, completed on time, completed independently using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic are provided. When defending, he does not read the material, but tells it. Confidently and accurately answers all questions asked.
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The intelligence map was completed carefully and completed on time, completed independently using at least 4 literary sources. Diagrams, tables and figures corresponding to the topic are provided. When defending, he does not read the material, but tells it. When answering questions, he makes unprincipled mistakes.
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	The intelligence map was completed carefully and completed on time, completed independently using at least 3 literary sources. Diagrams, tables and figures corresponding to the topic are provided. When defending, he does not read the material, but tells it. Confidently and accurately answers all questions asked. When defending, the text is read. Answers questions uncertainly and makes fundamental mistakes.
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	The intelligence map was not made carefully and was not submitted on time; it was not written independently using less than 3 literary sources. When defending, the text is read. When answering questions, he makes gross mistakes and does not understand the material.
3	Executing test tasks	Assessed using a multi-point system	
<b>Checklist for border control</b>			
<b>Form of control</b>	<b>Grade</b>	<b>Criteria of the evaluation</b>	
<b>Written ticket survey (clinical tasks) and testing</b>	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	It is given if the learner did not make any mistakes or inaccuracies during the answer. Focuses on theories, concepts and trends in the discipline being studied and gives them a critical assessment. Completion of test tasks by 90-100%.	
	Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	It is given if the learner did not make gross mistakes during the answer, made unprincipled inaccuracies or fundamental errors corrected by the student himself, and managed to systematize the program material with the help of the teacher. Completes test tasks to 70-89%.	

	Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	This is given if the learner made inaccuracies and non-fundamental errors while answering, limited himself only to educational literature indicated by the teacher, and experienced great difficulty in systematizing the material. Completes test tasks by 50-69%.
	Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	This is given if the learner made fundamental mistakes during the answer and did not study the basic literature on the topic of the lesson; does not know how to use the scientific terminology of the discipline, answers with gross stylistic and logical errors. Completes test tasks at 0-49%.

**Evaluation criteria (checklist) for scientific articles**

№	Control of the form	Grade	Criteria of the evaluation
<b>1</b>	Analysis of the content of a scientific article	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	1) Independently substantiates and argues the relevance of the problem 2) Explains the purpose of the work, materials and methods used in the work 3) Freely expresses the semantic content of a scientific article 4) Argues and substantiates conclusions 5) Has the skill of using literature and justifies the selected list of references in this article
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	1) Assumes the relevance of the problem 2) Explains the purpose of the work, materials and methods used in the work 3) Sets out the content of a scientific article 4) Justifies conclusions 5) Justifies the selected list of references in this article
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	1) Understands the urgency of the problem 2) Lists the purpose of the work, materials and methods used in the work 3) Understands the content of a scientific article 4) Lists the conclusions and references in this article
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	Does not understand the urgency of the problem, is not able to discuss the content of the article
<b>2</b>	Answering additional questions (on the topic of the article for the discipline)	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	1) Applies the acquired knowledge in a practical lesson on the topic for the answer Definition of pneumonia Classification of pneumonia Pathological anatomy of lobar pneumonia, bronchopneumonia, focal pneumonia Features of the morphology of pneumonia depending on the etiological factor Complications of pneumonia Causes of death from pneumonia
		Fine	Applies acquired knowledge in a practical lesson on the topic

	<p>Corresponds to points:          B+ (3.33; 85-89%)          B (3.0; 80-84%)          B- (2.67; 75-79%)          C+ (2.33; 70-74%)</p>	<p>to answer          Definition of pneumonia          Classification of pneumonia          Pathological anatomy of lobar pneumonia, bronchopneumonia, focal pneumonia          Features of the morphology of pneumonia depending on the etiological factor          Complications of pneumonia          Causes of death from pneumonia</p>
	<p>Satisfactorily          Corresponds to points:          C (2.0; 65-69%)          C- (1.67; 60-64%)          D+ (1,33; 55-59%)          D- (1,0; 50-54%)</p>	<p>1) Gives an incomplete answer to additional questions          Definition of pneumonia          Classification of pneumonia          Pathological anatomy of lobar pneumonia, bronchopneumonia, focal pneumonia          Features of the morphology of pneumonia depending on the etiological factor          Complications of pneumonia          Causes of death from pneumonia</p>
	<p>Unsatisfactory          Corresponds to points          FX (0.5; 25-49%)          F (0; 0-24%)</p>	<p>1) Does not answer additional questions on the topic</p>

**Criteria for evaluating design work**

<b>1</b>	Goal setting and project planning	<p>Excellent          Corresponds to points:          A (4.0; 95-100%)          A- (3.67; 90-94%)</p>	The goal is formulated, clearly justified, and a detailed plan for achieving it is issued.
		<p>Fine          Corresponds to points:          B+ (3.33; 85-89%)          B (3.0; 80-84%)          B- (2.67; 75-79%)          C+ (2.33; 70-74%)</p>	The goal is formulated, justified, and a schematic plan for achieving it is issued.
		<p>Satisfactorily          Corresponds to points:          C (2.0; 65-69%)          C- (1.67; 60-64%)          D+ (1,33; 55-59%)          D- (1,0; 50-54%)</p>	The goal is formulated, but there is no plan for achieving it
		<p>Unsatisfactory          Corresponds to points          FX (0.5; 25-49%)          F (0; 0-24%)</p>	The goal is not formulated
<b>2</b>	Statement and justification of the project problem	<p>Excellent          Corresponds to points:          A (4.0; 95-100%)          A- (3.67; 90-94%)</p>	The project problem is clearly formulated, justified and deep in nature.
		<p>Fine          Corresponds to points:          B+ (3.33; 85-89%)</p>	The project problem is clearly formulated and justified

		B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	The formulation of the project problem is superficial
		<b>Unsatisfactory</b> <b>Corresponds to points</b> <b>FX (0.5; 25-49%)</b> <b>F (0; 0-24%)</b>	The project problem is not formulated
3	Variety of information sources used	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The work contains fairly complete information from a variety of sources.
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The work contains a small amount of relevant information from a limited number of similar sources
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	Most of the information presented is not relevant to the topic of the work.
		<b>Unsatisfactory</b> <b>Corresponds to points</b> <b>FX (0.5; 25-49%)</b> <b>F (0; 0-24%)</b>	Information that was not relevant to the topic and purpose of the project was used
4	Depth of disclosure of the project topic	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The topic of the project is covered exhaustively, the author has demonstrated deep knowledge that goes beyond the scope of the work program being studied
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The topic of the project has been revealed, the author has demonstrated knowledge of the topic within the framework of the work program in the discipline being studied
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	The topic of the project is revealed in fragments
		<b>Unsatisfactory</b>	The topic of the project has not been disclosed

		<b>Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)</b>	
5	Analysis of the work progress and results obtained, conclusions	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	An exhaustive analysis of the obtained work results is presented, the necessary conclusions are drawn, and work prospects are outlined.
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	A detailed result of the work to achieve the goals stated in the project is presented.
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	The analysis is replaced by a brief description of the progress and order of work
		<b>Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)</b>	No attempts have been made to analyze the progress and results of the work
6	Achieving the goal and compliance with the project content	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The methods of work are sufficient and used appropriately and effectively, the objectives of the project are achieved
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The methods used correspond to the theme and purpose of the project, but are insufficient
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	A significant part of the working methods used do not correspond to the theme and purpose of the project
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	The goals stated in the project were not achieved
7	Personal involvement , creative approach to work	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The work is distinguished by a creative approach, full participation and the author's own original attitude to the idea of the project
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%)	The work is independent, demonstrates insufficient full participation, an attempt is made to present a personal view on the topic of the project, elements of creativity are applied

		B- (2.67; 75-79%) C+ (2.33; 70-74%)	
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	The author showed little involvement in the topic of the project, but did not demonstrate independence in work, did not use the possibilities of a creative approach
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	The work is formulaic, showing the formal attitude of the author
8	Compliance with writing requirements	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The work fully reflects: the relevance of the topic, novelty and practical significance, conclusions, recommendations, the degree of solution to the problem and completion of the work, the correctness of its formulation, the author's familiarity with the scientific literature, the depth of the discussion, the literacy of the presentation and the work was delivered on time according to schedule
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	There are typos and incorrect expressions in the work
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	In the written part of the work, all sections are partially disclosed, fundamental errors
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	The written part of the project does not meet the requirements, all sections of the work are not disclosed and the work is not submitted on time
9	Quality of presentation	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The presentation in terms of design style, presentation of information, content, text meets the general requirements for presentation design. The author confidently and accurately answers questions
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The presentation contains typos, incorrect expressions, some non-fundamental errors, and inaccuracies in answering questions.
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%)	The presentation contains minor fundamental errors and inaccuracies; partial fundamental errors when answering questions



		D- (1,0; 50-54%)	
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	There are a large number of fundamental errors in the presentation and answering questions.
10	Quality of the final product	Excellent Corresponds to points: A (4.0; 95-100%) A- (3.67; 90-94%)	The product fully complies with quality requirements (aesthetically pleasing, easy to use, meets the stated purposes)
		Fine Corresponds to points: B+ (3.33; 85-89%) B (3.0; 80-84%) B- (2.67; 75-79%) C+ (2.33; 70-74%)	The product does not fully meet quality requirements
		Satisfactorily Corresponds to points: C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1,33; 55-59%) D- (1,0; 50-54%)	The design product does not meet quality requirements (aesthetics, ease of use, compliance with stated goals)
		Unsatisfactory Corresponds to points FX (0.5; 25-49%) F (0; 0-24%)	There is no project product

**Multi-point knowledge assessment system**

Letter grade	Digital equivalent of points	Percentage	Traditional assessment
A	4,0	95-100	Excellent
A -	3,67	90-94	
B +	3,33	85-89	Fine
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	
C	2,0	65-69	Satisfactorily
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F		0-24	

11.

**Learning Resources**

Electronic books

1. Internal diseases - V.S. Moiseev, A.I. Martynov, N.A. Mukhin. Volume 1. [https://t.me/medknigi\\_arhiv/149](https://t.me/medknigi_arhiv/149)
2. Clinical nephrology. Skvortsov V., Tumarenko A. 2017г. [https://kingmed.info/knigi/Yrologia\\_i\\_nefrologiya/book\\_4549/Klinicheskaya\\_nefrologiya-Skvortsov\\_VV\\_Tumarenko\\_AV-2017-pdf](https://kingmed.info/knigi/Yrologia_i_nefrologiya/book_4549/Klinicheskaya_nefrologiya-Skvortsov_VV_Tumarenko_AV-2017-pdf)
3. Nephrology. Usanova A.A., 2019. [https://t.me/medknigi\\_arhiv/512](https://t.me/medknigi_arhiv/512)
4. Internal diseases. The cardiovascular system. Roitberg. A.V. Strutynsky. 2019. [https://t.me/medknigi\\_arhiv/514](https://t.me/medknigi_arhiv/514)


	<p>5. Internal diseases. Respiratory diseases. Trukhan D.I., Viktorova I.A., 2013. <a href="https://t.me/medknigi_arhiv/426">https://t.me/medknigi_arhiv/426</a></p> <p>6. Guide to the treatment of diseases of internal organs. 5 volume. A.N. Hams. 2018y <a href="https://t.me/medknigi_arhiv/295">https://t.me/medknigi_arhiv/295</a></p>
Electronic resources, limited to: databases including but not animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests)	<p>1. Stryuk R.I. Internal diseases [Electronic resource]: part 1: textbook / R.I. Stryuk, I.V. Maev - Almaty: Evero Publishing House, 2020. - 296 p. Epigraph.</p> <p>2. Stryuk R.I. Internal diseases [Electronic resource]: part 2: textbook / R.I. Stryuk, I.V. Maev - Almaty: Evero Publishing House, 2020. - 284 p. Epigraph</p> <p>3 Clinical guidelines 2020. Arterial hypertension in adults. <a href="https://youtu.be/3pjNOCw2PwM">https://youtu.be/3pjNOCw2PwM</a></p> <p>4. Chronic kidney disease. Acute kidney injury. Tatiana Adasheva. <a href="https://youtu.be/gfAYX1BGpWU">https://youtu.be/gfAYX1BGpWU</a></p>
Laboratory/Physical Resources	<a href="http://lib.ukma.kz">http://lib.ukma.kz</a>
Special programs	<a href="http://10.10.202.52">http://10.10.202.52</a> <a href="http://89.218.155.74">http://89.218.155.74</a>
Magazines (electronic magazines)	Republican interuniversity digital library <a href="http://rmebrk.kz/">http://rmebrk.kz/</a>
Electronic resources	SKMA Repository <a href="http://lib.ukma.kz/repository/">http://lib.ukma.kz/repository/</a> Republican interuniversity digital library <a href="http://rmebrk.kz/">http://rmebrk.kz/</a> «Aknurpress» Digital library <a href="https://aknurpress.kz/login">https://aknurpress.kz/login</a> "ZAN" of regulatory legal acts <a href="https://zan.kz/ru">https://zan.kz/ru</a> "Paragraph Medicine" information base <a href="https://online.zakon.kz/Medicine/">https://online.zakon.kz/Medicine/</a>
Literature	<a href="http://www.studmedlib.ru">http://www.studmedlib.ru</a>

**12.**

**Discipline policy**

- Absence from classes without a valid reason is not allowed.
  - Make up missed classes in a timely manner for a valid reason.
  - Attend classes, IWLTs and lectures on time.
  - Learners must have an appropriate outfit (robe, cap, change of shoes, etc.).
  - The learner has a medical sanitary record.
  - Timely completion of tasks according to IWL.
  - The learner must treat learners and his fellow teachers with respect.
  - Careful attitude of learners towards the property of the department.
  - **Training requirements, penalties**
  - the penalty point for missing one lecture class without a good reason is 1.0 points;
  - a learner who fails to appear at the midterm control without a good reason is not allowed to take the exam in the discipline. A learner who does not appear for midterm control for a good reason, immediately after starting classes, submits an application addressed to the dean, provides supporting documents (due to illness, family circumstance or other objective reasons), receives a work sheet that is valid for the period specified in clause 12.4. The results of the midterm control are provided to the dean's office in the form of a report before the end of the control week.
  - The IWL grade is given during IWLT classes according to the schedule in the educational journal of progress and the electronic journal, taking into account penalty points are deducted from the IWL grades).
  - if you miss one IWLT lesson - a penalty point of 2.0;
- a learner who has not achieved a passing score (50%) on one of the types of controls (current control, midterm control No. 1 and/or No. 2) is not allowed to take the exam in the discipline.

<b>13.</b>	<b>Academic policy based on the moral and ethical values of the academy</b>
	<a href="http://www.ukma.kz">www.ukma.kz</a> , → раздел Академическая политика. П. 4 Кодекс чести обучающихся
	<p>Discipline grading policy</p> <ul style="list-style-type: none"> <li>– Midterm control of students' knowledge is carried out at least twice during one academic period on 8/12 days of theoretical training with the results of midterm tests entered into an electronic journal, taking into account penalty points for missed lectures (missed lectures in the form of penalty points are subtracted from midterm control grades) .</li> <li>– The results of the midterm control are provided to the dean's office in the form of a report before the end of the control week.</li> <li>– The examination grade is assigned based on the results of the current and midterm controls - the assessment of the admission rating (ARA) (60%) and the final control - the exam grade (40%).</li> <li>– ORD (admission rating assessment) is defined as the average value of points for practical classes, IWL, and midterm control.</li> <li>– A student who has scored a minimum ORD score of 1 (15%) or higher is allowed to take the exam.</li> <li>– The final grade for the discipline will be the sum of the current academic performance (CPR) and the exam grade. The final grade according to the point-rating letter system is:             <ul style="list-style-type: none"> <li>– percentage of the final grade</li> <li>– Digital equivalent of points</li> <li>– letter equivalent of points</li> </ul> </li> </ul> <p>assessment according to the traditional system</p>

<b>14.</b>	<b>Approval and revision</b>		
<b>Date of approval at the department</b>	<b>Protocol No.</b>	<b>FULL NAME. manager</b>	<b>Signature</b>
<i>26.05.2023</i>	<i>№10</i>	<i>Asanova G.K.</i>	
<b>Date of approval of the COP</b>	<b>Protocol No.</b>	<b>FULL NAME. COP Chairman</b>	<b>Signature</b>
<i>05.06.2023</i>	<i>№11</i>	<i>Sadykova A.Sh.</i>	