

Syllabus

Department "Social Medical Insurance and Public Health"

The working curriculum of the discipline "Fundamentals of evidence -based medicine"

Educational program "General medicine"

1. General information about discipline			
1.1	Discipline code: ODM 4301	1.6	Academic year: 2023-2024
1.2	Discipline name: Fundamentals of evidence -based medicine	1.7	Course: 4
1.3	Busting: public health and ethics in healthcare, hygiene and epidemiology	1.8	Semester: 8
1.4	Post -Russian: Epidemiology with the basics of disinfection	1.9	Amount of credits (ECTS): 3
1.5	Cycle: BD	1.10	Component: CU
2. Description of discipline (maximum 50 words)			
<p>The history of the development of evidence -based medicine (DM). Sources of evidence -based medicine. The terminology and tools of evidence -based medicine. Types of research in DM. Search for information on the Internet using DM filters. The application of scientific principles and methods of conducting clinical research, formulating ways to implement new treatment methods in accordance with the principles of DM.</p>			
3. The form of the summative assessment			
3.1	Testing +	3.5	Coursework
3.2	Writing	3.6	Essay
3.3	Oral	3.7	Project
3.4	ОСІІӘ/ОСКӘ or taking practical skills	3.8	
4. The goals of the discipline			
<p>To form knowledge of the foundations of evidence -based medicine, skills to critical thinking for the development of the ability to independently search, analyze and evaluate the medical information of any complexity necessary in further practical activities.</p>			
5. The final learning outcomes (PO disciplines)			
PO1	Knows the basic terms and principles of evidence -based medicine; He knows the algorithm for finding information in electronic databases of evidence -based medicine: Medline, Pubmed, Cochrane Library.		
PO2	Applies the tools for searching for reliable information: the principle of Pico (Pio, Picot (T)) in formulating the clinical question; operators of Boolean logic and, or, not; Filters of evidence -based medicine in search engines, a filter of the database databmed - Mesh.		
PO3	He knows the classification of epidemiological studies. Distinguishes the types of analytical, descriptive, clinical research. He knows the rules and requirements for the organization and conduct of observatory and experimental research.		
PO4	Analyzes the collected information, works with statistical data of meta analyzes (the "forest raft" method) and systematic reviews (CO). Relatives critically evaluated new information with approved documents: standards for the provision of medical care, diagnostic and treatment protocols, clinical guidelines and recommendations.		
PO5	Applies the rules and principles of critical assessment of the clinical manuals of the AGREE questionnaire. Formulates the problem, offers its ways to solve it, based on valid data; It argues the importance of using evidence -based medicine databases for the development and improvement of		



	knowledge, skills in clinical practice.					
5.1	PO дисциплин ы	EP learning outcomes, with which the disciplines are associated				
	PO 1 PO 2 PO 3 PO 4	PO 2 Carries out outpatient appointments, diagnostics, treatment, dynamic monitoring and rehabilitation of pediatric and adult patients, including pregnant women, determines indications for hospitalization based on the principles of evidence-based medicine.				
	PO 5	PO 8 Apply scientific principles, methods and knowledge to medical practice and research. Able to continuous self-education and development. Introduces new methods into clinical practice.				
6. Detailed information about the discipline						
6.1	Venue (building, auditorium): Al-Farabi, 3, educational building No. 4 of JSC SKMA, 5th floor, room 509-517. Phone: 408222 (ext. 121). www.ukma.kz					
6.2	Number of hours	Lectures	Practical lessons	Laboratory studies	student individual work	student individual work with teacher
		5	25	-	42	18
7. Information about teachers						
№	FULL NAME	Degrees and position	email address	Scientific interests, etc.	Achievements	
1.	Beisembaeva Zaure Igorovna	PhD Acting Associate Professor	igorovna.z@mail.ru	Quantitative assessment of the influence of hygienic factors on the health indicators of workers in the lead production in Shymkent	Author of more than 30 articles, 1 study guide and 1 textbook	
2.	Magay Lyubov Nikolaevna	Senior Lecturer, master	magai_lyubov@mail.ru	Master's thesis on the topic "Medical and social aspects of the organization of medical care for the elderly population" (on the example of the city of	Author of 15 articles	



				Shymkent)		
3.	Pavlova Elena Viktorovna	Senior Lecturer	lana601985@mail.ru	Current Health Issues	More than 10 articles	
4.	Serikpaeva Tamara Tulkibaevna	Senior Lecturer	tomarajan62@mail.ru	Current Health Issues	More than 10 articles	
8.	Thematic plan					
A week/day	Topic title	Summary	PO disciplines	Number of hours	Forms/Methods/learning technologies	Forms/assessment methods
1/1	Lecture. Introduction to evidence-based medicine (EBM). Practical application in medicine.	The concept of the term DM as "evidence-based medicine", "evidence-based medical practice", or "evidence-based medicine".	PO1	1	Overview	Questions for feedback
	Practical lesson. Definition of evidence-based medicine. The history of the development of evidence-based medicine. World development experience. Terminology and tools of evidence-based medicine.	The concept of the term DM as “evidence-based medicine”, “evidence-based medical practice”, or “evidence-based medicine” The meaning of the terminology used in evidence-based medicine, give them an explanation. Name the tools of evidence-based medicine and the possibilities of their application in clinical practice.	PO1 PO2	3	Study cases	Assessment interview using a checklist
	SIW/SIWT. Evidence-based healthcare. Types of formulated questions: diagnosis, treatment, etiology and prognosis.	Identification of priority directions for the development of the healthcare system; development of standards and formation of programs for the provision of medical care. The concept of diagnostics.	PO3 PO4	2/5	Presentation . Report. Compilation of test tasks	



		Concept and types of treatment. The concept of etiology. The concept of forecast.				
1/2	Lecture. Basic principles and methodology of DM.	Many DM terminologies give an understanding of the subject, the use of specific DM tools: clinical practice guidelines, systematic review, meta-analysis for health development.	PO2	1	Overview	Questions for feedback
	Practical lesson. Clinical epidemiology: definition, history of development, basic principles and research methods.	An understanding of clinical epidemiology as a science that allows for case-specific prediction based on similar cases using rigorous scientific study methods to ensure accurate predictions. The history of the emergence of CE, analysis of the principles and methods of research.	PO4	3	Study cases	Assessment interview using a checklist
	SIW/SIWT. The quality of clinical information, its interpretation. The concept of problematic drugs. The role of evidence-based medicine in the development of modern pharmacotherapy.	The system of authoritarian relations in medicine. Formation of medical "schools". Factors of reliability and validity of a controlled study. randomization methods. Problem medications. Modern pharmacotherapy. The role of DM in the development of pharmacotherapy.	PO3 PO5	2/5	Presentation . Report. Compilation of test tasks	
	Lecture. Hierarchy of evidence. Evidence Pyramid. Confidence levels (ABCD).	The research hierarchy is divided into 4 classes, indicated by Roman numerals (I, II, III, IV), or Latin letters (A, B, C, D).	PO5	1	Overview	Questions for feedback



1/3		According to this classification, the quality (and, accordingly, evidence) of a clinical trial increases with a decrease in the serial number of the category.				
	Practical lesson. Cochrane Library, MEDLINE, EMBASE. PubMed - search methodology, search tools.	The concept of the system of bibliographic search for medical information - Medline, the advantages and disadvantages of the database. Search for information on the Internet. The use of electronic databases in evidence-based medicine.	PO3	3	Study cases	Assessment interview using a checklist
	SIW/SIWT. Evidence-based medicine as a means of promoting medicines. Signs of incorrect drug advertising. Clinical and pharmacological approaches to the choice and prescription of drugs in practice from the standpoint of evidence-based medicine	Definition of evidence-based medicine. Relationship between evidence-based medicine and drug promotion. The role of advertising for the promotion of drugs. Levels of evidence for drugs. Interaction of drugs. Clinical and pharmacological recommendations in the treatment of various diseases.	PO3 PO5	3/4	Presentation . Report. Compilation of test tasks	
	Lecture. Medical electronic databases (DB) that meet the criteria of evidence.	Randomized study. Patients are assigned to treatment groups on a randomized basis, and all have the same likelihood of receiving each drug.	PO2	1	Overview	Questions for feedback



1/4	<p>Practical lesson. Five stages of evidence-based medicine. The first stage of evidence-based medicine. Problem formulation using the PICO principle.</p>	<p>Five stages of evidence-based medicine 1. Ask a question that can be answered 2. Find the best evidence 3. Critically evaluate the evidence 4. Consider the evidence in terms of clinical expertise and patient needs 5. Evaluate whether the implementation of evidence-based technologies is feasible. The first step, clearly articulating the key question on which the study will focus, is useful when conducting searches in databases, as well as when formulating explicit criteria for selecting studies.</p>	PO4	3	Study cases	Assessment interview using a checklist
	<p>SIW/SIWT. Evidence-based prevention. Main types, problems of implementation and analysis of the results of screening programs. Evidence-based medicine and marketing. Midterm exam 1/ testing</p>	<p>The concept of evidence-based prevention. Types of screening programs. Problems of implementing the results of screening programs. The concept of marketing in health care. Relationship between evidence-based medicine and marketing.</p>	PO3	2/5	Presentation . Report. Compilation of test tasks	
	<p>Lecture. Clinical trial designs: The gold standard is randomized controlled trials (RCTs).</p>	<p>Randomized study. Patients are assigned to treatment groups on a randomized basis, and all have the same likelihood of receiving each drug.</p>	PO2	1	Overview	Questions for feedback



1/5	<p>Practical lesson. Searching for information on the Internet using DM filters. Critical evaluation of the obtained data. Fundamentals of statistical analysis of medical data.</p>	<p>Types of filters in DM. Logical operators AND, OR, NOT</p> <p>Algorithm for critical evaluation of the received information. The value of evidence. Evidence levels. Why study the basics of statistical analysis? What should a doctor know about statistical research.</p>	PO3	3	Study cases	Assessment interview using a checklist
	<p>SIW/SIWT. Ethical aspects of conducting clinical trials. ethical committees.</p>	<p>Ethical aspects of conducting clinical trials. ethical committees. Information agreement.</p>	PO4	2/5	Presentation . Abstract. smart card	
	<p>Practical lesson. Meta-analysis of articles. Application of the Forest Raft Method The fourth and fifth stages of evidence-based medicine. Application of the received data in practice.</p>	<p>Meta-analysis (meta-analysis) - statistical synthesis of data from different, but similar, i.e. comparable studies, the result of which is a quantitative assessment of the generalized results. In the biomedical sciences, a meta-analysis is a systematic, orderly, and structured assessment of a problem under study. The fourth stage is the implementation of the assessment results into clinical practice. The fifth stage is the evaluation of the results of the work done. Application of the data obtained in practice to improve the quality of medical services provided.</p>	PO4	4	Study cases	Assessment interview using a checklist



1/6	<p>SIW/SIWT. Prospects for the use of evidence-based medicine by doctors.</p>	<p>Give an idea of the current health care system in terms of defects. Name the main health problems of citizens of the Republic of Kazakhstan.</p>	PO4	3/4	<p>Presentation . Abstract. smart card</p>	
	<p>Practical lesson. Exemplary Planning and Conducting an Audit of a Clinical Trial Center. Error analysis. Clinical guidelines: definition, basic principles of development and implementation in practice. Advantages and disadvantages of clinical guidelines.</p>	<p>Quality assurance systems, goals and objectives of the audit, an approximate plan and stages of clinical audit. Audit protocol and error analysis, the impact of audit results on the evolution of the quality of work.</p>	PO4	4	<p>Study cases</p>	<p>Assessment interview using a checklist</p>
	<p>SIW/SIWT. The concept of societies of specialists in evidence-based medicine. Evidence-based medicine centers in our country and the CIS.</p>	<p>Definition of evidence-based medicine. Development of DM in Kazakhstan. The concept of a society of specialists DM.</p>	PO1	2/5	<p>Presentation . Report. Compilation of test tasks</p>	
	<p>Practical lesson. Critical evaluation of the obtained data. Fundamentals of statistical analysis of medical data.</p>	<p>Algorithm for critical evaluation of the received information. The value of evidence. Evidence levels. Why study the basics of statistical analysis? What should a doctor know about statistical research.</p>	PO3	2	<p>Study cases</p>	<p>Assessment interview using a checklist</p>



1/7	SIW/SIWT. Scientific bases of planning and quality control in health care. Midterm exam 2/ testing	Basic management functions; planning stages. the purpose of forecasting, modeling, programming.	PO4	2	Presentation . Report. Compilation of test tasks
1/8					
Preparation and conduct of intermediate certification				9	
9.	Teaching methods				
9.1	Lectures	Overview.			
9.2	Practical lessons	Study cases			
9.3	SIW/SIWT	Presentation. Report. Compilation of test tasks.			
9.4	Midterm exam	Testing.			
10.	Evaluation criteria				
Evaluation Criteria for Evaluating the Practical Session					
№	Evaluation criterion	Level			
		Excellent	Good	Satisfied	Not satisfied
		90-100	70-89	50-69	<50
1.	Oral questioning	35-40	25-34	20-24	< 20
	Knowledge of basic terms and definitions on the topic under consideration	10-10	7-9	7	<6
	Knowledge of the basic principles of evidence-based medicine	10-10	7-10	7	<6
	The ability to determine the relationship of the	10-10	7-10	4-6	<6



	topic under consideration with the future profession, to give specific practical examples				
	Links to additional literary sources in the answer, additional summary, analysis of medical publications based on Pubmed / Medline	5-10	4-5	2-4	0-2
2.	Solution of situational problems / work in groups	27-30	23-26	20-22	< 20
	Ability to analyze data	9-10	8-9	7-8	<7
	Ability to work with databases	9-10	8-9	6-7	<6
	Ability to draw conclusions	9-10	7-8	7-7	<7
3.	Testing	28 – 30	22-27	10 – 21	< 10

Evaluation criteria for evaluating students' independent work

Form control	Grade	Criteria for evaluation
Topic presentation	Excellent Corresponds estimates: A (95-100%); A- (90-94%)	The presentation was made independently, on time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are informative and concise. During the defense, the author demonstrates deep knowledge on the topic. Does not make mistakes when answering questions during the discussion.
	Good Corresponds estimates: B+ (85-89%); B (80-84%); B- (75-79%). C+ (70-74%);	The presentation was made independently, on time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are informative and concise. During the defense, the author demonstrates good knowledge on the topic. Makes minor mistakes when answering questions that he corrects.
	Satisfactorily Corresponds to the ratings: C (65-69%); C- (60-64%); D+ (50-54%)	The presentation was made independently, on time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are not meaningful. When defending, the author makes fundamental mistakes when answering questions.
	Non-satisfactory FX (25-49%); F (0-24%).	The presentation was not delivered on time, the volume is less than 20 slides. Less than 5 literary sources were used. The slides are not meaningful. When defending, the author makes gross mistakes when answering questions. Does not focus on own material.
	Excellent Corresponds estimates: A (95-100%); A- (90-94%)	The report was made accurately and delivered on time, written independently on at least 15 typewritten pages, using at least 5 literary sources. Schemes, tables and figures corresponding to the topic of the abstract are given. When defending a report, the text does not read, but tells. Confidently and accurately answers all questions asked.



Preparation and defense of the report	<p>Good Corresponds estimates: B+ (85-89%); B (80-84%); B- (75-79%); C+ (70-74%);</p>	<p>The report was made accurately and delivered on time, written independently on at least 10 typewritten pages, using at least 5 literary sources. Schemes, tables and figures corresponding to the topic of the abstract are given. When defending a report, the text does not read, but tells. When answering questions, he makes minor mistakes.</p>
	<p>Satisfactorily Corresponds to the ratings: C (65-69%); C- (60-64%); D+ (50-54%); D- (50-54%).</p>	<p>The report was made accurately and delivered on time, written independently on at least 8 typewritten pages, using at least 3 literary sources. When protecting the report, the text is read. Uncertainty answers questions, makes fundamental mistakes.</p>
	<p>Non- atisfactorily Corresponds to the ratings: FX (25-49%); F (0-24%).</p>	<p>The presentation was not delivered on time, the volume is less than 20 slides. Less than 5 literary sources were used. The slides are not meaningful. When defending, the author makes gross mistakes when answering questions. Does not focus on own material.</p>
Preparation of test tasks	<p>Excellent Corresponds estimates: A (95-100%); A- (90-94%)</p>	<p>Test tasks contain at least 20 questions. Delivered on time. The basis of the test is informative. Test tasks are formulated clearly, correctly, specifically. Similar and adequate answers. There is an algorithm of answers. The correct answers are marked correctly.</p>
	<p>Good Corresponds estimates: B+ (85-89%); B (80-84%); B- (75-79%); C+ (70-74%);</p>	<p>Test tasks contain at least 18 questions. Delivered on time. The basis of the test is informative. Test tasks are formulated clearly, correctly, specifically. Inconsistent response options. There is an algorithm of answers. The correct answers are marked correctly.</p>
	<p>Satisfactorily Corresponds to the ratings: C (65-69%); C- (60-64%); D+ (50-54%); D- (50-54%).</p>	<p>Test tasks contain at least 15 questions. Delivered on time. The basis of the test is inconsistent. There are test tasks formulated indistinctly, incorrectly, vaguely. Inconsistent response options. There is an algorithm of answers. Not all correct answers are marked correctly.</p>
	<p>Non- atisfactorily Corresponds to the ratings:</p>	<p>Test tasks contain at least 10 questions. Inconsistent basis of the text, fuzzy statement of the question. Inconsistent response options. There is no answer algorithm. More than 50% of correct answers are marked incorrectly.</p>



	FX (25-49%); F (0-24%).	
Midterm exam/ Testing	Excellent Corresponds estimates: A (95-100%); A- (90-94%)	It is put in the event that the student did not make any mistakes, inaccuracies during the answer. He orients himself in theories, concepts and directions in the discipline under study and gives them a critical assessment, uses the scientific achievements of other disciplines. 90-100% correct answers on tests
	Good Corresponds estimates: B+ (85-89%); B (80-84%); B- (75-79%); C+ (70-74%);	It is put in the event that the student during the answer did not make gross errors in the answer, made unprincipled inaccuracies or fundamental errors corrected by the student himself, managed to systematize the program material with the help of the teacher. 75-89% correct answers on tests
	Satisfactorily Corresponds to the ratings: C (65-69%); C- (60-64%); D+ (50-54%); D- (50-54%).	It is put in the event that the student made inaccuracies and unprincipled mistakes during the answer, limited himself only to the educational literature indicated by the teacher, experienced great difficulties in systematizing the material. 50-74% correct answers on tests
	Non-satisfactorily Corresponds to the ratings: FX (25-49%); F (0-24%).	It is put in the event that the student made fundamental mistakes during the answer, did not work through the main 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. Less than 50% correct answers on tests.

Intermediate certification

10.1 Multi-point knowledge assessment system

Grading by letter system	Digital equivalent of points	Percentage	Assessment according to the traditional system
A	4,0	95-100	Excellent
A -	3,67	90-94	
B +	3,33	85-89	Good
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	
C	2,0	65-69	Satisfactory
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	



11. Learning Resources

Electronic resources

Clinical pharmacology [Electronic resource]: textbook / ed. V. G. Kukes, A. K. Starodubtsev. - 3rd ed., revised. and additional - Electron. text data. (41.8 MB). - M.: Ed. group "GEOTAR-Media", 2012. -

Grinkhalkh, T. Daleldi medicine negizderi [Electronic resource]: okulyk / Kazakh til. room T. K. Sagatova. - Electron. text data. (40.4Mb). - M. : GEOTAR - Media, 2017. - el. opt.

Evidence-based medicine in questions and answers.
Derbisalina G.A., Akhmetova D.N., Bekbergenova Zh.B., 2020/<https://aknurpress.kz/login>

Deleldi medicine Negizderi. Sarsenbayeva G.Zh. , 2019/<https://aknurpress.kz/login>

Daleldi medicine negizderi boyinsha akparatta-didacticalық zhinak. Kalieva Sh.S., Sagatova T.K. , 2019/<https://aknurpress.kz/login>

Daleldi medicine is negizderi. Derbisalina G.A. , 2019/<https://aknurpress.kz/login>

Kalieva, Sh. S. Daleldi medicine negizderi boyinsha akparatty-didacticalық zhinak [Matin] : оқу қыралы / Sh. S. Kalieva, T. K. Sagatova; ҚР Densaulyk saktau m-gi, Karagandy Memlekettik honey. university - 2 bass - Karagandy: Aknur baspasy, 2019. - 180 b. <http://elib.kaznu.kz/>

Raushanova, Aizhan Muratovna
Fundamentals of evidence-based medicine [Text]: textbook-method. allowance / A. M. Raushanova; KazNU them. al-Farabi. - Almaty: Kazakh un-ti, 2019. - 112 p. . <http://elib.kaznu.kz/>

P. Kalieva Sh.S., Yukhnevich-Nasonova E.A. S.T. Tuleutaeva
Deleldi medicine is not gizderi. - qaltaly anqtama. - Almaty. "Evero" basses, 2020. - 100 bet. https://www.elib.kz/ru/search/read_book/837/

Electronic textbooks

Clinical pharmacology [Electronic resource]: textbook / ed. V. G. Kukes, A.



K. Starodubtsev. - 3rd ed., revised. and additional - Electron. text data. (41.8 MB). - M.: Ed. group "GEOTAR-Media", 2012. - 840 p.
Grinkhalkh, T. Daleldi medicine negizderi [Electronic resource]: okulyk / Kazakh til. room T. K. Sagadatova. - Electron. text data. (40.4Mb). - M. : GEOTAR - Media, 2017. - el. opt.

Journals (electronic journals)

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Literature

Main
Sarsenbaeva G. Zh. - 2nd bass. - Karagandy: AҚNҰР, 2019. - 190 bet.
With
Sarsenbaeva G. Zh. - Karaganda: AҚHҰР, 2016. - 190 bet. With
Evidence - Based Medicine how to practice and teach [Text] : textbook / S. E. Straus and other. - 4th ed. - Edinburgh : Elsevier, 2019. - 324 p.
Translation of the title: Evidence-Based Medicine. How to practice and teach
Kalieva, Sh. S. Information and didactic block on the basics of evidence-based medicine [Text]: textbook. allowance / Sh. S. Kalieva, N. A. Minakova. - 2nd ed. - Karaganda: AҚHҰР, 2019. - 190 s
Derbisalina G.A. Daleldi medicine suraqtary men zhauptary.-Ak-Nur, 2014
Grinhalkh, T. Daleldi medicine negizderi : okulyk: audarma agylshyn tilinen / zhaupty ed. G. S. Kemelova; kazak tiline aud. T. K. Sagadatova. - M. : GEOTAR - Media, 2014. - 336 bet
Petrov, V.I. Evidence-based medicine [Text]: textbook. allowance / V. I. Petrov, S. V. Nedogoda. - ; Rec. Educational-methodical unit. by honey. and farm. education of universities in Russia. - M. : GEOTAR - Media, 2012. - 144 p.
Additional.
Kaliyeva Sh. S. Daleldi medicine non-gizderi boyinsha akparatty-didacticalық zhinak : оқу қыралы / Sh. S. Kalieva, T. K. Sagadatova; ҚР densaulyk saktau ministerial league; KMMU. - 2nd bass. - Karagandy: LCD "Aknur", 2019. - 182 bet.



With
Evidence-based medicine in questions and answers: study guide / G. A. Derbisalina [and others]. - Karagandy : LCD "Ak Nur", 2013
Derbisalina G.A. Dәleldi medicine negizderi: adistemelik nұskay. - 2-bass, tolykt. - Karagandy : LCD "Ak Nur", 2013

12. Politics of discipline

Student requirements, attendance, behavior, grading policy, penalties, incentives, etc.

1. Active participation in the educational process.
 2. In the absence of activity and failure to complete the task, penalties are applied and the score for the practical lesson is reduced.
 3. Have an idea about the topic of the upcoming lecture, be prepared for feedback at the lecture.
 4. Be able to work in a team.
 5. Active participation of students in research work and in the activities of the department to improve the educational and methodological process.
 6. Observe safety precautions in the classroom.
 7. Delivery of boundary control at the appointed time.
 8. The milestone control of the knowledge of students is carried out at least twice during one academic period on the 4/8th day of theoretical training with the resolution of the results of the milestone controls in the educational journal of progress and the electronic journal, taking into account penalty points. A student who does not appear at the boundary control without a good reason is not allowed to take the exam in the discipline. The results of midterm control are provided to the dean's office in the form of a report before the end of the control day.
 9. Delivery of the SRO at the scheduled time according to the schedule, all written work is checked for plagiarism.
 10. From the proposed tasks of the SRO, the student chooses one of the forms.
 11. The rating of admission to the exam consists of the average score of practical classes, SRO, midterm control.
- An example of admission rating calculation: ORD (admission renting score) = $80 + 90 + 95 = 87$ (80 - average mark for practical training; 90 - average mark of midterm control; 95 - average mark of SRO).
12. A student who has not scored a passing score (50%) in one of the types of controls (current control, boundary control No. 1 and / or No. 2) is not allowed to take the exam in the discipline.

13. Academic policy based on the moral and ethical values of the academy

Academic policy. P. 4 Code of honor of students.
https://base.ukgfa.kz/?page_id=251

Grading policy for the discipline.

ОҢТҮСТІК-ҚАЗАҚСТАН

**MEDISINA
AKADEMIASY**

«Оңтүстік Қазақстан медицина академиясы» АҚ



SOUTH KAZAKHSTAN

**MEDICAL
ACADEMY**

АО «Южно-Казakhstanская медицинская а

Department of Social Health Insurance and Public Health

058/12

Work program of the discipline (Syllabus)