


<p>             ОҢТҮСТІК ҚАЗАҚСТАН  <b>MEDISINA</b>  <b>AKADEMIASY</b>              «Оңтүстік Қазақстан медицина академиясы» АҚ           </p>		<p>             SOUTH KAZAKHSTAN  <b>MEDICAL</b>  <b>ACADEMY</b>              АО «Южно-Казахстанская медицинская академия»           </p>
Department of Surgery, Otorhinolaryngology and Urology		044 – 66/11
The working curriculum of the discipline (syllabus) "Fundamentals of surgical diseases"		1 pages of 28

## Syllabus

Department of Surgery, Otorhinolaryngology and Urology  
 Working curriculum of the discipline: "Fundamentals of surgical diseases"  
 Educational program: 6B10101 "General medicine"

1.	General information about the discipline		
1.1	Discipline code: OHB is 4308	1.6	Academic year: 2024-2025
1.2	Title of the discipline: Fundamentals of surgical diseases	1.7	Course: 4
1.3	Prerequisites: Anatomy, Physiology, Pathanatomy, Pathophysiology, Pharmacology, Microbiology	1.8	Semester: 8
1.4	Post-requirements: internship	1.9	Number of credits (ECTS): 5
1.5	Cycle: Basic discipline	1.10	Component: component of choice
2.	The content of the discipline		
Etiology, pathogenesis, diagnosis, principles of treatment and prevention of acute surgical pathologies in primary care and hospital. Acute surgical pathologies of the abdominal cavity. Pinched hernias. Abdominal injuries. Diseases of the rectum. Diseases of the lungs and pleura. Diseases of the veins of the extremities. Occlusive diseases of the arteries. Wellness activities and rehabilitation. Documenting the processes of providing medical services.			
3.	The form of summative assessment *		
3.1	Testing ✓	3.5	Coursework
3.2	Testing	3.6	Essay
3.3	Verbal	3.7	Project
3.4	Practical skills	3.8	Other (specify)
4.	Objectives of the discipline		
Formation of theoretical knowledge on the basics of surgical diseases and their application in practice, training skills in diagnosis, differential diagnosis, treatment and prevention of surgical complications.			
5.	Final learning outcomes (Results of discipline learning)		
RL 1	Provides patient-centered care in the field of biomedical, clinical, epidemiological and social behavioral sciences for the most common diseases		
RL 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.		
RL 3	Adheres to the rules of ethics, deontology and subordination, demonstrates interpersonal and communication skills that lead to effective information exchange and cooperation with patients, their families and medical professionals.		
RL 4	Conducts effective measures aimed at the diagnosis, treatment, and prevention of common and early forms of diseases.		
RL 5	Performs professional duties, organizes self-monitoring and continuous improvement of its activities.		
RL 6	Supports continuous personal and professional growth, constantly improves the quality of medical care based on self-assessment and lifelong learning.		
RL 7	Applies scientific principles, methods and knowledge in medical practice and research. He is capable of continuous self-education and development. Introduces new methods into clinical practice.		
RL 8	Complies with the norms for the implementation of public health protection, the sanitary and hygienic regime of the health organization and the epidemiological safety of the environment, labor protection standards in the health organization		
RL 9	Performs diagnostics, provides qualified and urgent medical care for urgent and life-threatening conditions		

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RL 10	It works in the electronic databases of the healthcare system of the Republic of Kazakhstan, provides documentation of the processes of providing medical services						
RL 11	Organizes medical and social assistance, conducts preventive and wellness activities among the population						
5.1	RL disciplines	EP learning outcomes associated with results of learning disciplines					
	RL 1	RL 3 Adheres to the rules of ethics, deontology and subordination, demonstrates interpersonal and communication skills that lead to effective information exchange and cooperation with patients, their families and medical professionals.					
	RL 2						
	RL 3						
	RL 4	RL 4 Conducts effective measures aimed at the diagnosis, treatment, and prevention of common and early forms of diseases.					
	RL 5						
	RL 6						
	RL 7	RL 9 Performs diagnostics, provides qualified and urgent medical care for urgent and life-threatening conditions					
	RL 8						
RL 9							
	RL 10	RL 10 It works in the electronic databases of the healthcare system of the Republic of Kazakhstan, provides documentation of the processes of providing medical services					
	RL 11	RL 11 Organizes medical and social assistance, conducts preventive and wellness activities among the population.					
6.	Detailed information about the discipline						
6.1	Venue (building,auditorium): Regional Clinical Hospital, Maily Kozha -4, Auditorium No. 1, Auditorium No. 2; Railway Hospital, Auditorium No. 3; No.4						
6.2	Number of hours						
		Lectures	Practical exercises	Laboratory classes	Independent work of a student with a teacher	Independent work of a student	
		15	35	-	15	55	
7.	Information about teachers						
№	Full name	Degrees and position	Email address	Scientific interests, etc.	Progress		
1.	Zhunosov Bakhytzhon Kadyrbekovich	Candidate of Medical Sciences, Acting Associate Professor	<a href="mailto:bakytzhan.zhunusov@ayu.edu.kz">bakytzhan.zhunusov@ayu.edu.kz</a> .	Surgery. Scientific direction "Abdominal sepsis"	A surgeon of the highest category. Member of the Association of Endovideosurgeons of the Republic of Kazakhstan. Independent expert of South Kazakhstan Region health care. More than 45 scientific articles.		
2.	Dzhumageldieva Mereke Nurlykhanovna	assistant	mereke8709@mail.ru	Diseases of the rectum.	A surgeon of the first category. More than 5 scientific articles.		
8.	Thematic plan						
A week	Topic name	Summary		The result of learning the	Number of hours	Forms/ methods/ technologies of training	Assessment forms/ methods



			discipline			
1	Lecture. Acute surgical pathologies of the abdominal cavity. Acute appendicitis.	Etiology, pathogenesis, classification. Clinic, diagnostics. Differential diagnosis. Treatment.	RL 1	1	Overview	Feedback
	A practical lesson. Acute surgical pathologies of the abdominal cavity. Acute appendicitis.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, standardize d patient	Checklist of an oral survey, demonstration of practical skills and situational tasks.
	Independent work of a student with a teacher Acute surgical pathologies of the abdominal cavity. Complications of acute appendicitis.	Treatment tactics. Indications, contraindications to appendectomy. Operational accesses. Types of anesthesia, indications for drainage and tamponing of the abdominal cavity. Complications of acute appendicitis.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic	Checklist of the presentation of the topic, abstract
2	Lecture. Diseases of the hepatobiliary zone Housing and communal services. Cholecystitis.	Etiology, pathogenesis, classification. Clinic, diagnostics. Differential diagnosis. Treatment.	RL 1	1	Overview	A blitz survey on the topic
	A practical lesson. Cholelithiasis. Cholecystitis.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services	RL1 RL2 RL3 RL4 RL5	3	Oral interview, mastering practical skills.	The checklist of the oral survey, demonstration of practical skills
	Independent work of the student with the teacher. Independent work of the student. The topic and the task. Treatment of acute cholecystitis is conservative and operative. Litholysis, lithotripsy. Indications for surgical treatment. Methods of operation. Postcholecystectomy syndrome	Treatment of acute cholecystitis: conservative and operative. Litholysis, lithotripsy. Indications for surgical treatment. Methods of operation. Postcholecystectomy syndrome	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract



3	Lecture. Disease of the hepatobiliary zone Cholelithiasis. Acute pancreatitis.	Etiology, pathogenesis, classification. Clinic, diagnostics. Differential diagnosis. Treatment.	RL 1	1	Overview	Feedback
	A practical lesson. Cholelithiasis. Acute pancreatitis.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, standardized patient	Checklist of oral interview, testing, control of mastering practical skills
	Independent work of the student with the teacher. The topic and the task. Treatment of acute pancreatitis: conservative and operative. Litholysis, lithotripsy. Indications for surgical treatment. Methods of operation. Postcholecystectomy syndrome	Treatment of acute pancreatitis: conservative and operative. Litholysis, lithotripsy. Indications for surgical treatment. Methods of operation. Postcholecystectomy syndrome	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
4	Lecture. Peptic ulcer of the stomach and duodenum.	Etiology, pathogenesis, classification. Clinic, diagnostics. Differential diagnosis. Treatment.	RL 1	1	Overview	Feedback
	A practical lesson. Peptic ulcer of the stomach and duodenum.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, oral interview, mastering practical skills.	The checklist of the oral survey, demonstration of practical skills
	Independent work of a student with a teacher The topic and the task . Methods of conservative therapy peptic ulcer of the stomach and duodenum, indications for hospitalization.	Methods of conservative therapy peptic ulcer of the stomach and duodenum, indications for hospitalization. Complications. Indications for the operation and the choice of the volume of the operation.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
5	Лекция. Наружные грыжи живота.	Etiology, pathogenesis, classification. Clinic, diagnostics. General symptoms of hernias. Differential diagnosis. Treatment.	RL 1	1	Overview	The Blitz survey
	A practical lesson. External abdominal hernias.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities	RL1 RL2 RL3 RL4	3	Discussion of the topic of	The checklist of the oral survey



		and rehabilitation. Documenting the processes of providing medical services	RL5		the lesson, solving situational problems.	
	Independent work of the student with the teacher. The topic and the task . External abdominal hernias.	Types of hernia gate plastic surgery. Features of preparation of patients for surgery and management of the postoperative period. Complications of hernias. A pinched hernia.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
6	Lecture. Acute intestinal obstruction.	Etiology, pathogenesis, classification. Clinic, diagnostics. Differential diagnosis. Treatment.	RL 1	2	Overview	Feedback
	A practical lesson. Acute intestinal obstruction.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services .	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, solution of the test task, discussion of the clinical case.	Checklist of oral interview, testing, control of mastering practical skills
	Independent work of a student with a teacher Features of the preoperative period and postoperative management of patients with acute intestinal obstruction.	Features of the preoperative period and postoperative management of patients with acute intestinal obstruction. Principles of conservative treatment and indications for surgical treatment	RL1 RL2 RL3 RL4 RL5	2	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
	<b>Midterm examination - 1</b>	<b>Writing, control of mastering practical skills</b>	<b>Completing written assignments, adopting practical skills</b>			
7	Lecture. Peritonitis.	Etiology, pathogenesis, classification. Clinic, diagnostics. Treatment.	RL 1	1	Overview	Feedback
	A practical lesson. Peritonitis.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Working in small groups, TBL	TBL Checklist



	Independent work of a student with a teacher The topic and the task . Peritonitis.	Features of postoperative management of patients and previous stages of surgery. Indications for treatment and principles of conservative treatment.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
8	Lecture. Diseases of the rectum. Hemorrhoids.	Etiology, pathogenesis, classification. Clinic, diagnostics. Differential diagnosis. Treatment.	RL 1	2	Overview	Feedback
	A practical lesson. Diseases of the rectum. Hemorrhoids.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, oral interview, mastering practical skills.	The checklist of the oral survey, demonstration of practical skills
	Independent work of students with a teacher. The topic and the task . Diseases of the rectum. Hemorrhoids. Paraproctitis.	Methods of conservative therapy of rectal diseases, indications for surgical treatment.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic, compilation of glossaries	Checklist of the presentation of the topic, abstract, glossary
9	Lecture Diseases of the lungs and pleura. Abscess and gangrene of the lung. Spontaneous pneumothorax. Acute purulent pleurisy. Pyopneumothorax. Chronic empyema of the pleura. Bronchiectatic disease.	Etiology, pathogenesis. Classification. Clinic. Diagnosis and Treatment.	RL1	2	Overview	Feedback
	A practical lesson. Diseases of the lungs and pleura. Abscess and gangrene of the lung. Spontaneous pneumothorax. Acute purulent pleurisy. Pyopneumothorax. Chronic empyema of the pleura. Bronchiectatic disease.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, solution of the test task, discussion of the clinical case	Checklist of oral interview, testing, control of mastering practical skills






	Independent work of students with a teacher. The topic and the task. Diseases of the lungs and pleura. Abscess and gangrene of the lung. Spontaneous pneumothorax. Acute purulent pleurisy. Pyopneumothorax. Chronic empyema of the pleura. Bronchiectatic disease.	Treatment of lung and pleural diseases: conservative, surgical.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
10	Lecture. Vascular surgery. Varicose veins. Varicose veins of the lower extremities.	Etiology, pathogenesis. International classification. Clinic. Diagnostics. Methods for determining the patency of veins and arteries. Assessment of the condition of the valve apparatus and communicating veins. Treatment.	RL 1	1	Обзорная	Обратная связь
	A practical lesson. Varicose veins. Varicose veins of the lower extremities.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, solution of the test task, discussion of the clinical case	Checklist of oral interview, testing, control of mastering practical skills
	СРОП. Тема и задание. Сосудистая хирургия. Варикозная болезнь. Варикозное расширение вен нижних конечностей.	Principles of treatment for varicose veins of the lower extremities, Occlusive diseases of the arteries.: conservative, surgical, sclerosing therapy. Indications for reconstructive and reconstructive surgery. Indications for amputation of limbs.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
11	Lecture. Vascular surgery. Occlusive diseases of the arteries. Atherosclerotic lesions of the arteries.	Etiology, pathogenesis. Clinic. Diagnostics. Methods for determining the patency of veins and arteries. Assessment of the condition of the valve apparatus and communicating veins. Treatment.	RL1	1	Overview	Feedback
	A practical lesson. Occlusive diseases of the arteries. Atherosclerotic lesions of the arteries.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, oral interview, mastering	The checklist of the oral survey, demonstration of practical skills



					practical skills	
	Independent work of students with a teacher. Vascular surgery. Occlusive diseases of the arteries. Atherosclerotic lesions of the arteries.	Principles of treatment for varicose veins of the lower extremities, Occlusive diseases of the arteries.: conservative, surgical, sclerosing therapy. Indications for reconstructive and reconstructive surgery. Indications for amputation of limbs.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
12	Lecture Diseases and injuries of the esophagus.	Etiology, pathogenesis. Classification of diseases of the esophagus. Diagnostics. Achalasia of the cardia. Diverticula of the esophagus. Chemical and thermal burns, scarring of the esophagus. Treatment.	RL1	1	Overview	Feedback
	A practical lesson on diseases and injuries of the esophagus.	Identification of common and main symptoms and syndromes. Analysis of laboratory and instrumental data with conclusion. Wellness activities and rehabilitation. Documenting the processes of providing medical services.	RL1 RL2 RL3 RL4 RL5	3	Discussion of the lesson topic, oral interview, mastering practical skills.	The checklist of the oral survey, demonstration of practical skills
	Independent work of a student with a teacher The topic and the task. Diseases and injuries of the esophagus.	Treatment of diseases and injuries of the esophagus: conservative, surgical.	RL1 RL2 RL3 RL4 RL5	1	Preparation and defense of the abstract, presentation of the topic.	Checklist of the presentation of the topic, abstract
13	<b>Midterm examination - 2</b>	Writing, control of mastering practical skills		2	Completing written assignments, adopting practical skills	
	<b>Preparation and conduct of interim certification</b>			10		
9	<b>Teaching and assessment methods</b>					
9.1	Lectures	Review, feedback, blitz survey on the topic				
9.2	Practical exercises	Discussion of the lesson topic, oral interview, small group work (TBL), solving test and situational tasks, discussing a clinical case, mastering practical skills.				
9.3	Independent work of students/Independent work of students with a teacher	Preparation and defense of an abstract, presentations on the topic, compilation of a glossary, compilation of a crossword puzzle.				
9.4	<b>Midterm examination</b>	Solving written questions and taking practical skills				



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10. Evaluation criteria					
10.1 Criteria for evaluating the results of teaching disciplines					
№ PO	Learning outcomes	Unsatisfactory	Satisfactory	Well	Excellent
RL1.	1) Provides patient-centered care in the field of biomedical, clinical, Epidemiological and socio-behavioral sciences in the most common diseases.	1) Does not understand the principles of patient-centered care	1) Has difficulty communicating with the patient 2) Knows the goals of care, but does not develop a plan for patient care 3) Selects standard patient care interventions	1) Communicates with the patient and his family on the basis of partnership 2) Develops a care plan for the patient, taking into account the priorities and goals of care 3) Selects preferred patient care interventions 4) Trains nurses in the principles of patient and family-oriented care	1) Establishes effective communication with the patient and his family on the basis of partnership and a solidary role in the process of treatment, rehabilitation and recover  2) It takes into account psychosocial problems, the needs of the patient, priority motives and problems within the framework of his disease 3) Develops a care plan for the patient, taking into account the priorities and goals of care 4) Achieves effective compliance with the patient and his family, respecting the patient's right to choose interventions in relation to himself and his life 5) Chooses preferred patient care interventions using special patient (or family) education and collaborative decision-making strategies 6) Trains



					nurses in the principles of patient- and family-oriented care
RL 2	1) 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.	1) Does not understand the content of the Code of the Republic of Kazakhstan "On the health of the people and the healthcare system"	1) Understands the need to use the articles of the Code of the Republic of Kazakhstan of the people and the healthcare system" in the practice of doctors	1) Is guided by the articles of the Code of the Republic of Kazakhstan "On the health of the people and the healthcare system" 2) Uses articles of the Code in its practical activities	1) Works within the framework of the Legislation of the Republic of Kazakhstan in the field of healthcare, regulating public relations in the field of public health protection 2) Analyzes the articles of the Code of the Republic of Kazakhstan "On the health of the people and the health care system" 3) Is guided by the articles of the Code in its practical activities to ensure optimal medical care
RL 3	1) Adheres to the rules of ethics, deontology and subordination, demonstrates interpersonal and communication skills that lead to effective information exchange and cooperation with patients, their families and medical professionals.	1) Does not comply with professional ethical norms and rules of deontology and subordination when communicating with patients and their relatives and work colleagues	1) Does not comply with professional ethical norms and rules of deontology and subordination when communicating with patients and their relatives and work colleagues	1) Adheres to professional ethical norms and rules of deontology when communicating with patients and their relatives from the standpoint of cooperation and partnership 2) Follows the chain of command when communicating with colleagues at work	1) Adheres to professional ethical standards, principles and assessments, medical moral codes from the standpoint of focusing on human health, its improvement and preservation 2) Is guided by the rules of deontology and subordination in interpersonal relations with patients, their relatives and work colleagues from the standpoint of cooperation and partnership




RL 4	1) Conducts effective measures aimed at the diagnosis, treatment, and prevention of common and early forms of diseases.	1) Is unable to carry out activities aimed at the diagnosis, treatment, prevention of common and early forms of diseases	1) Knows the approved standards of medical care and clinical protocols for the diagnosis, treatment, and prevention of common and early forms of diseases 2) Understands the need to form a healthy lifestyle among the population 3) Participates in the implementation of screening programs, preventive examinations and vaccination	1) Applies approved standards of medical care and clinical protocols in the diagnosis, treatment, prevention of common and early forms of diseases 2) Conducts preventive measures aimed at forming a healthy lifestyle among the population. 3) Participates in the implementation of screening programs, preventive examinations and vaccination	1) Is guided by approved standards of medical care and clinical protocols for the diagnosis, treatment, and prevention of common and early forms of diseases 1) 2) Conducts preventive measures aimed at the formation of the population's medical and social activity and motivation for a healthy lifestyle 3) Analyzes the results of the implementation of screening programs and preventive examinations 4) Analyzes the results of vaccination for the prevention of infectious diseases 5) Is guided by the rules of oncology alertness in their practical activities
RL 5	1) Performs professional duties, organizes self-control and continuous improvement of its activities	1) Does not have the skills to diagnose, treat, prevent and rehabilitate patients	1) Has the knowledge, skills, and skills to diagnose, treat, prevent and rehabilitate patients	1) Applies knowledge, skills, and skills that meet the requirements of general medical practice  2) Is able to carry out diagnostics, treatment, Prevention and rehabilitation of patients Applies research skills within the framework of the	1) Implements the performance of work functions that meet the requirements for knowledge, skills, and competencies in general medical practice 2) Performs diagnosis, treatment, prevention and rehabilitation of patients 3) Conducts



				specialty "General Medical Practice	research within the framework of the specialty "General Medical Practice 4) Strives to improve and expand the level of qualifications by mastering new competencies and self-control
RL 6	1) Supports continuous personal and professional growth, constantly improves the quality of medical care based on self-assessment and lifelong learning.	1) Supports continuous personal and professional growth, constantly improves the quality of medical care based on self-assessment and lifelong learning.	1) Performs learning tasks to acquire skills and knowledge	1) Analyzes individual professional practice 2) Performs training tasks to acquire skills and knowledge 3) Conducts self-assessment 4) He is regularly trained	1) Analyzes individual professional practice 2) Performs training tasks to acquire skills and knowledge 3) Conducts self-assessment 4) He is regularly trained
RL 7	1) Applies scientific principles, methods and knowledge in medical practice and research. He is capable of continuous self-education and development. Introduces new methods into clinical practice	1) Is unable to apply scientific principles, methods and knowledge in medical practice and research	1) Knows the principles of evidence-based medicine in clinical practice 2) Is not able to solve the tasks set for conducting clinical trials Does not have the skills to search for evidence to get an answer to the question of interest	1) Applies the principles of evidence-based medicine in clinical practice 2) Solves the assigned tasks for conducting clinical trials Applies the skills of searching for evidence to get an answer to a question of interest	1) He knows the principles of evidence-based medicine for clinical practice 2) Independently formulates and solves the tasks for conducting clinical trials 3) Independently formulates clinical questions in order to find evidence and get an answer to the question of interest for implementation into clinical practice 4) Analyzes the degree of reliability of the studied indicators and types of research
RL 8	1) Complies with the standards for the protection of public health,	1) Does not comply with the norms of public health protection, sanitary	1) Knows the norms for ensuring the sanitary and epidemiological	1) Applies knowledge about the norms of ensuring the sanitary and epidemiological well-being of the	1) Guided by Standards for the prevention, detection, and suppression of violations in the field




	<p>sanitary and hygienic</p> <p>The regime of the organization of health care and epidemiological safety of the environment, labor safety standards in the organization of health care</p>	<p>and hygienic regime of the health organization and epidemiological safety of the environment, labor safety standards in the health organization</p>	<p>well-being of the population when working in a health organization</p> <p>2) 2) Complies with the norms of sanitary and hygienic regime in the health care organization</p>	<p>population when working in a health organization</p> <p>2) Complies with the norms of sanitary and hygienic regime in the health care organization</p> <p>3) Complies with occupational and environmental safety standards</p>	<p>of ensuring the sanitary and epidemiological well-being of the population in their practical activities</p> <p>2) Complies with the norms of sanitary and hygienic regime in the health care organization</p> <p>3) Complies with occupational safety and environmental standards in order to protect public health and the human environment</p>
RL 9	<p>Performs diagnostics, provides qualified and urgent medical care for urgent and life-threatening conditions</p>	<p>Does not diagnose, is unable to provide emergency medical care for urgent and life-threatening conditions</p>	<p>1) Performs diagnostics of urgent and life-threatening conditions at the prehospital stage</p> <p>2) Is able to provide emergency care for urgent and life-threatening conditions at the prehospital stage</p>	<p>1) Performs diagnostics of urgent and life-threatening conditions at the prehospital stage</p> <p>2) He is able to provide qualified emergency care for urgent and life-threatening conditions at the prehospital stage</p> <p>3) Knows the indications for hospitalization in urgent life-threatening conditions</p>	<p>1) Performs diagnostics of urgent and life-threatening conditions at the prehospital stage in compliance with the principles of efficiency and timeliness</p> <p>2) Fully and efficiently provides qualified and urgent medical care for urgent and life-threatening conditions at the prehospital stage</p> <p>3) Guided by indications for hospitalization, ensures hospitalization and continuity in emergency care</p>
RL10	<p>1) It works in electronic databases of the healthcare system, provides documentation of the processes of providing medical services</p>	<p>1) Does not have the skills to work in the databases of the healthcare system</p>	<p>1) Is guided in the use of electronic information resources</p> <p>2) Searches for information in reference databases on medicines.</p>	<p>1) Uses electronic information resources in its work</p> <p>2) Provides documentation of the processes of providing medical services</p> <p>Searches for information in the international</p>	<p>1) Uses electronic information resources in its work</p> <p>2) Uses information and communication infrastructures in its work</p> <p>3) Provides documentation of the processes of providing medical services</p>

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				database of medicines	4) Searches and interprets information in the international database of medicines
RL1 1	1) Organizes medical and social assistance, conducts preventive and wellness activities among the population	1) He is unable to provide medical and social assistance, carry out preventive and health measures among the population	1) He knows the principles of providing primary medical and social care and rehabilitation treatment for various diseases and the consequences of injuries	1) Applies knowledge and skills in providing primary medical and social care and rehabilitation treatment for various diseases and the consequences of injuries 2) Promotes a healthy lifestyle, the principles of rational nutrition	1) Organizes primary medical and social care and rehabilitation treatment for various diseases and the consequences of injuries 2) Organizes Activities aimed at promoting a healthy lifestyle, rational nutrition, raising awareness and personal responsibility of citizens for their health 3) Carries out work to mobilize the public to address issues of prevention, early detection and treatment of diseases

<b>10.2 Assessment methods and criteria</b>			
<b>Checklist for practical training</b>			
	<b>Form of control</b>	<b>Evaluation</b>	<b>Evaluation criteria</b>
<b>1</b>	<b>Verbal the survey:</b>	Excellent Corresponds to the estimates: A (4,0; 95-100%); A- (3,67; 90-94%)	It is set if the teacher did not make any mistakes or inaccuracies during the response. He is guided by theories, concepts and directions in the studied discipline and gives them a critical assessment, uses scientific achievements of other disciplines.
		Well Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%); B- (2,67; 75-79%); C+ (2,33; 70-74%)	It is put in the event that the teacher did not make gross mistakes during 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.
		C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,0; 50-54%)	It is posed if the teacher made inaccuracies and unprincipled mistakes during the response, limited himself only to the




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			educational literature indicated by the teacher, and experienced great difficulties in systematizing the material.
		Satisfactory Corresponds to the estimates: F <sub>x</sub> (0,5; 25-49%) F (0; 0-24 %)	It is put in the event that the teacher made fundamental mistakes during the answer, did not work out 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.
2	<b>Performing practical work:</b>	Excellent Corresponds to the estimates: A (4,0; 95-100%); A- (3,67; 90-94%)	It is set if the teacher did not make any mistakes or inaccuracies during the response. He is guided by theories, concepts and directions in the studied discipline and gives them a critical assessment, uses scientific achievements of other disciplines.
		Well Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	It is put in the event that the teacher did not make gross mistakes during 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.
		Well Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)	It is put in the event that the teacher made inaccuracies and unprincipled mistakes during the response, limited himself only to the educational literature indicated by the teacher, and experienced great difficulties in systematizing the material.
		Unsatisfactory Corresponds to the assessment: F <sub>x</sub> (0,5; 25-49%) F (0; 0-24 %)	It is put in the event that the teacher made fundamental mistakes during the answer, did not work out 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.
3	<b>Solving training situational tasks</b>	Excellent Respond estimates: A (4,0; 95-100%); A- (3,67; 90-94%)	He actively participated in the work, showed original thinking, showed deep knowledge of the material, and used scientific achievements of other disciplines in the discussion.
		Well Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%); B- (2,67; 75-79%) C+ (2,33; 70-74%)	He actively participated in the work, showed knowledge of the material, made unprincipled inaccuracies or fundamental errors corrected by the student himself.
		Satisfactory Corresponds to the estimates: C(2,0; 65-69%) C-(1,67; 60-64%) D+ (1,33; 55-59%) D(1,0; 50-54%)	When working, he was passive, made inaccuracies and unprincipled mistakes, and had great difficulties in systematizing the material.
		Unsatisfactory: FX (0,5; 25-49%) F (0; 0-24%)	He did not participate in the work, answering the teacher's questions, made fundamental mistakes and inaccuracies, did not use scientific terminology in his answers.
4	<b>TBL:</b>	Perfectly matches the estimates: A (4,0; 95-100%) A- (3,67; 90-94%)	It is set if the student has scored 90-100 points, which include the following assessment results: - Individual testing (IRAT) – 40% - Group testing (GRAT) – 30%




			<ul style="list-style-type: none"> <li>- Appeal – 5%</li> <li>- Task – 30%</li> </ul> <p>Additional points - 5%</p> <p>*Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the assessment criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group test. At the discretion of the teacher, additional points (5%) may be added for teamwork.</p>
		<p>Matches the estimates well:</p> <p>B+ (3,33; 85-89%)</p> <p>B (3,0; 80-84%)</p> <p>B- (2,67; 75-79%)</p> <p>C+ (2,33; 70-74%)</p>	<p>It is set if the student has scored 70-89 points, which include the following assessment results:</p> <ul style="list-style-type: none"> <li>- Individual testing (IRAT) – 40%</li> <li>- Group testing (GRAT) – 30%</li> <li>- Appeal – 5%</li> <li>- Task – 30%</li> <li>- Additional points -5%</li> </ul> <p>*Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the assessment criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group test. At the discretion of the teacher, the following may be added additional points for teamwork (5%).</p>
		<p>Satisfactorily corresponds to the estimates:</p> <p>C (2,0; 65-69%);</p> <p>C- (1,67; 60-64%);</p> <p>D+ (1,33; 55-59%)</p> <p>D (1,0; 50-54%)</p>	<p>It is set if the student has scored 50-69 points, which include the following assessment results:</p> <ul style="list-style-type: none"> <li>- Individual testing (IRAT) – 40%</li> <li>- Group testing (GRAT) – 30%</li> <li>- Appeal – 5%</li> <li>- Task – 30%</li> <li>- Additional points -5%</li> </ul> <p>*Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the assessment criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group test. At the discretion of the teacher, additional points (5%) may be added for teamwork.</p>
		<p>Unsatisfactorily meets the estimates:</p> <p>FX (0,5; 25-49%)</p> <p>F (0; 0-24%)</p>	<p>It is set if the student scored 0-49 points, which include the following assessment results:</p> <ul style="list-style-type: none"> <li>- Individual testing (IRAT) – 40%</li> <li>- Group testing (GRAT) – 30%</li> <li>- Appeal – 5%</li> <li>- Task – 30%</li> <li>- Additional points -5%</li> </ul> <p>*Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the assessment criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group test. At the discretion of the teacher, additional points (5%) may be added for teamwork.</p>
5	Testing:	<p>Perfectly matches the estimates:</p> <p>A (4,0; 95-100%)</p>	<p>90-100% of the correct answers.</p>

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	A- (3,67; 90-94%)	
	Matches the estimates well: B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	75-89% of the correct answers.
	Satisfactorily corresponds to the estimates: C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,33; 55-59%) D (1,0; 50-54%)	Satisfactorily corresponds to the estimates:
	Unsatisfactorily meets the estimates: FX (0,5; 25-49%) F (0; 0-24%)	Less than 50% of the correct answers.

**Checklists for independent work of students with a teacher/ independent work of students**

<b>6</b>	<b>Preparation and defense of the abstract</b>	Perfectly matches the estimates: A (4,0; 95-100%) A- (3,67; 90-94%)	The abstract is carefully executed and submitted on time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic of the abstract are given. When defending the abstract, the text does not read, but tells. Confidently and accurately answers all the questions asked.
		Matches the estimates well: B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	The abstract is carefully executed and submitted on time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic of the abstract are given. When defending the abstract, the text does not read, but tells. When answering questions, he makes unprincipled mistakes.
		Satisfactorily corresponds to the estimates: C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,33; 55-59%) D (1,0; 50-54%)	The abstract is carefully executed and submitted on time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. When defending the abstract, the text reads. He answers questions uncertainly, makes fundamental mistakes.
		Unsatisfactorily meets the estimates: FX (0,5; 25-49%) F (0; 0-24%)	The abstract was made carelessly and was not submitted on time, written independently on less than 10 pages of typewritten text, using less than 5 literary sources. When defending the abstract, the text reads. When answering questions, he makes gross mistakes, does not orient himself in the material.
<b>7</b>	<b>Presentation of the topic:</b>	Perfectly matches the estimates: A (4,0; 95-100%) A- (3,67; 90-94%)	The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources have been used. The slides are informative and concise. During the defense, the author demonstrates in-depth knowledge of the topic. Does not make mistakes when answering questions during the discussion.
		Matches the estimates	The presentation was made independently, at the appointed time,

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		well: B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	with a volume of at least 20 slides. At least 5 literary sources have been used. The slides are informative and concise. During the defense, the author demonstrates good knowledge of the topic. He makes unprincipled mistakes when answering questions that he corrects himself.
		Satisfactorily corresponds to the estimates: C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,33; 55-59%) D (1,0; 50-54%)	The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources have been used. The slides are not meaningful. During the defense, the author makes fundamental mistakes when answering questions.
		Unsatisfactorily meets the estimates: FX (0,5; 25-49%) F (0; 0-24%)	The presentation was not delivered on time, the volume is less than 20 slides. Less than 5 literary sources have been used. The slides are not meaningful. During the defense, the author makes gross mistakes when answering questions. He does not know his own material.
<b>8</b>	<b>Compiling a glossary:</b>	Perfectly matches the estimates: A (4,0; 95-100%) A- (3,67; 90-94%)	The glossary is made in the full scope of the dictionary, designed, correctly reflects the basic terms and concepts. There is a comparative interpretation of the terms. Delivered on time. The teacher confidently and accurately answers all the questions asked.
		Matches the estimates well: B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	The glossary is made in the full scope of the dictionary, designed, correctly reflects the basic terms and concepts. There is a comparative interpretation of the terms. Delivered on time. The teacher makes unprincipled mistakes when answering questions.
		Satisfactorily corresponds to the estimates: C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,33; 55-59%) D (1,0; 50-54%)	The glossary is made in full dictionary, designed, correctly reflects the basic terms and concepts. Delivered on time. During the defense, the student answers questions uncertainly, makes fundamental mistakes.
		Unsatisfactorily meets the estimates: FX (0,5; 25-49%) F (0; 0-24%)	The glossary was not completed in full, was sloppy and was not delivered on time. When answering questions, the teacher makes gross mistakes, does not navigate the material.
<b>9</b>	<b>Making a crossword puzzle:</b>	Perfectly matches the estimates: A (4,0; 95-100%) A- (3,67; 90-94%)	The crossword is made up of 7 or more words, words are joined more than 3 times, there are no errors in the crossword questions, the questions are composed correctly, logically and determine the necessary answer, the design meets the requirements.
		Matches the estimates well: B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	The crossword is made up of 7 words, the words are joined 3 times, there are no fundamental errors in the crossword questions, the questions are written correctly, but there are small inaccuracies, the design meets the requirements.
		Satisfactorily corresponds to the	The crossword is made up of 7 words, the words fit together 2 times, there are inaccuracies and errors in the crossword


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	estimates: C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,33; 55-59%) D (1,0; 50-54%)	questions.
	Unsatisfactorily meets the estimates: FX (0,5; 25-49%) F (0; 0-24%)	The crossword consists of less than 7 words, the words fit each other less than 2 times (or do not fit each other), there are fundamental, gross errors in crossword questions.

#### Checklist for evaluating project work


	Criteria	Description	Scores
<b>1</b>	Determination of the problem situation and relevance of the study	The problems are clearly formulated, scientifically substantiated and integrated. The relevance of the research topic is well-reasoned.	15-20
		The problems are formulated and justified. The relevance of the research topic is well-reasoned.	10-14
		The problems are partially formulated, not substantiated. The relevance of the research topic is partially reasoned.	5-9
		The problems are not formulated or superficially formulated, the relevance of the topic is not reflected.	0-4
<b>2</b>	Setting a project goal and defining tasks to achieve it	The goal is formulated clearly and concisely. The objectives of the study are fully consistent with the goal.	15-20
		The goal is formulated, but described in too much detail. The objectives of the study correspond to the goal.	10-14
		The goal is formulated vaguely. The objectives of the study partially correspond to the goal.	5-9
		The goal is vaguely formulated or not formulated. The objectives of the study do not correspond to the goal.	0-4
<b>3</b>	Selection and use of literature	The most relevant publications/studies published in full-text databases, data, and reputable publications are indicated. The links are listed in the text sequentially with the numbers.	15-20
		The publications/studies published in full-text databases and data from a limited number of sources are indicated. The links in the text are listed sequentially with numbers.	10-14
		The same type of publications/research published in open access on the Internet are indicated. Full-text databases and reputable publications are practically not used. Most of the sources do not relate to the topic of the project. The links are not specified in the text.	5-9
		Full-text databases and reputable publications are practically not used. Most of the sources do not relate to the topic of the project. The links are not specified in the text.	0-4
<b>4</b>	Timely presentation of interim results	The interim results of the project are presented on time.	15-20
		The interim results of the project are presented on time.	10-14



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		The interim results of the project are not presented on time.	5-9
		The interim results of the project are not presented on time.	0-4
5	Personal involvement, creative approach to work	According to the interim results, there is a collective creative approach to solving problems, an even distribution of functions and well-coordinated work	15-20
		According to the interim results, there is an even distribution of functions in the team, well-coordinated work	10-14
		According to the interim results, there is an uneven distribution of functions in the team, well-coordinated work	5-9
		According to the interim results, there is a formal attitude of the participants to the work performed, there is no collective interaction	0-4
	<b>Final evaluation of the project work</b>		<b>Max 100</b>
1	The depth of disclosure of the project topic	The topic of the project is fully disclosed, and deep knowledge beyond the scope of the studied program is demonstrated during the defense. Research methods are described, and ways to achieve goals are substantiated. Scientific terms are used, and there is free operation of them. Modern research methods are used.	15-20
		The topic of the project has been disclosed, and residual knowledge within the framework of the studied program has been demonstrated during the defense. Research methods are described, and ways to achieve goals are substantiated. Scientific terms are not used enough. The text is presented in a logical sequence.	10-14
		The topic of the project has been partially disclosed. The description of the project is incomplete. Scientific terms are not used. The text is presented chaotically.	5-9
		The topic of the project has not been disclosed. The description of the project is incomplete. Scientific terms are not used. The text is presented chaotically.	0-4
2	The objectivity and reliability of the results obtained, their practical significance	The results fully reflect the research, are objective and reliable. Tables, figures, and formulas are provided. The applicability of the research results and the target consumers of the results are indicated.	15-20
		The results fully reflect the research, are objective and reliable. Tables, figures, and formulas are provided. The applicability of the research results and the target consumers of the results are not specified	10-14
		The results partially reflect the research, are objective and reliable. Tables, figures, and formulas are not provided in sufficient quantity.	5-9




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		Результаты не отражают исследования, не объективны, they are unreliable. Tables, figures, and formulas are not provided or are not provided enough.	0-4
<b>3</b>	Formulation of conclusions	The conclusions are formulated correctly, reasoned and fully reflect the results of the research.	15-20
		The conclusions are formulated correctly, reasoned, but partially reflect the results of the research.	10-14
		The conclusions are not fully formulated, are not sufficiently reasoned and partially reflect the results of the research.	5-9
		The conclusions are not formulated correctly, are not reasoned and partially reflect or do not reflect the results of the research.	0-4
<b>4</b>	Achieving the project goal and solving the tasks set	The goal of the project has been achieved. All the tasks have been completely solved.	15-20
		The overall goal of the project has been achieved. The tasks have not been fully solved.	10-14
		The goal of the project has been partially achieved. Not all the tasks have been solved.	5-9
		The goal of the project has not been achieved. The tasks have been partially solved or not solved.	0-4
<b>5</b>	Compliance of the design of the project with the requirements and protection of the project	All sections are reflected and disclosed in the project. The text is presented in a logical sequence, succinctly, competently. The technical requirements for the design of the project are met. The presentation is clear. During the defense, the speaker demonstrates professional awareness and artistry.	15-20
		All sections are reflected and disclosed in the project. The text is presented in a logical sequence. There are minor grammatical and stylistic errors. The technical requirements for the design of the project are not fully met. The presentation is not very clear. During the defense, the speaker demonstrates professional awareness and artistry.	10-14
		All sections are reflected in the project. The logical sequence of presentation of the material is not always followed. There are grammatical and stylistic errors. The technical requirements for the design of the project are not met. The presentation is not very clear. During the defense, the speaker does not demonstrate deep knowledge of the topic, he is constrained.	5-9
		Not all sections are reflected in the project. The logical sequence of the presentation of the material is not followed. There are grammatical and stylistic errors. The technical requirements for the design of the project are not met. The presentation is not very clear. During the defense, the speaker does not demonstrate a deep knowledge of the topic, finds it difficult to answer questions, and is constrained.	0-4

**Intermediate certification**

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Midterm examination		
Form of control	Evaluation	Evaluation criteria
Checklists for written assignments	<b>Perfectly matches the estimates:</b> A (4,0; 95-100%) A- (3,67; 90-94%)	<p>Gives a complete and comprehensive answer to questions on the subject</p> <p>Comprehensive knowledge of the lesson topic from the main and additional sources. Stylistically competent presentation of the lesson topic. Proper laying of the patient.</p>
	<b>Matches the estimates well:</b> B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	<p>Good knowledge of the topic of the lesson.</p> <p>The questions on the subject, diagnosis and treatment tactics are given an incomplete answer, the correct laying of the patient.</p>
	<b>Satisfactorily corresponds to the estimates:</b> C (2,0; 65-69%); C- (1,67; 60-64%); D+ (1,33; 55-59%) D (1,0; 50-54%)	<p>Incomplete knowledge of the topic, answers questions on the subject with errors. Incomplete coverage of the diagnosis and treatment tactics.</p> <p>Incomplete patient reporting, incomplete treatment regimen</p>
	<b>Unsatisfactorily meets the estimates:</b> FX (0,5; 25-49%) F (0; 0-24%)	<p>Poor knowledge of the topic of the lesson.</p> <p>He gives the wrong answer to questions on the subject.</p> <p>Incorrect diagnosis and treatment tactics.</p>
Demonstration of practical skills	Excellent Corresponds to the estimates: A(4,0;95-100%); A-(3,67;90-94%)	<p>He is well-versed in questioning and examining patients. Correctly and accurately selects questions when collecting anamnesis. Accurately perform basic physical examination: general examination, palpation, percussion, auscultation, blood pressure measurement, determination of pulse characteristics.</p> <p>Accurately evaluates the results of the examination. I used additional literature in preparation for the lesson. Systematizes the material on this topic. Effectively communicates in medical practice, objectively conveys appropriate information, owns and uses the norms of ethics and deontology when performing the skill;</p>
	Matches the estimates well: B+(3,33; 85-89%); B(3,0; 80-84%) B-(2,67; 75-79%) C+(2,33; 70-74%)	<p>He is well-versed in questioning and examining patients, has made unprincipled inaccuracies or fundamental errors corrected by the student himself. Accurately perform basic physical examination: general examination, palpation, percussion, auscultation, blood pressure measurement, determination of pulse characteristics. He is unable to correctly interpret the results of the examination. Inaccurately conveys the proper information;</p>
	Satisfactorily Corresponds to the	<p>He is guided by the questioning and examination of patients, There are errors during the physical examination</p>

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	estimates: C(2,0; 65-69%) C-(1,67; 60-64%) D+(1,0; 50-54%)	(palpation, percussion, auscultation and general examination) showed incomplete knowledge of the material on a given topic, while making fundamental mistakes. There are errors in the evaluation of the survey results. Low level of communication in medical practice; subjectively conveys appropriate information;
	Unsatisfactory Corresponds to the assessment: FX (0,5; 25-49%) F(0; 0-24 %)	Is not able to carry out practical skills to interpret their results. He did not participate in the work of the group. He is unable to communicate in medical practice; does not convey proper information, does not possess and is not able to use the norms of ethics and deontology when performing the skill. When answering the teacher's questions, gross mistakes are made, without using specific terminology in the answers.

#### A multi-level knowledge assessment system


Rating according to the letter system	The digital equivalent of points	Percentage content	Assessment according to the traditional system
A	4,0	95-100	Excellent
A -	3,67	90-94	
B +	3,33	85-89	Well
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

#### 11. Educational resources

Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example, videos, audio, digests)	<ol style="list-style-type: none"> <li>1. Электронная библиотека ЮКМА - <a href="https://e-lib.skma.edu.kz/genres">https://e-lib.skma.edu.kz/genres</a></li> <li>2. Республиканская межвузовская электронная библиотека (РМЭБ) – <a href="http://rmebrk.kz/">http://rmebrk.kz/</a></li> <li>3. Цифровая библиотека «Aknurpress» - <a href="https://www.aknurpress.kz/">https://www.aknurpress.kz/</a></li> <li>4. Электронная библиотека «Эпиграф» - <a href="http://www.elib.kz/">http://www.elib.kz/</a></li> <li>5. Эпиграф - портал мультимедийных учебников <a href="https://mbook.kz/ru/index/">https://mbook.kz/ru/index/</a></li> <li>6. ЭБС IPR SMART <a href="https://www.iprbookshop.ru/auth">https://www.iprbookshop.ru/auth</a></li> <li>7. Информационно-правовая система «Заң» - <a href="https://zan.kz/ru">https://zan.kz/ru</a></li> <li>8. Cochrane Library - <a href="https://www.cochranelibrary.com/">https://www.cochranelibrary.com/</a></li> </ol>
<b>Electronic textbooks:</b>	<ol style="list-style-type: none"> <li>1. Нұрмақов, А. Ж. Хирургиялық аурулар, оқулық / А. Ж. Нұрмақов, А. Н. Баймаханов. - Электрон. текстовые дан. (59.9Мб). - М. : "Литтерра", 2017. - 256 бет с.</li> <li>2. Госпитальная хирургия. Синдромология [Электронный ресурс] : учеб. пособие / А. Г. Абдуллаев [и др.] ; под ред. Н. О. Миланова. Ю. В. Бирюкова, Г. В. Синявина. - Электрон. текстовые дан. ( 48,6 Мб). - М. : ГЭОТАР - Медиа, 2013. - 440 с. эл. опт. Диск</li> <li>3. Хирургические болезни [Электронный ресурс] : учебник / под ред. А. Ф. Черноусова. - Электрон. текстовые дан. (69.1Мб). - М. : ГЭОТАР - Медиа, 2012. - 664 с.</li> <li>4. Жалпы хирургияның кейбір сұрақтары. Садықанов У.С., Аубакирова Д.Н., Махметова Ж.С., Есембаева Л.К. , 2016 <a href="https://aknurpress.kz/login/2338">https://aknurpress.kz/login/2338</a></li> </ol>

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	<p>5. Жалпы хирургияға арналған дәрістер. Қаныбеков А., Баймұхамбетов Ж.Ж. , 2017/ <a href="https://aknurpress.kz/reader/web/1460">https://aknurpress.kz/reader/web/1460</a></p> <p>6. Жалпы хирургия .Дұрманов Қ.Д. , 2017/ <a href="https://aknurpress.kz/login/1459">https://aknurpress.kz/login/1459</a></p> <p>7. Хирургиялық аурулар: Оқулық: 2-томдық.2-том. / Ред. басқарған М.И. Кузин; Қазақ тіліне аударған оқулықтың жалпы ред басқарған А.Н. Баймаханова. - М.: ГЭОТАР-Медиа, 2018. - 528б. -<a href="http://rmebrk.kz/1174591">http://rmebrk.kz/1174591</a></p> <p>8. Хирургиялық аурулар: Оқулық: 2-томдық.1-том. / Ред. басқарған М.И. Кузин; Қазақ тіліне аударған оқулықтың жалпы ред басқарған А.Н. Баймаханова. - М.: ГЭОТАР-Медиа, 2018. - 560б. <a href="http://rmebrk.kz/1174592">http://rmebrk.kz/1174592</a></p> <p>9. Нұрахманов Б.Ж., Ибадильдин А.С., Амантаева Қ.К., Хирургиялық аурулар, оқулық. Алматы, ЖСШ «Эверо», 2020. - 701 бет <a href="https://www.elib.kz/ru/search/read_book/669/">https://www.elib.kz/ru/search/read_book/669/</a></p> <p>10. Мәдікенұлы Өмір. Хирургиялық аурулар. – оқулық дәрістер.– Алматы: Эверо – 2020. – 309 б. <a href="https://www.elib.kz/ru/search/read_book/559/">https://www.elib.kz/ru/search/read_book/559/</a></p> <p>11. А.Ж. Нурмаков, Д.А. Нурмаков Хирургические болезни. Алматы: «Эверо», 2020. - 472 стр <a href="https://www.elib.kz/ru/search/read_book/670/">https://www.elib.kz/ru/search/read_book/670/</a></p> <p>12. Қалдыбаев М.А. Жалпы хирургия –оқулық (I том). – 2020 жыл. – 432 б <a href="https://www.elib.kz/ru/search/read_book/828/">https://www.elib.kz/ru/search/read_book/828/</a></p> <p>13. Қалдыбаев М.А. Жалпы хирургия –оқулық (II том). –2020 жыл. – 448 б. <a href="https://www.elib.kz/ru/search/read_book/829/">https://www.elib.kz/ru/search/read_book/829/</a></p> <p>14. Қалдыбаев М.А. Жалпы хирургия –оқулық (III том). –2020 жыл. – 200 б. <a href="https://www.elib.kz/ru/search/read_book/830/">https://www.elib.kz/ru/search/read_book/830/</a></p> <p>15. Ковалев, А.И. Общая хирургия: курс лекций: Учебное пособие. - 2-е изд., перераб. и доп. - М.: ООО «Издательство «Медицинское информационное агентство», 2013. - 760с. <a href="http://rmebrk.kz/book/1177583">http://rmebrk.kz/book/1177583</a></p> <p>16. Васильев В.К. и др. Общая хирургия: Учебное пособие. / В.К. Васильев, А.П. Попов, А.Д. Цыбикжапов. - СПб.: Лань, 2014. - 272с. <a href="http://rmebrk.kz/book/1178354">http://rmebrk.kz/book/1178354</a></p> <p>17. Общая хирургия. Том 1 : учебник / Г. П. Рычагов, П. В. Гарелик, А. Н. Нехаев [и др.] ; под редакцией Г. П. Рычагов, П. В. Гарелик. — Минск : Вышэйшая школа, 2008. — 543 с. - URL: <a href="https://www.iprbookshop.ru/20100.html">https://www.iprbookshop.ru/20100.html</a></p> <p>18. Общая хирургия. Том 2 : учебник / Г. П. Рычагов, П. В. Гарелик, А. Н. Нехаев [и др.] ; под редакцией Г. П. Рычагов, П. В. Гарелик. — Минск : Вышэйшая школа, 2006. — 492 с. - URL: <a href="https://www.iprbookshop.ru/20101.html">https://www.iprbookshop.ru/20101.html</a></p> <p>19. Колб, Л. И. Общая хирургия : учебное пособие / Л. И. Колб, С. И. Леонович, И. В. Яромич. — Минск : Вышэйшая школа, 2006. — 444 с. — ISBN 978-985-06-1378-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <a href="https://www.iprbookshop.ru/20102.html">https://www.iprbookshop.ru/20102.html</a></p> <p>20. Основы ухода за хирургическими больными = Nursing care in surgery : учебное пособие / А. И. Бадретдинова, А. С. Клименко, Н. Г. Косцова [и др.]. — Москва : Российский университет дружбы народов, 2019. — 148 с. - URL: <a href="https://www.iprbookshop.ru/104237.html">https://www.iprbookshop.ru/104237.html</a></p>
Literature	<p><b>Main:</b></p> <ol style="list-style-type: none"> <li>1. Нурмаков А. Ж. Хирургические болезни : учебник / А. Ж. Нурмаков, Д. А. Нурмаков ; КазНМУ им. С. Д. Асфендиярова. - Алма-Ата : New book, 2021. - 496 с.</li> <li>2. Аубакирова Д. Н. Хирургические болезни : учебное пособие / Д. Н. Аубакирова. - Караганда : ТОО "Medet Group", 2021. - 198 с</li> </ol> <p>Нұрахманов Б. Д. Клиническая хирургия : учебник / Б. Д. Нұрахманов. - Алма-Ата</p> <ol style="list-style-type: none"> <li>1. New book, 2021. - 525 с</li> <li>2. Хирургиялық аурулар : оқулық / қазақ тіл. ауд. С. О. Сабербеков ; ред. А. Ф. Черноусов. - М. : ГЭОТАР - Медиа, 2018. - 576 б. +эл. опт. диск (CD-ROM).</li> <li>3. Нұрахманов, Б. Д. Клиническая хирургия : учебник / Б. Д. Нұрахманов. - ; Рек. к печати Центр. Методич. Советом КазНМУ им. С. Д. Асфендиярова. - Алматы : Эверо, 2012. - 525 с.</li> </ol>

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	<ol style="list-style-type: none"> <li>4. Сексенбаев, Д. С. Острые хирургические заболевания органов брюшной полости : учебное пособие / Д. С. Сексенбаев. - Шымкент : ЮКГФА, 2017. - 246 с.</li> <li>5. Рахметов, Н. Р. Госпиталдық хирургия пәніне арналған практикum : оқу құралы / Н. Р. Рахметов. - Алматы : Эверо, 2013. - 136 бет. с.</li> <li>6. Қалдыбаев, М. А. Ситуациялық тапсырмалар : жалпы хирургия пәніне арналған оқу құралы / М. А. Қалдыбаев ; ҚР денсаулық сақтау министрлігі. - Қарағанды : ЖК "Ақнұр", 2013. - 124 бет. с.</li> <li>7. Нұрахманов, Б. Ж. Жүрек-қан тамыр хирургиясы : оқулық / Б. Ж. Нұрахманов. - Алматы : Эверо, 2012. - 334 бет. с.</li> <li>8. Нурахманов, Б. Д. Клиническая хирургия : учебник. - ; Рек. к печати Центр. Метод. Сов. КазНМУ им. С. Д. Асфендиярова. - Алматы : Эверо, 2012. - 525с.</li> <li>9. Lagoon, M. A. The course of faculty (Analitical) surgery in pictures, tables and schemes : the manual / M. A. Lagoon, B. S. Kharitonov. - ; Ministry of Education and science of the Russian Federation. Recommended by I. M. Sechenov First Moskow State Medical University. - M. : GEOTAR-Media, 2017. - 436 p.</li> <li>10. Gostishchev, V. K. General surgery : the manul / V. K. Gostishchev. - M. : GEOTAR-Media, 2015. - 220 p</li> <li>11. Bhat Sriram M. Manual of surgery. 3th ed. Jaypee Brothers Medical Publishers (P) LTD 2009 Перевод заглавия: Руководство по хирургии</li> <li>12. Zaslau, Stanley Step-Up to Surgery / Stanley Zaslau, Richard Vaughan. - 2th ed. - Philadelphia : Wolters Kluwer , 2014. - 426 p. - ISBN 978-1-4511-8763-2 : 163900.00 Тг. Перевод заглавия: Шаг к хирургическому вмешательству</li> <li>13. Lagoon, M. A. The course of faculty (Analitical) surgery in pictures, tables and schemes : the manual / M. A. Lagoon, B. S. Kharitonov. - ; Ministry of Education and science of the Russian Federation. Recommended by I. M. Sechenov First Moskow State Medical University. - M. : GEOTAR-Media, 2017. - 436 p</li> </ol> <p><b><u>Additional literature:</u></b></p> <ol style="list-style-type: none"> <li>1. Қалдыбаев, М. А. Жалпы хирургияның тест сұрақтары: оқу құралы / М. А. Қалдыбаев; ҚР денсаулық сақтау министрлігі. - Қарағанды : ЖК "Ақнұр", 2013. - 370 бет. с.</li> <li>2. Мәдікенұлы, Ө. Хирургиялық аурулар: оқулық-дәрістер / Ө. Мәдікенұлы ; ҚР денсаулық сақтау министрлігі; ҚазММА жоғары және ЖОО-нан кейінгі мамандықтар бойынша білім беру оқу-әдістемелік секциясы. - Алматы : Эверо, 2012. - 405 бет</li> <li>3. Жұмабеков, Ә. Т. Шұғыл түрдегі алғашқы хирургиялық көмек : оқу-әдістемелік құрал. - Алматы : TechSmith, 2023. - 112 бет.</li> <li>4. Сексенбаев, Д. С. Құрсақ қуысы ағзаларының жіті хирургиялық аурулары : оқу-әдістемелік құрал / Д. С. Сексенбаев. - Шымкент : ОҚМФА, 2017. - 263 б.</li> </ol> <p>Кузнецов, Н. А. Уход за хирургическими больными [Текст] : учебник / Н. А. Кузнецов, А. Т. Бронтвейн ; М-во образования и науки РФ. - ; Рек. ГОУ ВПО "Первый Моск. гос. мед. ун-т им. И. М. Сеченова". - М. : ГЭОТАР - Медиа, 2013. - 288 с. :</p>
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<p><b>12. Discipline Policy</b></p>
<p>Requirements for students, attendance, behavior, grading policy, punitive measures, incentive measures, etc.</p> <ol style="list-style-type: none"> <li>1. Wear special clothes (bathrobe, cap) in class.</li> <li>2. Compulsory attendance of lectures, practical classes and SROP according to schedules.</li> <li>3. Do not be late, do not miss lectures and classes. In case of illness, provide a certificate and a work-out sheet indicating the deadline, which is valid for 30 days from the date of receipt at the dean's office.</li> <li>4. Missed classes for a disrespectful reason are not worked out. For students who missed classes for a disrespectful reason, a score of "0" is given in the electronic journal next to the mark "h" and penalty points are deducted: <ul style="list-style-type: none"> <li>- the penalty point for skipping 1 lecture is 1.0 point from the assessment of the boundary control;</li> <li>- the penalty point for skipping 1 class of the SRO is 2.0 points from the SRO scores.</li> </ul> </li> </ol>

ОҢТҮСТІК ҚАЗАҚСТАН

**MEDISINA  
AKADEMIASY**

«Оңтүстік Қазақстан медицина академиясы» АҚ



SOUTH KAZAKHSTAN

**MEDICAL  
ACADEMY**

АО «Южно-Казахстанская медицинская академия»

Department of Surgery, Otorhinolaryngology and Urology

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5. Attending classes with a doctor is mandatory. In case of absence of students at the SROP, a mark "h" is made in the educational and electronic journal.

6. Each student must complete all forms of SRO assignments and pass according to the schedule.

7. For each practical lesson and SROP, all students should prepare in a timely and clear manner and take an active part in discussing the topic.

8. Be responsible for the sanitary condition of your workplace and personal hygiene.

9. Eating in classrooms is strictly prohibited.

10. Follow the safety rules when working with simulation models.

11. Comply with the Academy's internal regulations and ethics of conduct.

12. Be tolerant, open and friendly to fellow students and teachers.

13. Carefully treats the property of the department.

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

13.1 P. 4 The Student's Code of Honor

**13.2 GRADING POLICY**

1. Several forms of knowledge control are used in the lesson. The average score is given to the magazine.

2. A student who has not scored a passing score (50%) on 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.

3. The final rating of admission to the exam in the discipline must be at least 50 points (60%), which is calculated automatically based on the average score of the current control (40%) + the average score of boundary controls (20%).

4. Final certification is carried out in two stages: the reception of practical skills and in the form of testing.

**14. Approval, approval and revision**

Date of approval with the Library and Information Center	Head of the Library of the Information Center Derbischeva R.I.	Protocol No. <u>9</u> 14.06.24	Signature
Date of approval by the Academic Committee of the Educational Program	Chairman of the Educational Program Committee Kalmenov N. D.	Protocol No. <u>11</u> 14.06.24	Signature
Date of approval at the department	Head of the Department, Candidate of Medical Sciences, Acting Associate Professor Kaldygozova G. E.	Protocol No. <u>1</u> 29.08.24	Signature

ОҢТҮСТІК ҚАЗАҚСТАН

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