

**MED 4002 –Internal Medicine I**

Course Name	Code	Semester	Type of course	Lectures (hours)	Group Worrk (hours)	ECTS
Internal Medicine I	MED 4002	VIII	Mandatory	46	100	10
<b>Faculty, the educational program and education level</b>	Faculty of Medicine, one-cycle Educational Program “Medicine”					
<b>Author (s)</b>	<p><b>Neriman Tsintsadze</b> - MD, PhD – Associated Professor                      Mobile phone: 599 17 01 88; E-mail: <a href="mailto:dr.neriman@mail.ru">dr.neriman@mail.ru</a></p> <p><b>Tunch Fisgin</b>-BAU University Istanbul- invited teacher                      Mobile phone: 0541 417 45 55; E-mail: <a href="mailto:tunc.fisgin@bahcesehir.edu.tr">tunc.fisgin@bahcesehir.edu.tr</a>                      Consulting day and time - individually</p>					
<b>Educational course format</b>	Lecture Practical work					
<b>Educational course loading</b>	<p><b>Total:</b> 300 Hours  <b>Contact hours:</b> 150 h, that includes:</p> <ol style="list-style-type: none"> <li>1. Lecture –46 h</li> <li>2. Practical work – 100 h</li> <li>3. Midterms – 2 h</li> <li>4. Final exam -2 h</li> </ol> <p><b>Independent work</b> – 150 h</p>					
<b>Prerequisites</b>	MED 2004 – Gastrointestinal System and Metabolism Disorders MED 2007 – Cardiovascular and Respiratory System Disorders MED 2008 – Endocrine and Urogenital Systems Disorders					
<b>The purpose (s) of tutorial course/modules</b>	To learn the approaches to patients’ anamnesis collection/history taking and their physical examination, to learn the most distributed nozological forms of gastrointestinal, cardiavascular, respiratory, endocrine and urogenital systems’ of epidemiology, ethiopathogenesis, clinical picture, diagnosing and the general aspects treatment.					
<b>Teaching methods</b>	<p><b>Lectures</b> –Interactive verbal and writing forms explanation, the glue questions notes-taking;  <b>Problem-based study</b> – problem appointment and looking for the ways of problem dication;  <b>Work in group /supervision</b> includes:  <b>Discussion</b> – student asks questions, debate the aswers and try to prove their mind with factual material;  <b>Analyses and synthesis</b> – detailed discussion of new theoretical material of pathological processes on the base of organisms homeostasis conditions assessment ;  <b>Independent work</b> – preparation work for practical lessons, mid-term and final exam</p>					
<b>Assessment criteria</b>	<p><b>Maximum score-</b> 100  <b>Midterm assessment -60 score</b>, that includes:</p>					

- Activity– 30 score (coefficient -6)
- Attendance – 5 score;
- Duty in clinic -10 score;
- **Midterm Exam – 20**

**Activity is Assessed Based on the Following Criteria** (maximum 5 scores)

5 points - Student has been able to present complete and thorough knowledge of the subject, a substantial amount of detailed and relevant information. Demonstrate considerable depth of understanding of the studied main and additional literature. Bring forward a balanced view of the main arguments on the issues.

4 points - Student demonstrate a good understanding of the nozological forms of gastrointestinal, cardiavascular, respiratory, endocrine and urogenital systems' of epidemiology, ethiopathogenesis, clinical picture, diagnosing and the general aspects treatment.

3 points - Student demonstrates general overview of epidemiology, ethiopathogenesis, clinical picture, diagnosing and the general aspects treatment.

2 points - Student demonstrates general knowledge of epidemiology, ethiopathogenesis, clinical picture, diagnosing and the general aspects treatment, can not answer some questions;

1 point – Student demonstrates insufficient and superficial knowledge of epidemiology, ethiopathogenesis, clinical picture, diagnosing and treatment;

0 point - Student demonstrates not even elementary knowledge of the topics or did not attended lessons;

### **1.3. Midterm Exam – 20 scores**

Written test -40 question, 0,5 score for each – max. 15; total: 20)

**Minimal scores of midterm assessment (for final exam) – is 11.**

#### **1. Final Exam -40 scores**

Is held in the written test form (test consists of 80 questions, each question is rated as 0,5 score).

The final exam would accounted as passed in case of maximum 70% or more ( $40 \times 70 / 100 = 28$  scores).

Credit will be given to the student if he has collected at minimum 51 scores out of 100.

Student's assessment has to be done in the following way:

Positive rate:

- (A) Excellent- 91 or more scores;
- (B) Very Good- 81-90 scores;
- (C) Good- 71-80 scores;
- (D) Satisfactory- 61-70 scores;
- (E) Enough- 51-60 scores;

Negative rate:

- (FX) Failure - 41-50 scores, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded;
- (F) Fail – 40 scores or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again.

Student can pass the additional exam during the same semester.

The time interval between the final and the additional exams should be not less than 10 days.

<b>The basic literature</b>	Fiona R.Prabhu & Lynn S.Bickley. <b>Guide to Physical Examination and History of Taking (Case Studies to Accompany)</b> . 2007. IX. P133. (Code/Number CS 010-001)
<b>The auxiliary literature</b>	<ol style="list-style-type: none"> <li>1. Publisher: Steven Merahn. Cardiology. 2003. P 791. (Code/Number CS 001-002).</li> <li>2. Edited by: J.Larry Jameson, Leslie J.De Groot. <b>Endocrinology (Volume I-II) Adult and Pediatric</b>. 2010. VI. P1340. (Code/Number CS 007-003; CS 007-004)</li> <li>3. Dan L. Longo. <b>Harrison's Hematology and Oncology</b>. 2013. II. P 831. (Code/Number CS 008-007)</li> <li>4. Jonathan Cohen William G.Powderly Steven M. Opal. <b>Infectious diseases Volume I-II</b>. 2010. III. P 914. . (Code/Number CS 010-008; CS 010-009)</li> <li>5. Edited by: Zoher Ghogawala, Ajit A Krishaney, Michael P.Steinmetz, H.Hunt Batjer, Edward C Benzel. <b>The Evidence for Neurosurgery</b>. 2012. (Code/Number S 002-004)</li> </ol>

#### The tutorial/training course content

№	Subjects	Lecture (hour)	Work in group (hour)
1.	Functional diagnostics of respiratory system. Obstructive and restrictive syndromes- diagnosis, management. COPD, chronic bronchitis, lungs emphysema.	2	6
2.	Bronchial asthma, (diagnosis, management, treatment), pneumonia (diagnosis, management, treatment ), alveolitis, thromboemboly of pulmonary artery	4	6
3.	Pulmonary hypertension, core pulmonary, respiratory insufficiency, neoplasia of respiratory system.	2	6
4.	Rehabilitation of pulmonary diseases –major principles	4	9
5.	Disease of pleura	4	9
	<b>Mid-term exam</b>		2
6.	Gastroesophageal reflux disease, gastritis- chronic and severe	4	9
7.	Peptic ulcer disease of stomach and duodenum	2	2
8.	Diseases of gall bladder and bile ducts	4	9
9.	Pancreatitis- severe and chronic	4	12
10.	Hepatitis, fatty hepatosis	4	12
11.	Liver cirrhosis	4	8
12.	Differential diagnosis of jaundice	4	6

13.	Urinary tract infection, pyelonephritis, glomerulonephritis, glomerulopathies	4	6
	Final Exam		2

### Learning Outcomes

Criteria	Subject Specific Competences
<b>Knowledge and understanding</b>	Has deep and consistent knowledge of the study area, which enables to elaborate /develop new, original ideas. Understands the approaches for solving problems.
<b>Applying knowledge</b>	On the base of received knowledge student is able to: <ul style="list-style-type: none"> <li>• patients medical history taking;</li> <li>• perform physical examination of patient;</li> <li>• proper choosing of instrumental and laboratory diagnostics methods and proper interpretation of obtained results;</li> <li>• manage Xray, ECG, blood pressure 24-hours monitoring and other non-invasive methods;</li> <li>• anthropometry and life index accounting;</li> </ul>
<b>Making Judgment</b>	Student can critically assess complex and controversial data, independently analyze and render the conclusions based on the analysis, can apply in practice the deductions, has a critical approach to new information.
<b>Communication Skills</b>	Student can communicate with patients their relatives and colleagues within the specialty. Students get skillfulness in the doctor-patient and colleagues relationship.
<b>Life-long learning ability</b>	Student can search needed information in scientific sources, is able to working out the received material, assess it and use this data in practice. Own learning process will be managed independently, student will have the ability to realize the strategic plan of the course and the course features.
<b>Values</b>	Student knows the ethical and legislative principles to manage therapist patients. Will be able to encourage patient, protect patients rights. He/she will learn participate in professional negotiations, control some conflict situations. Student will have a chance to plan his/her own study schedule, will have understanding in significance of continuing education during professional life, determine priorities and readiness for new scientific and clinical knowledge