

**MED 6001 –INTERNAL MEDICINE II**

Course Name	Code	Semester	Type of course	Theory (hours)	Work in Group (hours)	ECTS
Internal Medicine II	MED 6001	XI	Mandatory	26	75	7
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program “Medicine”					
Author (s)	<p><b>Neriman Tsintsadze</b> - MD, PhD – Assoc. Professor                      Mobile phone: 599 17 01 88; E-mail: dr.neriman@mail.ru</p> <p><b>Tunch Fisgin</b>-BAU University Istanbul- invited teacher                      Mobile phone: 0541 417 45 55 ; E-mail: tunc. fisgin@bahcesehir.edu.tr                      Consulting days -individually</p>					
Educational course format	Lecture Group work Clinical Supervision					
Educational course loading	<p><b>Total:</b> 210 hours  <b>Contact hours:</b> 105 h</p> <ol style="list-style-type: none"> <li>Lecture –26 h</li> <li>Practical work – 75 h</li> <li>Midterms – 2 h</li> <li>Final exam -2 h</li> </ol> <p><b>Independent work</b> – 105 h</p>					
Prerequisites	MED 4002 - Internal Medicine I					
The purpose (s) of tutorial course/modules	To learn the approaches to patients’ anamnesis collection and their physical diagnostics, to learn the general aspects of the most distributed nozological forms of epidemiology , ethiopathogenesis, clinical picture, diagnosing , treatment and prophylactics.					
Teaching methods	<p><b>Lectures</b> –Interactive verbal and writing forms explanation, the glue quetions notes-taking;  <b>Problem-based study</b> – problem appointment and looking for the ways of problem dication;  <b>Explanation</b> – arised questions explanation during the lectures;  <b>Work in group /supervision</b> includes:  <b>Discussion</b> – student asks questions, debate the answers and try to prove their mind with factual material;  <b>Brainstorm</b> – students can express all the possible opinion and approaches toward to the problem solving , as well as, their own point of veiw determination, criticism, exclusion, criteria’ selection and resolution are possible;  <b>Action-oriented teaching</b> -, demonstration of significant thematic patients; theoretical and practical cases interpretation;</p>					

	<p><b>Analyses and synthesis</b> – detailed discussion of new theoretical material of pathological processes on the base of organisms homeostasis conditions assessment ;</p>
<p><b>Assessment criteria</b></p>	<p><b>Maximum score- 100</b>  <b>Midterm assessment -60 score</b>, that includes:</p> <ul style="list-style-type: none"> <li>• Practical activity– 20 scores</li> <li>• Attendance – 5 scores;</li> <li>• Duty in clinic -5 scores (1 duty);</li> <li>• Medical documentation management – 10 scores</li> <li>• <b>Midterm Exam – 20 scores</b></li> </ul> <p><b>Clinical Supervision Activity – 20 scores.</b> The student's current activity will be assessed by the 5-scores system. Each student will be assessed for a third of the total number of classes anyway. At the end of the semester, the activity score is calculated by multiplying the ratio of the average scores (6).</p> <p><b>Activity is Assessed Based on the Following Criteria (maximum 5 scores)</b></p> <p><b>5 scores</b> - 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.</p> <p><b>4 scores</b> - 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.</p> <p><b>3 scores</b> - Student demonstrates general overview of epidemiology, ethiopathogenesis, clinical picture, diagnosing and the general aspects treatment.</p> <p><b>2 scores</b> - Student demonstrates general knowledge of epidemiology, ethiopathogenesis, clinical picture, diagnosing and the general aspects treatment, can not answer some questions;</p> <p><b>1 scores</b> – Student demonstrates insufficient and superficial knowledge of epidemiology, ethiopathogenesis, clinical picture, diagnosing and treatment;</p> <p><b>0 scores</b> - Student demonstrates not even elementary knowledge of the topics or did not attended lessons;</p> <p><b>Example of Medical Documentation Management and Assessment– max 10 scores</b></p> <p><b>10-9 scores-</b> the task is understood properly, medical history component, clinical picture and diagnostics data, diagnosing and the treatment scheme is adequate and all the steps are described in consequential order; list of drugs is appointed properly with correct name and dozes;</p> <p><b>8-7 scores</b> - the task is completely understood, medical history component, clinical picture and diagnostics data, diagnosing and the general steps treatment is assembled in consequential order;</p> <p><b>6-5 scores</b> -the task is completely understood, but medical history component, clinical picture and diagnostics data, diagnosing and the general steps treatment is assembled in no consequential order;</p> <p><b>4-3 scores</b> – the task is not completely understood, medical history component, clinical picture and diagnostics data, diagnosing and the general steps treatment is assembled in no consequential order;</p> <p><b>2-1 score</b> – Student demonstrates misunderstanding and no complete skills of medical history</p>

	<p>taking</p> <p><b>0 score-</b> Student is not able to complete the task</p> <p><b>Midterm Exam – 20 scores</b></p> <p>Written test -40 question, 0,5 score for each – max. 15; total: 20)</p> <p><b>Minimal scores of midterm assessment (for final exam) – is 11.</b></p> <p><b>Final Exam -40 scores</b></p> <p>Is held in the written test form;</p> <ul style="list-style-type: none"> <li>• (test consists of 60 questions, each question is rated as 0,5 score);</li> <li>• Medical history taking – 10 scores</li> </ul> <p>The final exam would accounted as passed in case of maximum 70% or more (40X70 / 100 = 28 scores).</p> <p>Credit will be given to the student if he has collected at minimum 51 scores out of 100.</p> <p>Student’s assessment has to be done in the following way:</p> <p>Positive rate:</p> <ul style="list-style-type: none"> <li>• (A) Excellent- 91 or more scores;</li> <li>• (B) Very Good- 81-90 scores;</li> <li>• (C) Good- 71-80 scores;</li> <li>• (D) Satisfactory- 61-70 scores;</li> <li>• (E) Enough- 51-60 scores;</li> </ul> <p>Negative rate:</p> <ul style="list-style-type: none"> <li>• (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;</li> <li>• (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.</li> </ul> <p>Student can pass the additional exam during the same semester.</p> <p>The time interval between the final and the additional exams should be not less than 10 days.</p>
<p><b>The basic literature</b></p>	<p>1. Maxine A.Papadakis, Stephen J.Mcphee Assoc. aditor: Michael W.Rabow. <b>Current Medical Diagnosis &amp; Treatment.</b> 2014. P 1839. (Code/Number CS 010-007)</p>
<p><b>The auxiliary literature</b></p>	<p>1. Griffin Roggers, Neal Young. <b>The Bethesda Handbook Clinical Hematology-II.</b> P461. (Code/Number BS 006-002)</p> <p>2. Edited by: Richard C. Becker &amp; Joseph S. Alpert. Cardiovascular Medicine Practice and Management. 2001. P 825. . (Code/Number CS 001-003)</p> <p>3. Edited by: Philipp Dahm, Roger Dmochovski. <b>Evidence-based Urology.</b> 2010. I. P417 (Code/Number CS 006-001)</p> <p>1. Edited by: J.Larry Jameson, Leslie J.De Groo. <b>Endocrinology (Volume I-II) Adult and Pediatric.</b> 2010. VI. P 1340 (Code/Number CS 007-003; CS 007-004)</p> <p>4. Dan L. Longo. <b>Harrison's Hematology and Oncology.</b> 2013. II. P 831. (Code/Number CS 008-007)</p> <p>5. Jonathan Cohen William G.Powderly Steven M. Opal. <b>Infectious diseases Volume I-II.</b> 2010. III.</p>

	<p>P 914. . (Code/Number CS 010-008; CS 010-009)</p> <p>6. Edited by: Frank J. Domino. <b>The 5-Minute Clinical Consult Premium</b>. 2014. XXII. P1349. (Code/Number CS 010-012)</p> <p>7. Edited by: Tadataka Yamada. <b>Gastroentrolgy Volume I-II</b>. 2009. V. P1744. (Code/Number CS 016-001; CS 016-002)</p> <p>8. Edited by: Stephen L. Hauser. <b>Harrison's Neurology in Clinical Medicine</b>. 2006. P691. (Code/Number CS 014-002)</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**The tutorial/training course content**

№	Subjects	Lecture (hour)	Work in group (hour)
1	Hypothalamic-pituitary system's pathologies: clinical pictures, diagnosis, differential diagnosis, treatment.	2	6
2	Carbohydrate metabolism disorders and metabolic syndrome	2	6
3	Adrenal gland pathology: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
4	Endocrine diseases: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
5	Endocarditis and acquired heart disease: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
	<b>Mid-term exam</b>		2
6	Connective tissue diffusal diseases: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
7	Spondylarthritis: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
8	Microcrystalline arthritis: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
9	Professional allergies and professional intoxications: clinical pictures, diagnosis, differential diagnosis, treatment.	4	6
10	Pneumoconioses and vibrational disease: clinical pictures, diagnosis, differential diagnosis, treatment	2	6
11	Vibrating disease - diagnosis, treatment, prophylactics; Vegetative samples; Capillaroscopy. Patient management. Testing. Clinical cases analyses.		6
12	Georgian specific professional intoxications - saturnism, manganism with magnesium, mercurialism: clinical pictures, diagnosis, differential diagnosis, treatment. Patient		4

	management. Testing. Clinical cases analyses.		
13	Hereditary and acquired pathologies Health and ecology	4	6
	<b>Final Exam</b>		2

### Learning Outcomes

Criteria	Subject Specific Competences
<b>Knowledge and understanding</b>	<p>At the end of this learning course student will have deep and consistent knowledge of the internal medicine area:</p> <ul style="list-style-type: none"> <li>theoretical bases of cardiovascular, endocrine, reumatic and professional diseases;</li> <li>cardiovascular, endocrine, reumatic and professional diseases clinical pictures, diagnosis, differential diagnosis, treatment;</li> <li>cardiovascular, endocrine, reumatic patients management</li> </ul>
<b>Applying knowledge</b>	<p>On the base of received theoretical knowledge tudents will be able to:</p> <ul style="list-style-type: none"> <li>manage patient's medical history;</li> <li>appoint clinical, laboratorial and instrumental investigation properly and interpret the received data analyses;</li> <li>subcutaneous, intramuscular and intravenous injections;</li> <li>non-invasive research methods effective using (ECG, blood pressure 24- hours monitoring);</li> <li>anthropometry and appropriate indexes calculation</li> </ul>
<b>Making Judgment</b>	<p>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.</p>
<b>Communication Skills</b>	<p>Student can communicate with patients their relatives and colleagues within the specialty. Students get skillfulness in the doctor-patient and colleagues relationship.</p>
<b>Life-long learning ability</b>	<p>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.</p>
<b>Values</b>	<p>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</p>