

MED 6003- EMERGENCY MEDICINE

Course Name	Code	Semester	Type of course	Theory (hours)	Work in Group (hours)	ECTS
Emergency Medicine	MED 6003	XI	Mandatory	50	96	10
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program “Medicine”					
Author (s)	Ilia Nakashidze – MD, PhD, Associate professor, anesthesiologist-reanimatologist Mob. Tel.: 599 22 10 50; E-mail: nakashidze_ilo@mail.ru Consulting days and time - individually					
Educational course format	Lecture GROUP WORK					
Educational course loading	Total: 300 Hours Contact hours: 150 h, that includes: <ol style="list-style-type: none"> 1. Lecture – 50 h 2. Team work – 96 h 3. Midterms – 2 h 4. Final exam -2 h Independent work – 150 h					
Prerequisites	MED 4002 -Internal Medicine I					
The purpose (s) of tutorial course/modules	To acknowledge the Emergency medicine, to gain the knowledge and skills and to apply the knowledge in practice					
Teaching methods	Lecture Discussion Observation Team/Group Work Role Play Preparing and/or Presenting Reports Case studies Drill and Practice Problem Solving Communication with patients Medical history taking and physical examinations of patients Case analysis: participation in small group discussions with regards to: <ul style="list-style-type: none"> • generation of appropriate initial investigations with respect to system or symptom based complaints 					

	<ul style="list-style-type: none"> • differential diagnosis formulation with respect to system or symptom based complaints
<p>Assessment criteria</p>	<p>Maximum scores – 100.</p> <p>Midterm assessment – 60 points. These points are divided in a following way: 20 points out of 60 are given to midterm exam and the rest 40 points are given to the final exam.</p> <ul style="list-style-type: none"> • Attendance – 5 scores; • Activity – 20 scores; • Clinical skills - 10 scores; • Duty in hospital – 5scores. <p>Midterm Exam – 20 scores</p> <p>Group Work is Assessed Based on the Following Criteria (maximum 5 scores)</p> <p>5 scores- Student has been able to present complete answer of the question, and the way of thinking. The theme is presented completely and the terminology is used correctly by the student. He/she brings forward a balanced view of the main arguments on the issues. Student has complete and thorough knowledge of the learning course. Student demonstrates considerable depth of understanding of the studied main and additional literature.</p> <p>4 scores- Student has been able to present answer to all question, but it feels lack of independent way of thinking, the terminology is used correctly; there is no significant error; Student has good knowledge of the learning course and demonstrates understanding of the studied main literature.</p> <p>3 scores- Student has been able to present the uncompleted answer of questions. The student’s answers are learnt mechanically and aren’t understood. There is lack of knowledge of terminology; Student has knowledge of the learning course and demonstrates understanding with a little bit mistakes.</p> <p>2scores – Student has been able to present the uncompleted answer of questions. The terminology is incorrect; Student has lack of knowledge of the learning course and demonstrates uncompleted understanding of main literature; there has been done some fundamental errors by the student</p> <p>1 score – Student has been able to present only unsatisfied answer of questions with using the insufficient terminology or without any terminology. The answer is incorrect, uncompleted and not appropriated.</p> <p>0 score- Student has no appropriate answer of the question or has no answer at all.</p> <p>Clinical skills Assessment – 20 scores max.</p> <ul style="list-style-type: none"> • Accordance of theoretical knowledge and clinical skills -2 scores; • Manipulation exact consequence – 2 scores; • Clinical results interpretation skills - 2 scores; • Patients and doctors safety – 2 scores; • Communication skills with patients – 2 scores; • Ethical and deontology principles – 2 score; • Analytical thinking about diagnose – 2 score; • Proper orientation it terms of time-limit – 2 scores; • Emergency situation manage skills – 2 scores; • Patients’ agreement signing and preparation for procedure – 2 scores <p>Midterm Exam – 20 scores</p> <p>Written test -40 question, 0,5 score for each – max. 20 scores;</p>

	<p>Minimal scores of midterm assessment (for final exam) – is 11.</p> <p>1. Final Exam -40 scores</p> <p>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 (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"> • (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; <p>Negative rate:</p> <ul style="list-style-type: none"> • (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. <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>
The basic literature	Textbook of Adult Emergency Medicine. Edited by:Peter Cameron ; George Lelinek; Anne-Maree Kelly. Churchill Livingstone Elsevier, 4 th ed, 2015
The auxiliary literature	Tintinalli's Emergency Medicine Textbook, Rosen Emergency Medicine Textbook, Lange Emergency Medicine Textbook, 2013.

The tutorial/training course content

#	Subjects	Lecture (hour)	Work in group (hour)
1	Basics of Emergency Medicine	2	4
2	Pathophysiology of terminal condition	2	4
3	Lung artificial ventilation modes, indications and contra –indications of respiratory therapy	2	4
4	Resuscitation procedure for the heart and lung. Cerebral resuscitation	2	4
5	Catheterization of epidural space	2	4
6	Acute and chronic respiratory failure	2	4
7	Adult's respiratory distress syndrome	2	4

8	Pulmonary arteries' thromboembolic disease	2	4
9	Shocks: hypovolemic, cardiogenic, distributive and obstructive	2	4
10	Hemorrhagic shock, septic, traumatic, anaphylactic	2	4
11	Shock as a result of blood transfusion and burn	2	4
12	Acute liver failure	2	4
13	Acute renal failure	2	4
14	Acute adrenal insufficiency	2	4
	Midterm exam		2
15	Resuscitation specifics for pregnant women	2	4
16	Hyper and hypoglycemic coma	2	4
17	Convulsive syndrome and epilepsy status	2	4
18	Diagnosis of acute poisoning cases	2	4
19	Endogenous and exogenous intoxication coma	2	4
20	Basic toxic syndromes	2	4
21	Acute poisoning with carbon monoxide (CO)	2	4
22	Acute alcohol intoxication	2	4
23	Acute poisoning due to hyperhemoglobinemia	2	4
24	Acute poisoning by heavy metals	2	2
25	Brain structures dislocation	2	2
	Final Exam		2

Learning Outcomes

Criteria	Specific Competences
Knowledge and understanding	Students will have the deep and systematic knowledge about emergency medicine
Applying knowledge	Students will be able: to demonstrate the ability to generate differential diagnosis based on the interview and physical examination; to describe the components of a health supervision visit including health promotion and disease and injury prevention, to use of screening tools; to list the differential diagnosis for common symptoms or patient presentations; to describe the clinical features of common acute and chronic medical conditions Students will gain understanding of types of medical practice and healthcare delivery systems and how they impact patient care. You will also gain experience in working with multiple

	health-care team members including nurses, lab technicians, and case-managers.
Making Judgment	Students must be able to investigate and evaluate their patients, appropriate use history, objective assessment and laboratory data, appraise and assimilate scientific evidence; Compare, contrast and analyze medical data.
Communication Skills	Students must be able: to demonstrate communication skills with patients and families that convey respect, integrity, flexibility, sensitivity, and compassion while avoiding use of medical jargon; to present a complete, well-organized verbal and written summary of the patient's history and physical examination findings, including an assessment and plan modifying the presentation to fit the time constraints and educational goals of the situation.
Life-long learning ability	Students should: recognizes personal limits in knowledge and experience and initiates steps to rectify gaps in knowledge; Applies acquired knowledge; Evaluates change in academic or professional environment and develops adaptive strategies to meet these changes; Explores new opportunities for intellectual growth and professional development; Continually updates knowledge of best clinical practice guidelines.
Values	Values represent the demonstration of ideals in the growth and development of the student into a professional doctor. The values are bounded by ethical principles, behavior, decision making and judgment while demonstrating qualities of compassion, and a perspective of the professional role for the individual patient, the community, and society at large.