

MED 6013- INTENSIVE CARE

Course Name	Code	Semester	Type of course	Theory (hours)	Work in Group (hours)	ECTS
Intensive Care	MED 6013	XII	Elective	5	21	2
Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program "Medicine"					
Author (s)	Ilia Nakashidze –Associate professor, Medical Doctor 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: 60 Hours Contact hours: 30 h 1. Lecture – 5 h 2. Team work – 21 h 3. Midterms – 2 h 4. Final exam -2 h Independent work – 30 h					
Prerequisites	MED 6001					
The purpose (s) of tutorial course/modules	This course aims to learn fundamentals of the critical patient management / control and to develop the required skills for emergency assistance					
Teaching methods	Action-oriented learning process, where students and teacher are joint in practical activity and in this case practical applying skills of theoretical knowledge will be assessed. Group work includes: leadership; answers and questions; time proper organization; abstract preparation and presentation; student's ability to use information technology to prepare presentation in the PowerPoint format; students will be involved in the disputes to express their ideas during the discussions; group discussion of specific cases, all the necessary researches carrying out and differential diagnosis; making analysis and synthesis of medical cases; medical history management					

Assessment criteria	<p>Maximum score – 100 scores.</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– 10 scores; • practical clinical skills – 20 scores; • duty in hospital – 5 scores; • Midterm exam – 20 scores <p style="text-align: center;">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 style="text-align: center;">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).</p>
----------------------------	--

	<p>The final exam would be accounted as passed in case of maximum 70% or more ($40 \times 70 / 100 = 28$ 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	<ol style="list-style-type: none"> 1. Tintinalli's Emergency Medicine Textbook, Rosen Emergency Medicine Textbook, Lange Emergency Medicine Textbook, 2013.
The auxiliary literature	<ol style="list-style-type: none"> 2. Judith E.Tintinalli, Peter Cameron C.James Holliman, EMS A practical Global Guidebook, People Medical Publisher House-USA. 2010; 3. Edited by: William C.Willson, Christopher M.Grande, David B.Hoyt, Trauma Emergency Resuscitation, Perioperative Anesthesia Surgical Management . Volume I, II; Informa Health Care, 2007.

The tutorial/training course content

#	Subjects	Lecture (hour)	Work in group (hour)
1	Preventive Practices in the Critically Ill	1	3
2	Disorders of Circulatory Flow	1	3
3	Critical Care Cardiology	1	3
4	Acute Respiratory Failure		3
	Midterm		2
5	Mechanical Ventilation		3
6	Acid-Base and electrolytes Disorders	1	3
7	Inflammation and Infection in the ICU	1	3
	Final Exam		2

Learning Outcomes

Criteria	Specific Competences
Knowledge and understanding	Students will have deep and consistent knowledge about the clinical signs of emergency status patients; diagnostics methods and treatment.
Applying knowledge	Students will be able to: <ul style="list-style-type: none"> • apply theoretical knowledge; • oriented quickly in difficult situations; • Can evaluate life threatening condition and assist patient urgently; • identify critically ill patients, • provide the vital functions monitoring.; • carry out, intubation and extubation (under medical supervision), lungs artificial ventilation, cardiac massage.
Making Judgment	Students will be able to investigate and evaluate their patients, collect anamnesis, laboratory and instrumental investigation data, objectively assess and interpret them and make the proper conclusion.
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.