МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ,
МИНИСТЕРСТВО НАУКИ, ВЫСШЕГО ОБРАЗОВАНИЯ И ИННОВАЦИЙ
КЫРГЫЗСКОЙ РЕСПУБЛИКИ

МОО ВО Кыргызско-Российский Славянский университет
имени первого Президента Российской Федерации Б.Н. Ельцина

УТВЕРЖДАЮ
(должность)
(ФИО)
04.11. 2026 г.

ПРОФЕССИОНАЛЬНЫЙ ЦИКЛ
Госпитальная терапия

рабочая программа дисциплины (модуля)

Закреплена за **Терапии**

Учебный план 310501_26_1 лд ин.plx
560001 Лечебное дело (Для иностранных студентов)

Квалификация **врач**

Форма обучения **очная**

Общая трудоемкость **11 ЗЕТ**

Часов по учебному 330

в том числе:

аудиторные занятия 192

самостоятельная 136,8

Виды контроля в семестрах:

зачет 7,8,9
зачет с оценкой 10

Распределение часов дисциплины по семестрам

Семестр (<Курс>.<Семестр на курсе>)	7 (4.1)		8 (4.2)		9 (5.1)		10 (5.2)		Итого	
Недель	17		15		17		13			
Вид занятий	УП	РП	УП	РП	УП	РП	УП	РП	УП	РП
Лекции	16	16	16	16	16	16	16	16	64	64
Практические	32	32	32	32	32	32	32	32	128	128
Контактная работа в период теоретического обучения	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	1,2	1,2
В том числе инт.	3	3	3	3	4	4	4	4	14	14
Итого ауд.	48	48	48	48	48	48	48	48	192	192
Контактная работа	48,3	48,3	48,3	48,3	48,3	48,3	48,3	48,3	193,2	193,2
Сам. работа	41,7	41,7	41,7	41,7	11,7	11,7	41,7	41,7	136,8	136,8
Итого	90	90	90	90	60	60	90	90	330	330

Программу составил(и): *к.м.н., доцент, Мирбакиева Динара Мамутовна; ст.преподаватель, Белинова Анна Валерьевна*

Рецензент(ы): д.м.н., проф. Полупанов А.Г.

Согласовано РОП:

Рабочая программа дисциплины

Госпитальная терапия

разработана в соответствии с ФГОС 3++:

составлена на основании учебного плана:

560001 Лечебное дело (Для иностранных студентов)

утвержденного учёным советом вуза от 26.06.2026 протокол № 11.

Рабочая программа одобрена на заседании кафедры травмы

Протокол от 26.08.2026 г. № 1
Срок действия программы: 2026-2031 уч.г.
Руководитель подразделения: Сабиров Ибрагим Самижонович

Approval of the RPD for implementation in the next academic year

Chairman of the UMS
__ _____ 2026

The work program was reviewed, discussed and approved for
execution in the 2026-2027 academic year at a department meeting

Protocol dated __ _____ 2026 No. __
Head of the Department, Doctor of Medical Sciences, Professor, Head of the Department of Therapy 2
Sabirov I.S.

Approval of the RPD for implementation in the next academic year

Chairman of the UMS
__ _____ 2027

The work program was reviewed, discussed and approved for
execution in the 2027-2028 academic year at a department meeting

Protocol dated __ _____ 2027 No. __
Head of the Department, Doctor of Medical Sciences, Professor, Head of the Department of Therapy 2
Sabirov I.S.

Approval of the RPD for implementation in the next academic year

Chairman of the UMS
__ _____ 2028

The work program was reviewed, discussed and approved for
execution in the 2028-2029 academic year at a department meeting

Protocol dated __ _____ 2028 No. __
Head of the Department, Doctor of Medical Sciences, Professor, Head of the Department of Therapy 2
Sabirov I.S.

Approval of the RPD for implementation in the next academic year

Chairman of the UMS
__ _____ 2029

The work program was reviewed, discussed and approved for
execution in the 2029-2030 academic year at a department meeting

Protocol dated __ _____ 2029 No. __
Head of the Department, Doctor of Medical Sciences, Professor, Head of the Department of Therapy 2
Sabirov I.S.

1. OBJECTIVES OF LEARNING THE DISCIPLINE	
1.1	1.1 The main goal of teaching hospital therapy is to enable students to study various variants of the course of the main nosological forms of diseases of internal organs (previously studied in the course of faculty therapy) and relatively rare nosologies, complications of diseases, as well as the differential diagnosis of syndromes frequently encountered in clinical practice and issues of their differentiated therapy.
1.2	1.2 To provide students with knowledge of the clinical manifestations of common internal diseases studied in the faculty therapy course, as well as rare forms and complications of diseases; to promote the development of clinical thinking in future physicians - the ability to make a comprehensive clinical diagnosis based on collected patient information, taking into account the course of these diseases and their complications; to teach the basic principles and development of adequate treatment tactics; as well as measures for the prevention of internal diseases (to prepare students for industrial practice after the 5th year).
1.3	– skills of independent clinical thinking during industrial practice.

2. PLACE OF DISCIPLINE IN THE STRUCTURE OF THE OOP	
OOP cycle (section):	B1.O.03
2.1	**Requirements for preliminary preparation of the student:**
2.1.1	Outpatient therapy
2.1.2	Evidence-based medicine
2.1.3	Clinical practice (Assistant physician of an outpatient clinic)
2.1.4	Clinical Practice (Assistant to an Emergency and Urgent Care Physician)
2.1.5	Research work
2.1.6	Clinical pharmacology
2.1.7	Psychiatry, medical psychology
2.1.8	Faculty therapy
2.1.9	Endocrinology
2.1.10	Radiation diagnostics
2.1.11	Pathophysiology, clinical pathophysiology
2.1.12	Pathological anatomy
2.1.13	Propaedeutics of internal diseases
2.1.14	Immunology
2.1.15	Normal physiology
2.2	**Disciplines and practices for which mastery of this discipline (module) is necessary as a prerequisite:**
2.2.1	Infectious diseases
2.2.2	Clinical practice (Assistant physician of an outpatient clinic)
2.2.3	Clinical Practice (Assistant to an Emergency and Urgent Care Physician)
2.2.4	Clinical pharmacology
2.2.5	Research work
2.2.6	Evidence-based medicine
2.2.7	Outpatient therapy
2.2.8	Family medicine
2.2.9	Preparing for and passing the state exam
2.2.10	Standards of diagnosis and treatment

3. STUDENT COMPETENCIES DEVELOPED AS A RESULT OF LEARNING THE DISCIPLINE (MODULE)	
PC-15: Capable and ready to implement preventive measures to prevent infectious, parasitic and non-infectious diseases, monitor their effectiveness, promote a healthy lifestyle and educate the population on sanitary and hygienic issues.	
Know:	
Level 1	administering principles in the field of public health and operational guidelines in the sphere of health care; - governance policy in the field of public health, medical settings and their functional units.
Be able to:	
Level 1	apply basic principles of organization and management in the field of public health; - apply governance policy in medical settings and their functional units.

Own:	
Level 1	basic principles of organization and management in the field of public health in medical settings and their functional units.

PC-10: Capable and ready to provide first aid in case of emergency and life-threatening conditions in adults and children at the pre-hospital stage, and refer for hospitalization on a planned and emergency basis.	
Know:	
Level 1	physiological changes in the gravida body; methods of determining gestational and childbearing age, course of physiological pregnancy and delivery; - basic signs of pathological states across pregnancy and childbirth; - the scheme of providing medical care in the sphere of obstetrics and gynecology.
Be able to:	
Level 1	carry out a special obstetric examination to assess a woman's state; - analyze data of instrumental and laboratory methods of diagnosis; - work out a delivery plan and prognostication, make up a plan for prevention of complications under the supervision of a doctor.
Own:	
Level 1	methods of history taking; - methods of organizing case monitoring of a gravida in an out-patient clinic, keeping a gravidogram, and a partogram in a maternity hospital; - experience in managing physiological pregnancy and delivery.

PC-7: Able and willing to conduct and interpret interviews, physical examinations, clinical examinations, results of modern laboratory and instrumental studies, and fill out medical records for outpatients and inpatients.	
Know:	
Level 1	etiology, pathogenesis, clinical picture; - basic types and methods of treating patients with various clinical entities; - focal areas and issues in managing patients with various diseases.
Be able to:	
Level 1	unpack estimating of surveillance of patients with various clinical entities; - make a comparison of different types and methods of treating patients with various clinical entities, work out treatment planning of diseases; - make a note of practical utility of individual surveillance of patients with various clinical entities.
Own:	
Level 1	experience in exposing and analyzing etiology and pathogenesis of various clinical diseases for establishing diagnosis; - maneuvers of searching and comparing different treatment modalities of patients with various clinical entities; - have skills in determining surveillance of patients with various clinical entities.

As a result of mastering the discipline, the student must

3.1	**Know:**
3.1.1	Definition of the disease, etiology, risk factors (RF), pathogenesis, pathomorphology, classification, clinical picture, laboratory and instrumental diagnostics, treatment principles, primary and secondary prevention, prognosis for the most common types of internal organ diseases, their characteristics and complications
3.1.2	Respiratory diseases: chronic obstructive bronchitis in young and elderly people , atypical pneumonia, variants of bronchial asthma, differences from occupational asthma; primary and secondary forms of pulmonary arterial hypertension (PAH);
3.1.3	Diseases of the circulatory system: cardiomyopathy, myocardial dystrophy; arrhythmias caused by excitability and conduction disorders, pericarditis;
3.1.4	Connective tissue diseases: systemic scleroderma, dermatomyositis, systemic vasculitis;
3.1.5	Diseases of the gastrointestinal tract (GIT): variants of chronic hepatitis and hepatosis, special forms of liver cirrhosis, complications of peptic ulcer disease, functional and autoimmune bowel diseases;
3.1.6	Diseases of the urinary system: amyloidosis, nephrotic syndrome and renal failure: acute and chronic forms.
3.1.7	Providing assistance in emergency conditions: paroxysmal atrial fibrillation, supraventricular and ventricular tachycardia, MES syndrome;
3.1.8	Acute renal failure.
3.1.9	In the 11th and 12th semesters, the student must know the differential diagnosis and differentiated therapy of the most complex diseases in internal medicine:
3.1.10	Respiratory diseases: differential diagnosis of infiltrates, broncho-obstructive syndrome, pneumonia and pulmonary heart disease.
3.1.11	Cardiovascular diseases: differential diagnosis of cardialgia, ACS, rhythm and conduction disorders, acute heart failure and chronic heart failure, cardiomegaly.

3.1.12	Connective tissue diseases: differential diagnosis of systolic and diastolic murmurs, joint syndrome, diffuse connective tissue diseases: systemic lupus erythematosus, systemic scleroderma, dermatomyositis.
3.1.13	Differential diagnosis of kidney diseases: diseases accompanied by proteinuria, leukocyturia, hematuria, differential diagnosis of nephrotic syndrome, acute kidney injury and chronic kidney disease.
3.1.14	Differential diagnosis of endocrine system diseases: hyperglycemia and hypoglycemia, thyroid diseases.
3.1.15	Differential diagnosis of blood diseases: differential diagnosis of anemia, hemoblastosis, hemorrhagic diathesis.
3.2	**Be able to:**
3.2.1	Recognize and correctly diagnose variants of common diseases of internal organs, the characteristics of the course of rare forms and their complications.
3.2.2	Assess the activity of the pathological process, its form, stage and phase of progression in accordance with officially approved classifications, the presence and severity of complications.
3.2.3	Draw up a plan for laboratory and instrumental examination to confirm the suspected diagnosis, conduct a differential diagnosis and interpret the results obtained.
3.2.4	Formulate a detailed clinical diagnosis, guided by the modern classification of diseases;
3.2.5	To detail the diagnosis of a specific patient, namely, the etiology, mechanism of development and pathomorphology of the disease, the characteristics of the clinical course and identify complications.
3.2.6	To substantiate the underlying disease clinical diagnosis in a specific patient by assessing the examination results and identifying diagnostic criteria for this disease or complication.
3.2.7	To substantiate the etiology of the disease or complication in the patient.
3.2.8	Prescribe adequate individual therapy by completing the “Prescription Sheet” and “Temperature Sheet” for the supervised patient.
3.2.9	To formulate a plan for drug and non-drug treatment of the patient in accordance with the diagnosis and morphological changes, including determining the indications and therapeutic contraindications for surgical intervention and its urgency.
3.2.10	To determine the prognosis of the disease for life and work capacity in a specific patient.
3.2.11	Determine measures of primary and secondary prevention; the latter (including) for the supervised patient.
3.2.12	Recognize the clinical manifestations of certain emergency conditions, conduct a detailed assessment of the condition, perform emergency diagnostics, and possess the skills to provide emergency medical care, including diagnosing and providing emergency care to children and adults at the pre-hospital and hospital stages.
3.2.13	To solve deontological problems related to the diagnosis, treatment and prevention of internal and endocrine diseases.
3.2.14	Decipher ECG in case of pathology, including arrhythmia.
3.2.15	Use educational, scientific, popular science literature, and the Internet for future professional activities
3.3	**Own:**
3.3.1	Methods for collecting complaints and patient history.
3.3.2	Methods of propaedeutics of various body systems: examination, palpation, percussion and auscultation of internal organs using general clinical methods, as well as special examination (measuring height and weight, calculating body mass index (BMI), determining the size of the thyroid gland, examining the mammary glands and studying secondary sexual characteristics) of a patient with endocrine pathology.
3.3.3	Skills in interpreting anamnesis data, objective examination of the patient, and laboratory and instrumental data.
3.3.4	Skills in expressing an independent point of view, analysis and logical thinking, public speaking, ethical argumentation, conducting discussions and round tables, principles of medical deontology and medical ethics.
3.3.5	Proper maintenance of medical records.
3.3.6	Skills for informing patients and their relatives.
3.3.7	Skills in a foreign language sufficient for communication and obtaining information from foreign sources.

4. STRUCTURE AND CONTENT OF THE DISCIPLINE (MODULE)

Lesson code	Name of sections and topics /type of lesson/	Semester / Course	Hours	Competent-tions	Literature	Inte ract.	Pr. prep.	Note
	Section 1. Pulmonology							
1.1	Pleurisy /Lek/	7	2		L1.1 L1.3			

1.2	Primary and secondary pulmonary arterial hypertension.	7	4		L1.1 L1.3			
1.3	COPD, step therapy of asthma /Pr/	7	4					
1.4	Pleurisy. Atypical pneumonia /Pr/	7	4			1		
1.5	Primary and secondary PAH. CHLS KR No. 1 /Pr/	7	4					
1.6	Variants of bronchial asthma, Features of treatment in depending on the degree gravity Smoking – status assessment smoker. Diseases, caused by smoking. Methodology of implementation pleural puncture. Primary and secondary pulmonary hypertension. High-altitude medicine. High-mountain pulmonary hypertension /Wed/	7	20					
1.7	Pulmonary infiltrate, definition, etiology, diagnostic criteria, differential diagnosis, principles of treatment. Differential diagnosis bronchial obstruction. Pulmonary insufficiency. Pulmonary heart syndrome. /Lek/	9	8					
1.8	Differential diagnosis pneumonia. Pulmonary infiltrate, definition, etiology, diagnostic criteria, differential diagnosis. Differential diagnosis bronchial obstruction and suffocation(I). Differentiated therapy pneumonia and obstructive syndrome Pulmonary insufficiency. Pulmonary heart syndrome. Emergency conditions in Pulmonology. CR No. 1. /Pr/	9	20			2		
1.9	Treatment of bronchial asthma mountain climate Patient education self-control during obstructive diseases Tobacco addiction The role of basic drugs in treatment of obstructive syndrome High-altitude medicine /Wed/	9	2					
	Section 2. Cardiology							
2.1	Cardiomyopathy /Lek/	7	4					
2.2	Pericarditis /Lek/	7	2					

2.3	disorders . Arrhythmias /Lek/	7	2					
2.4	Conduction disturbances. Blockades. Treatment of emergency	7	2					
2.5	Cardiomyopathy /Pr/	7	2					
2.6	Restrictive cardiomyopathy Pericarditis. Pericardiocentesis. Arrhythmias caused by disturbance of excitability and conductivity. Emergency arrhythmia: paroxysmal atrial fibrillation atrial, supra-, ventricular tachycardia, MES syndrome Heart blocks. Indications and Contraindications to ECS. Indications and contraindications to RFA. /Wed/	7	21.7					
2.7	Pericarditis /Pr/	7	4					
2.8	Disturbances of excitability (arrhythmia) /Pr/	7	4					
2.9	Conduction disturbances (blockades). /Pr/	7	4					
2.10	Treatment of emergency arrhythmias. /Pr/	7	6			2		
2.11	Differential diagnosis cardialgia Differential diagnosis and differentiated therapy acute coronary syndrome Differential diagnosis arterial hypertension and hypotonic conditions Differential diagnosis and differentiated therapy arrhythmias caused by disturbance of excitability. Differential diagnosis and differentiated therapy conduction disturbances /Lek/	9	8					
2.12	Differential diagnosis cardialgia Differential diagnosis and differentiated therapy acute coronary syndrome (AND) Differential diagnosis arterial hypertension. CR No. 2 Differential diagnosis arrhythmias caused by disturbance of excitability and conductivity Differentiated therapy arrhythmias Differential diagnosis and cardiac therapy insufficiency. CR No. 3 /Pr/	9	12			2		

2.13	Hypertensive crises, diagnostic criteria. Urgent Care. Cardiac asthma and pulmonary edema, diagnostics and emergency help Paroxysmal disorders rhythm Ventricular fibrillation and asystole, causes, criteria diagnostics. Emergency help. High-grade blockades, MES syndrome /Wed/	9	9.7					
2.14	Credit /KrTO/	7	0.3					
2.15	Credit /KrTO/	9	0.3					
	Section 3. Rheumatology							
3.1	Scleroderma. Dermatomyositis /Lek/	8	4					
3.2	Systemic vasculitis /Lek/	8	4		L1.2 L1.4			
3.3	Scleroderma. Dermatomyositis /Pr/	8	4					
3.4	Systemic vasculitis /Pr/	8	4					
3.5	Systemic scleroderma, dermatomyositis Systemic and hemorrhagic vasculitis Periarteritis nodosa - Clinical "masks". Reactive arthritis in urology, gastroenterology. Spondyloarthritis Indications and contraindications hormonal therapy for DZST Indications for intra-articular injection hormones /Wed/	8	22.7					
3.6	Differential diagnosis systolic heart murmurs Differential diagnosis diastolic murmurs Differential diagnosis cardiomegaly Differential diagnostics articular syndrome Differential diagnosis febrile conditions /Lek/	10	10					

3.7	Differential diagnosis systolic murmurs (SMR) Differential diagnosis diastolic murmurs (I) Differential diagnosis cardiomegaly Differential diagnosis rheumatic and non-rheumatic lesions myocardial KR No. 4 Differential diagnosis and therapy of articular syndrome Differential diagnosis diffuse diseases connective tissue Differential diagnosis febrile conditions Immunosuppressive therapy in internal medicine clinic. KR No. 5 /Pr/	10	12			1		
3.8	Systemic scleroderma, dermatomyositis Systemic and hemorrhagic vasculitis Periarteritis nodosa - Clinical "masks". /Wed/	10	6					
	Section 4. Gastroenterology							
4.1	Variants of the course of chronic hepatitis, hepatosis, cirrhosis (I) /Pr/	8	4			3		
4.2	Crohn's disease. Ulcerative colitis.	8	4					
4.3	Variants of the course of chronic diseases hepatitis, cirrhosis, hepatosis Functional and rare intestinal diseases /Wed/	8	7					
4.4	Ulcerative lesions of the gastrointestinal tract in Kyrgyzstan Emergency conditions in gastroenterology: Gastrointestinal bleeding, "acute abdomen" hepatic encephalopathy. Damage to internal organs with visceral syphilis. /Wed/	8	6					
4.5	Differential diagnosis and gastric and intestinal therapy dyspepsia Differential diagnosis jaundice. Differential diagnosis and hepatomegaly therapy /Lek/	10	2					

4.6	Differential diagnosis and differentiated therapy gastric dyspepsia Differential diagnosis and differential therapy intestinal dyspepsia Differential diagnosis jaundice with conjugated hyperbilirubinemia Differential diagnosis jaundice with unconjugated hyperbilirubinemia Differential diagnosis and hepatomegaly therapy Differential diagnosis and therapy of gallbladder diseases bladder and pancreas glands. CR No. 6 /Pr/	10	6					
4.7	Ulcerative lesions of the gastrointestinal tract in Kyrgyzstan Emergency conditions in gastroenterology: Gastrointestinal bleeding, "acute abdomen" hepatic encephalopathy. Damage to internal organs with visceral syphilis. /Wed/	10	8					
4.8	Variants of the course of chronic hepatitis, hepatosis, cirrhosis /Lek/	8	2					
4.9	Crohn's disease. Ulcerative colitis. IBS /Lek/	8	2					
	Section 5. Nephrology							
5.1	Renal amyloidosis. Nephrotic syndrome /Pr/	8	4					
5.2	OPP. CKD. /Pr/	8	4					
5.3	Pathogenesis of the main clinical manifestations nephrotic syndrome (proteinuria, edema, hypercholesterolemia) Rare forms of amyloidosis Nephrotic crisis Renal failure /Wed/	8	6					

5.4	Differential diagnosis urinary syndrome, flowing with predominantly hematuria, leukocyturia. Differential diagnosis urinary syndrome, flowing with preferential proteinuria Differential diagnostics nephrotic syndrome Differential diagnosis oliguria /Lek/	10	2					
5.5	Differential diagnosis in case of illnesses flowing, predominantly with hematuria Differential diagnosis in case of illnesses flowing, mainly with proteinuria Differential diagnosis in case of illnesses flowing, mainly with leukocyturia Differential diagnosis and therapy for glomerulonephritis Differential diagnosis and nephrotic therapy syndrome Differential diagnosis secondary nephritis Differential diagnosis and kidney treatment insufficiency(I) /Pr/	10	4			1		
5.6	Features of the flow glomerulonephritis in the mountains conditions. Emergency conditions in nephrology: renal colic, eclampsia, nephrotic crisis, septic shock, acute renal failure Cardiorenal continuum /Ved/	10	12					
5.7	Renal amyloidosis. Nephrotic syndrome /Lek/	8	2					
5.8	OPP. CKD. /Lek/	8	2					
	Section 6. Endocrinology							
6.1	Metabolic syndrome. Differential diagnostics of diseases thyroid gland /Lek/	10	2					

6.2	Differential diagnosis and therapy of diseases thyroid gland Differential diagnosis hyperglycemia Differential therapy diabetes mellitus Differential diagnosis obesity. Defeat internal organs. /Pr/	10	4			1		
6.3	Components of met syndrome as pre-CVD Macroangiopathy in diabetes diabetes Iodine deficiency syndrome in Kyrgyzstan Emergency conditions in endocrinology /Wed/	10	5.7					
	Section 7. Hematology							
7.1	Acute and chronic leukemia /Pr/	8	4					
7.2	Multiple myeloma. DIC syndrome. /Pr/	8	4					
7.3	Differential diagnosis and treatment of anemia Differential diagnosis and therapy for hemablastosis /Pr/	10	6			1		
7.4	Differential diagnosis of erythremia Differential diagnosis hemorrhagic diathesis DIC syndrome Features of the flow internal diseases in elderly age /Wed/	10	10					
7.5	Credit /KrTO/	10	0.3					
7.6	Credit /KrTO/	8	0.3					

5. ASSESSMENT TOOLS FUND

5.1. Test questions and tasks

Hospital Therapy (Interim Certification)
Questions to check your "KNOW" level of learning:
Current monitoring is carried out in the form of: oral questioning, practical skills (patient supervision), diagnostic surveys, attendance, reports (papers, presentations). Midterm assessment (module) is carried out in the form of 5 tasks: 2 theoretical questions, problem, analysis, ECG.
TEST QUESTIONS (9-10 semesters)
KR No. 1. Pulmonology:
1. Diagnostic criteria for atypical pneumonia; pneumonia caused by staphylococcus, streptococcus H. influence, viruses, nosocomial pneumonia and pneumonia in elderly and weakened patients.
2. List the radiological signs of atypical pneumonia.
3. Types of bronchial asthma, treatment features depending on the severity
4. Features of COPD in young, elderly, and old age
5. Pleurisy: diagnostic criteria for dry and exudative pleurisy
6. Pulmonary hypertension: primary and secondary PAH
KR No. 2 CARDIOLOGY
1. Define cardiomyopathy.
2. List the diagnostic criteria for various types of cardiomyopathy.
3. List the main mechanisms of hemodynamic disturbances in cardiomyopathies.
4. Tactics of examination and treatment for various types of cardiomyopathy.

5. Provide the definition, criteria for diagnosis and treatment of myocardial dystrophy.
6. Pericarditis: diagnostic criteria for dry, exudative and adhesive pericarditis.
7.What is the "Armored Heart"?
8. Features of heart failure in pericarditis.
9.What is "pseudocirrhosis" of the liver?
10. Instrumental diagnostics of pericarditis.
11. Indications for pericardial puncture.
12. Complications of exudative pericarditis, adhesive (constrictive) pericarditis.
13. Principles of treatment of pericarditis depending on the etiology, pathogenetic mechanisms of development and prognosis in pericarditis.
14. Etiology and pathogenesis of extrasystolic arrhythmias.
15. ECG – diagnosis of extrasystolic arrhythmias. Treatment of extrasystolic arrhythmias
16.ECG – criteria for supraventricular extrasystolic arrhythmia.
17. Diagnostic criteria for ventricular extrasystole.
18. Classes of ventricular extrasystole according to Lown.
19. Features of treatment of ventricular extrasystole.
20. Definition, pathogenesis of paroxysmal tachycardia.
21. Clinical and ECG criteria for supraventricular and ventricular forms of paroxysmal tachycardia.
22.Treatment of paroxysmal tachycardia.
23. Classification of bundle branch blocks.
24. Features of antiarrhythmic pharmacotherapy of paroxysmal forms of cardiac rhythm disorders.
25. Complications of antiarrhythmic therapy.

CR No. 3 RHEUMATOLOGY, GASTROENTEROLOGY

1. List the variants of systemic scleroderma and dermatomyositis.
2. Features of the treatment of systemic scleroderma and dermatomyositis depending on the course of the disease.
3. Diagnostic criteria for systemic vasculitis - periarteritis nodosa, Takayasu's disease, Horton, Wegener's syndrome, Goodpasture.
4. Treatment of systemic vasculitis.
5. List the forms and variants of hemorrhagic vasculitis (HV)
6.Treatment of hepatitis B depending on the course of the disease.
7. Diagnostic criteria and treatment of IBS, UC, Crohn's disease.
8. List the types of chronic viral hepatitis.
9. Treatment of chronic viral hepatitis depending on the phase of the disease and the type of virus.
10. Variants of liver cirrhosis, diagnostic criteria.
11. Complications of liver cirrhosis and their treatment.
12. Diagnostic criteria for hemochromatosis.
13. Diagnostic criteria for hepatolenticular degeneration.

KR No. 4 NEPHROLOGY, HEMATOLOGY

1. Etiology and modern concepts of pathogenesis of renal amyloidosis.
2. Stages of amyloidosis.
3. Diagnostic criteria and treatment of amyloidosis depending on the stages of the disease.
4. Treatment and prognosis for amyloidosis
5. Causes and pathogenesis of nephrotic syndrome. Clinical and laboratory (primary and secondary) criteria nephrotic syndrome.
6. Treatment and prognosis of nephrotic syndrome. The concept of nephrotic crisis.
7. Define acute kidney injury and chronic kidney disease. Etiology and pathogenesis.
8. Stages and forms of acute kidney injury and chronic kidney disease.
9. Clinical presentation of acute kidney injury and chronic kidney disease depending on the stage. Methods for assessing the functional state of the kidneys. Diagnostics and treatment.
10. Indications for hemodialysis in acute renal failure.
11. Prognosis for AKI and CKD.
12. Indications and contraindications for kidney transplantation.
13. Acute leukemia
14. Chronic myelogenous and lymphocytic leukemia, hemoblastoses
15. Myeloma disease.
16. DIC syndrome.

TEST QUESTIONS (11-12 semesters)

Questions for Module No. 1:

1. Differential diagnosis of pneumonia
2. Pulmonary infiltrate, definition, etiology, diagnostic criteria, differential diagnosis.
3. Differential diagnosis of bronchial obstruction
4. Differentiated therapy of pneumonia and obstructive syndrome
5. Pulmonary insufficiency. Cor pulmonale syndrome
6. Differential diagnosis of PE, diagnostic criteria and treatment.

Questions for Module No. 2

1. Differential diagnosis of cardialgia
2. Differential diagnosis and differentiated therapy of acute coronary syndrome
3. Differential diagnosis of arterial hypertension

4. Complications of hypertension, crises, differentiated therapy
Questions for Module No. 3:
1. Differential diagnosis of arrhythmias caused by impaired excitability.
2. Differential diagnosis of arrhythmias caused by conduction disturbances
3. Differentiated therapy of arrhythmias
4. Differential diagnosis of heart failure.
Questions for Module No. 4
1. Differential diagnosis of systolic heart murmurs.
2. Differential diagnosis of diastolic murmurs
3. Differential diagnosis of cardiomegaly
4. Differential diagnosis of rheumatic and non-rheumatic myocardial lesions
5. Differential diagnosis and treatment of joint syndrome
6. Differential diagnosis of spondyloarthritis
7. Differential diagnosis of diffuse connective tissue diseases
8. Differential diagnosis of RA with SLE
9. Differential diagnosis of RA with SSc
10. Differential diagnosis of RA with DM
11. Differential diagnosis of reactive arthritis
12. Differential diagnosis of Reiter's disease and syndrome
Questions for Module No. 5
1. Differential diagnosis of gastric dyspepsia
2. Differential diagnosis of intestinal dyspepsia
3. Differentiated therapy of dyspepsia
4. Differential diagnosis of jaundice with conjugated hyperbilirubinemia
5. Differential diagnosis of jaundice with unconjugated hyperbilirubinemia
6. Differential diagnosis and therapy of hepatomegaly
7. Differential diagnosis and treatment of diseases of the gallbladder and pancreas
8. Differential diagnosis and emergency measures for gastrointestinal bleeding
9. Differential diagnosis and emergency measures for acute abdomen syndrome
Questions for Module No. 6:
1. Differential diagnosis in diseases occurring mainly with hematuria
2. Differential diagnosis in diseases occurring predominantly with proteinuria
3. Differential diagnosis in diseases occurring predominantly with leukocyturia
4. Differential diagnosis and therapy of glomerulonephritis
5. Differential diagnosis and therapy of nephrotic syndrome
6. Differential diagnosis of secondary nephritis
7. Differential diagnosis and treatment of renal failure.
Questions for Module No. 7
1. Differential diagnosis and therapy of thyroid diseases
2. Differential diagnosis of hyperglycemia
3. Differential therapy of diabetes mellitus
4. Differential diagnosis of obesity. Internal organ damage.
5. Metabolic syndrome
Questions for Module No. 8
1. Differential diagnosis and treatment of anemia
2. Differential diagnosis and treatment of splenomegaly and lymphadenopathies
3. Differential diagnosis and therapy of hemoblastosis
Tasks to check the level of learning "KNOW HOW and CAN":
The supervised patient must:
1. Collect complaints, life history and illness from the patient.
2. Examine and evaluate the objective state of organs and systems.
3. Identify syndromes, make a preliminary diagnosis.
4. Interpret the results of clinical and additional research methods.
5. Make a clinical diagnosis of diseases of internal organs, reflecting the etiology, pathogenesis, and course.
6. Provide emergency medical care when urgent pathology of internal organs is detected in patients.
7. Carry out prevention of diseases of internal organs.
8.Tasks (Appendix No2)
HOSPITAL THERAPY EXAM QUESTIONS
General questions
1. Question about a specific nosological unit (programs of faculty therapy and hospital therapy of the 5th year).
2. Question from the 6th year hospital therapy program: differential diagnosis of the syndrome and differentiated therapy.
3. Question about emergency condition
4. Situational task
5. Practical skills in interpreting tests, results of instrumental examinations, and decoding ECG.
Pulmonology
1. Differential diagnosis of pneumonia.
2. Pulmonary infiltrate, definition, etiology, diagnostic criteria, differential diagnosis

3. Differential diagnosis of bronchial obstruction and suffocation
4. Differentiated therapy of pneumonia and obstructive syndrome
5. Pulmonary insufficiency. Cor pulmonale syndrome.
6.Emergency conditions in pulmonology.
Cardiology
7. Differential diagnosis of cardialgia
8. Differential diagnosis and differentiated therapy of acute coronary syndrome
9. Differential diagnosis of arterial hypertension
10. Differential diagnosis of arrhythmias caused by disturbances of excitability and conduction
11. Differentiated therapy of arrhythmias
12. Differential diagnosis and therapy of heart failure.
Rheumatology
13. Differential diagnosis of systolic murmurs
14. Differential diagnosis of diastolic murmurs
15. Differential diagnosis of cardiomegaly
16. Differential diagnosis of rheumatic and non-rheumatic myocardial lesions
17. Differential diagnosis and therapy of articular syndrome
18. Differential diagnosis of diffuse connective tissue diseases
19. Differential diagnosis of febrile conditions
20. Immunosuppressive therapy in the clinic of internal diseases.
Gastroenterology
21. Differential diagnosis and differentiated therapy of gastric dyspepsia
22. Differential diagnosis and differential therapy of intestinal dyspepsia
23. Differential diagnosis of jaundice with conjugated hyperbilirubinemia
24. Differential diagnosis of jaundice with unconjugated hyperbilirubinemia
25. Differential diagnosis and therapy of hepatomegaly
26. Differential diagnosis and therapy of diseases of the gallbladder and pancreas
Nephrology
27. Differential diagnosis in diseases occurring predominantly with hematuria
28. Differential diagnosis in diseases occurring predominantly with proteinuria
29. Differential diagnosis in diseases occurring predominantly with leukocyturia
30. Differential diagnosis and therapy of glomerulonephritis
31. Differential diagnosis and therapy of nephrotic syndrome
32. Differential diagnosis of secondary nephritis
33. Differential diagnosis and treatment of renal failure
Endocrinology
34. Differential diagnosis and therapy of thyroid diseases
35. Differential diagnosis of hyperglycemia
36. Differential therapy of diabetes mellitus
37. Differential diagnosis of obesity. Internal organ damage. Metabolic syndrome.
38.Emergency conditions in endocrinology
Hematology
39. Differential diagnosis and treatment of anemia
40. Differential diagnosis and therapy of hemoblastosis
41. Features of treatment of internal organ diseases in old age

5.2. Topics of coursework (projects)

not provided

5.3. Assessment Fund

Test (Appendix No. 1)
Situational tasks (Appendix No. 2)
Reports and abstracts 9-10 semesters:
1. Types of bronchial asthma, treatment features depending on the severity
2. High-altitude medicine. High-altitude pulmonary hypertension
3. Myocardial dystrophy - "athlete's heart"
4. Restrictive cardiomyopathy
5. Heart blocks, congenital syndromes: Wolff-Parkinson-White, Frederick, premature contraction
ventricles
6. Hemorrhagic vasculitis. Wegener's granulomatosis.
7. Hepatolenticular degeneration - Konovalov-Wilson disease: principles of therapy. Hemachromatosis
8. Functional bowel diseases
9. Pathogenesis of the main clinical manifestations of nephrotic syndrome (proteinuria, edema, hypercholesterolemia)
10. Nephrotic crisis
Reports and abstracts 11-12 semesters:
1.Treatment of bronchial asthma in the mountain climate
2. The role of basic drugs in the treatment of obstructive syndrome
3. Tobacco addiction
4. Morgagni-Adams-Stokes syndrome

5. Brugada syndrome
6. Reactive arthritis in urology and gastroenterology
7. Spondyloarthritis
8. Ulcerative lesions of the gastrointestinal tract in Kyrgyzstan
9. Damage to internal organs in visceral syphilis
10. Features of the course of glomerulonephritis in mountain conditions.
11. Components of met syndrome as a precursor to cardiovascular disease
12. Macroangiopathy in diabetes mellitus
13. Iodine deficiency syndrome in Kyrgyzstan
14. Differential diagnosis of erythremia
15. Differential diagnosis of hemorrhagic diathesis
16. DIC syndrome

Presentations 9-10 semesters:
1. Smoking – assessment of smoking status. Diseases caused by smoking
2. Methodology for performing pleural puncture
3. Pericarditis. Pericardial tamponade. Constrictive pericarditis.
4. Urgent arrhythmias: paroxysmal atrial fibrillation, supra-, ventricular tachycardia.
5. Periarteritis nodosa - Clinical "masks"
6. Acute renal failure
7. Rare forms of amyloidosis

Presentations for 11th-12th semesters:
1. Hemoptysis and bleeding in pulmonology
2. Thromboembolism of small branches of the pulmonary artery
3. Teaching patients self-control in obstructive diseases
4. Clinic of status asthmaticus, diagnosis and treatment
5. Clinical presentation and emergency care for unstable angina
6. Pre-hospital and hospital stages of care for acute myocardial infarction
7. Complicated hypertensive crisis (acute left ventricular failure)
8. Hypertensive crisis complicated by dissecting aortic aneurysm.
9. Uncomplicated hypertensive crisis and malignant hypertension.
10. Paroxysmal atrial fibrillation, causes, diagnosis and emergency therapy.
11. Cardiac asthma attack, causes, diagnosis and emergency treatment.
12. Paroxysmal ventricular tachycardia: diagnosis and emergency treatment
13.Treatment of bronchial asthma with mountain climate
14.Teaching patients self-control in obstructive diseases
15. Tobacco addiction
16. The role of basic drugs in the treatment of obstructive syndrome
17. High-altitude medicine
18. Hypertensive crises, diagnostic criteria. Emergency care.
19.Cardiac asthma and pulmonary edema, diagnosis and emergency care
20. Paroxysmal rhythm disturbances
21. Ventricular fibrillation and asystole: causes and diagnostic criteria. Emergency care.
22. High-grade blockades, MES syndrome
23. Reactive arthritis in urology and gastroenterology
24. Spondyloarthritis
25. Indications and contraindications for hormonal therapy for CTD
26. Indications for intra-articular administration of hormones
27. Ulcerative lesions of the gastrointestinal tract in Kyrgyzstan
28.Emergency conditions in gastroenterology:
29. Gastrointestinal bleeding, acute abdomen, hepatic encephalopathy.
30. Damage to internal organs in visceral syphilis.
31. Features of the course of glomerulonephritis in mountain conditions.
32. Emergencies in nephrology: renal colic, eclampsia, nephrotic crisis, septic shock, acute renal failure
33.Cardiorenal continuum
34. Components of met syndrome as a precursor to cardiovascular disease
35. Macroangiopathy in diabetes mellitus
36. Iodine deficiency syndrome in Kyrgyzstan
37. Differential diagnosis of erythremia
38. Differential diagnosis of hemorrhagic diathesis
39. DIC syndrome

Test
Practical skills, analysis (Appendix No. 3)
ECG (Appendix No. 4)
Types of control and certification, forms of assessment tools (Appendix No. 5)
Technological map of the discipline (Appendix No. 6)

5.4. List of types of assessment tools

For the 5th year hospital therapy course, there are 2 tests in each semester with written answers to 5 assignments:

1) Test questions on the topics – 2 questions (1-definition, etiology, classification, clinical picture of the disease, 2-diagnostics and treatment).
2) Solving a typical situational problem – practical control tasks (PCT) – it is necessary to complete the following
Algorithm of actions: make a preliminary diagnosis by assessing the conditions of the problem; make a decision on the sufficiency proposed examination results, decide on the need for additional examination to resolve
problematic situation; having described the expected results, evaluate the consequences of the decisions taken in the formulation clinical (final) diagnosis, prescribe adequate treatment.
3) Interpretation of the analysis, data from instrumental examinations, assuming: for what disease this analysis is
is mandatory or may be.
4) Decoding the ECG according to the protocol with writing a conclusion
At the final assessment of 9-10 semesters – pass.
For the course of hospital therapy of the 6th year (11-12 semesters) 9 modules (tests) (in the 11th semester 4 modules, in the 12th semester 5 modules) with written answers to 5 tasks:
1. Answer 3 questions in writing (differential diagnosis of diseases, differential therapy and emergency conditions).
2. A situational task on the topic of the program with answers to 3 questions:
1) diagnosis according to classification; 2) additional examinations with expected results; 3) treatment of the patient.
3. The interpretation of the analysis or instrumental examination data should contain 2 answers: 1) what is it called this change, for example, proteinuria; 2) what disease is this analysis characteristic for or in what disease
May be.
4. ECG decoding means the answers according to the protocol:
1) The rhythm is correct, incorrect
2) Rhythm: sinus, non-sinus
3) Position of the EOS
4) Heart rate
5) characteristics of intervals and teeth of the ventricular complex in the chest leads.
The knowledge assessment criteria for the 6th year are based on the BRS, which takes into account the student's annual academic performance,
activity, attendance, passing all CRs. There is also a final exam for the State Technical University for 5th-6th years, which includes a ticket with 2
oral questions, a situational task, and an ECG. The state exam consists of three stages: bedside supervision

6. EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE (MODULE)

6.1. Recommended literature

6.1.1. Primary Literature

	Authors, compilers	Title	Publisher, year
L1.1	Sabirov I.S., Sarybaev A.Sh., Maripov A.M.	Differential Diagnosis of Infiltrative Pulmonary Diseases: A Tutorial	Bishkek: KRSU Publishing House 2009
L1.2	Dzhaylobaeva K.A., Abdulkadyrova Z.A., Sabirov I.S.	Differential Diagnosis and Treatment in Rheumatology: A Tutorial	Bishkek: KRSU Publishing House 2015
L1.3	Chuchalin A.G.	Clinical guidelines for pulmonology	2007
L1.4	E.L. Nasonova	Rheumatology. National guidelines.	"GEOTAR-Media" 2008

6.3. List of information and educational technologies

6.3.1 Competency-oriented educational technologies

6.3.1.1	Traditional educational technologies – lectures, seminars, focused primarily on communication
6.3.1.2	knowledge and methods of action transmitted to students in a finished form and intended for reproduction
6.3.1.3	assimilation and analysis of specific examples. Lecture material is provided to students using
6.3.1.4	multimedia equipment and periodic presentation of thematic patients. Use
6.3.1.5	chambers, study rooms for students to work in.
6.3.1.6	Tables of models for various diseases of the respiratory system, cardiovascular,
6.3.1.7	digestive, urinary and musculoskeletal systems.
6.3.1.8	Multimedia system and computer
6.3.1.9	Discs, audio recordings of cardiac auscultation, radiography of respiratory organs for various diseases.
6.3.1.10	Offices in CIPO (Alamedin - 1)
6.3.1.11	Innovative educational technologies – develop systemic thinking and the ability to generate
6.3.1.12	ideas for solving various situational problems. These include situational problems, role-playing games, work in

6.3.1.13	small groups, scientific and practical conferences.
6.3.1.14	Information educational technologies – independent use of computer technology by students
6.3.1.15	technology and Internet resources for completing practical assignments and independent work. For better
6.3.1.16	After mastering the material and working independently, students prepare essays, reports, and presentations.
6.3.1.17	Access to computers (Alamedin 1, Leo Tolstoy Street)
6.3.2 List of information reference systems and software	
6.3.2.1	www.med.kg Website of the Ministry of Health of the Kyrgyz Republic
6.3.2.2	http://www.athero.ru "Website of the Atherosclerosis Center"
6.3.2.3	www.medmir.com REVIEWS OF WORLD MEDICAL JOURNALS IN RUSSIAN
6.3.2.4	www.escardio.org European Society of Cardiology ESC
6.3.2.5	www.lib.krsu.kg "Electronic Library" of KRSU
6.3.2.6	www.rmj.ru Russian Medical Journal
6.3.2.7	Internal Medicine
6.3.2.8	http://marc.rsmu.ru:8020/marcweb2/Default.asp Makolkin, V. I. Internal diseases
6.3.2.9	http://marc.rsmu.ru:8020/marcweb2/Default.aspInternal diseases: tests and situations.
6.3.2.10	http://marc.rsmu.ru:8020/marcweb2/Default.asp General medical practice
6.3.2.11	http://marc.rsmu.ru:8020/marcweb2/Default.asp Rheumatology

7. LOGISTICS AND TECHNICAL SUPPORT OF THE DISCIPLINE (MODULE)	
7.1	Computer and multimedia equipment;
7.2	Training software discs;
7.3	Electronic library
7.4	Website addresses of Russian publishers on internal medicine.
7.5	Audio lectures by Academician M.M. Mirrakhimov on specific topics of internal medicine
7.6	Traditional analog educational publications: reference lecture notes, teaching aids for studying
7.7	theoretical material.
7.8	The course is taught at the academic building on Leo Tolstoy Street, City Clinical Hospital of Emergency Medical Care No. 4.
7.9	There are 7 standard equipped classrooms (tables, chairs, hangers, boards), 85 seats. 2
7.10	lecture halls for 70 people and for 50 people

8. METHODOLOGICAL INSTRUCTIONS FOR STUDENTS ON MASTERING THE DISCIPLINE (MODULE)

The technological map of the discipline is in Appendix No. 6.
Methodological recommendations for studying the discipline.
Recommendations for using the materials of the educational and methodological complex.
The specificity of studying hospital therapy lies in the use of basic teaching and methodological techniques:
students' work in lectures, practical classes, and when studying individual topics, using visual aids
(posters, dummies, multimedia slides), followed by a demonstration of thematic patients, as well as analysis and
supervision of thematic patients.
Methodological recommendations for independent extracurricular work of students in studying the discipline:
The study of the theoretical part of the discipline is intended not only to deepen and consolidate the knowledge acquired in the classroom
classes, but also to promote the development of students' creative skills, initiative and organization of their free time
time.
The student's independent work in studying the discipline includes:
- reading recommended literature, internet sources and mastering the theoretical material of the discipline;
- preparation for various forms of control (survey, situational task, control work, test, ECG, analysis);
Students must plan the time required to study the discipline throughout the entire course.
semester, while providing for regular repetition of the material.
Working with educational literature is considered as a type of academic work in a discipline within the hours allocated for it.
Study (in the independent work section).
Each student is provided with access to the library collections of the University and the department.
Student work in a group develops a sense of collectivism and communication skills.

Teaching students helps them develop ethical and deontological skills for communicating with patients.
The initial level of students' knowledge is determined by the knowledge assessment, current monitoring of the acquisition of the discipline, and also
oral questioning during classes, during clinical discussions, and when solving typical situational problems.
SITUATIONAL PROBLEM
An example of implementation is in Appendix No. 2. Rating scales
REPORT
Preparing a report for class.
The main stages of preparing a report: choosing a topic; consulting a teacher; preparing a report plan; working with
sources and literature, collection of material; writing the text of the report; preparation of the manuscript and its submission
to the teacher before the start of the report, which determines the student's readiness to present; presentation of the report, responses to questions.
ABSTRACT
Recommendations for writing an abstract.
1. The topic of the essay is chosen in accordance with the interests of the student and must correspond to the given example
list. paragraph 5.3
2. The abstract should be based on the study of several sources additional to the main literature.
(monographs, articles).
3. The outline of the paper should be the author's own. It reflects the author's approach, opinion, and analysis of the problem.
4. All facts and borrowed ideas presented in the abstract must be accompanied by references to the source.
information.
5. It is unacceptable to simply assemble an abstract from pieces of borrowed text. All quotations must be presented in
quotation marks with the source and page number indicated in parentheses. The absence of quotation marks and references constitutes plagiarism and, according to
established scientific ethics, is considered a gross violation of copyright.
6. The abstract is prepared in the form of text on standard format sheets (A4) in Times New Roman font, 14. It begins with
title page, which indicates the name of the university, academic discipline, topic of the paper, last name and initials
student, year, and geographic location of the university. Then follows a table of contents with section pages.
It is advisable to divide the text of the abstract into sections: chapters, subchapters and title them. The use of
abstract of quantitative data and illustrations (graphs, tables, diagrams, drawings).
7. The abstract concludes with the sections "Conclusion" and "List of References". The conclusion presents
main conclusions, clearly formulated in thesis form and usually numbered.
8. The list of references must be compiled in full compliance with the current standard (rules), including
a special arrangement of punctuation marks. In general, the most commonly used order in our country is
The bibliographic references are as follows:
Author I.O. Book title. Place of publication: Publisher, Year of publication. Total number of pages in the book.
Second I.O. Title of the article // Title of the journal. Year of publication. Volume __. No __. Pages from __ to ___.
Author I.O. Title of article / Title of collection. Place of publication: Publisher, Year of publication. Pages from __ to ___.
Approximate content of the work: Title: Volume: 13-15 pages.
PRESENTATION in Microsoft PowerPoint
A presentation provides an opportunity to clearly present innovative ideas, developments, and plans. Educational presentation
is the result of independent work of students, with the help of which they clearly demonstrate
materials for a public speech in front of an audience. A computer presentation is a file with the necessary
materials, which consists of a sequence of slides. Each slide contains a complete meaning
information, since it is not automatically carried over to the next slide, unlike in a text document. One of
The main program for creating presentations in world practice is the PowerPoint program from Microsoft.
Presentation structure:
It is possible to hold the active attention of listeners for no more than 15 minutes, and therefore, with an average calculation of time
viewing time – 1 minute per slide, the number of slides should not exceed 15. The first slide of the presentation should
contain the topic of the work, the last name, first name and patronymic of the performer, the number of the study group, as well as the last name, first name, patronymic,
The position and academic degree of the teacher. On the second slide, it is advisable to present the objective and summary
presentation. Subsequent slides should be divided into sections according to the points of the work plan. For the final
The slide displays the most important and essential content of the presentation.
Recommendations for designing presentations in Microsoft PowerPoint:
For visual perception, the text on presentation slides should be at least 18 pt, and for headings – at least 24 pt.
The presentation layout should be designed in a consistent color scheme. The background should not be too bright or colorful.
Text should be easy to read. The same elements on different slides should be the same color. Slide space
(screen) should be used to the maximum, for example by increasing the scale of the drawing. In addition,
opportunities need to occupy the top ¾ of the slide (screen) area, since the bottom of the screen is poorly
Viewed from the back rows. Each slide must contain a title. There is no period at the end of titles.
Headings should reflect the conclusion of the information presented on the slide. Headings should be formatted in capital letters.
Letters can only be used if they are short. No more than 5-6 lines should be placed on a slide, and no more than 5-7
words in a sentence. The text on the slides should be easy to read. When adding pictures, diagrams, charts, and screenshots
(screenshots) It is necessary to check the text of these elements for errors. Do not overload slides with animations.
effects - this distracts listeners from the semantic content of the slide. Use the same one to change slides.
animation effect.
Students learn the methods of examining a patient, practice practical skills in a group, and work with patients in
inpatient treatment under the guidance of a teacher.
For the work it is recommended to use methodological recommendations for practical classes, posters,

tables, methodological developments of the department - PATIENT EXAMINATION SCHEME.
The final stage of work is the supervision of the patient.
BORDER CONTROL is carried out using a written survey, solving situational problems, ECG or analysis.