DANYLO HALYTSKY LVIV NATIONAL MEDICAL UNIVERSITY

Department: Propaedeutics of Internal Medicine

DISCYPLINE: PROPAEDEUTICS TO INTERNAL MEDICINE

(specialtiy 222 "Medicine")

Verification of learning outcomes

When studying the discipline "Propaedeutics of Internal Medicine" uses a variety of teaching methods recommended for high school:

- by sources of knowledge: verbal (explanation, lecture, conversation, discussion); visual (demonstration); practical (practical work, mastering practical skills), on which special emphasis is placed on the study of the discipline;
- by the logic of the educational process: analytical (selection of individual symptoms of the disease), synthetic (clarification of the relationship of symptoms and selection of disease syndromes), their combination - analytical-synthetic, as well as inductive method (mainly when studying the module № 1 “Basic methods of examination in the clinic of internal medicine"), deductive (when studying the module module № 2" Symptoms and syndromes in diseases of internal organs ").

Combining and generalizing the above teaching methods, when studying the discipline it is advisable to implement such methods of organizing classes as:

- method of clinical cases,
- method of individual educational and research tasks,
- method of competing groups,
- method of training technologies,
- method of conducting scientific conferences with the use of interactive technologies.

Types of educational activities of the student are lectures, practical classes, independent work of students.

Practical classes lasting 2 academic hours in the study of the subject "propaedeutics of internal medicine" are held on the basis of CNE "5th City Clinical Hospital of Lviv" in the departments of therapeutic profile and consist of four structural parts:

1. mastering the theoretical part of the topic,
2. demonstration by the teacher of methods of research of the thematic patient,
3. the work of students to practice practical skills at the patient's bedside under the supervision of a teacher,
4. solving situational problems and test-control of mastering the material.

In conducting practical classes, the main place is occupied by mastering practical skills in objective examination of the patient and working directly with patients.

Independent work of students, in addition to the traditional pre-classroom training on theoretical issues of propaedeutics of internal medicine, includes work in the departments of therapeutic hospitals, clinical laboratories and departments of functional diagnostics in extracurricular time. Independent (individual) work includes curation of patients with writing a medical history, which involves questioning and complete objective examination of the patient, generalization of data to determine the leading syndromes and registration of medical history.

An integral part of the learning process is a system of control and reporting of students on the quality of learning material. The main purpose of control is to ensure the scientific level of knowledge acquired by students, the strength of their skills and abilities. Monitoring the success and quality of student training includes:

- current control;
- self-control;
- final control.

Current control is carried out at each practical lesson in accordance with the specific objectives of the topic. All practical classes use objective control of theoretical training and acquisition of practical skills.

Intermediate control is carried out at the last lesson of the content module and provides standardized control over the assimilation of the relevant thematic block of information.

The control of the performance of independent work, which is provided in the topic along with the classroom work, is carried out during the current control of the topic in the relevant classroom. The control of

mastering the topics that are submitted only for independent work and are not included in the topics of classroom training sessions is carried out during the final control.

Methods of current control: oral examination, written express control, speeches when discussing issues in practical classes, testing, control task:

Theoretical knowledge - written and computer testing, individual survey, interview, structured written content.

Practical skills and abilities - control over the implementation of standardized methods of practical skills:

- questioning the patient,
- general and local review,
- palpation, percussion, auscultation,
- evaluation according to a standardized algorithm of the results of instrumental and laboratory methods of examination of the patient,
- generalization of the results of subjective, physical, laboratory and instrumental examination of the patient with the registration of a standardized medical history,
- drawing up a plan for further examination of the patient.

Methods of self-control: questions of self-control;
Methods of final control: FC.

Final control

General evaluation system	Participation in the work during the semester / exam – 60% / 40% on a 200-point scale	
Rating scales	traditional 4-point scale, multi-point (200-point) scale, rating scale ECTS	
Conditions of admission to the final control	The student attended all practical (laboratory, seminar) classes and received at least 72 to 120 points for current performance	
Type of final control	Methods of final control	Enrollment criteria
Differentiated credit	All topics submitted for current control must be included. Grades from the 4-point scale are converted into points on a multi-point (200-point) scale in accordance with the Regulation "Criteria, rules and procedures for evaluating the results of student learning activities"	*The maximum number of points is 200.* *The minimum number of points is 122*

Criteria for assessing differentiated credit

Evaluation of current educational activities. During the assessment of mastering each topic for the current educational activity of the student grades are set on a 4-point (traditional) scale, taking into account the approved assessment criteria for the discipline. This takes into account all types of work provided by the curriculum. The student receives a grade on each topic. Forms of assessment of current educational activities are standardized and include control of theoretical and practical training.

Current control is carried out in accordance with the specific objectives of each practical lesson. The following means of diagnosing the level of preparation of students are used for control: computer tests, control of practical skills in methods of examination of the patient with subsequent interpretation of the obtained data, analysis of the results of laboratory and instrumental studies.

Evaluation of current educational activities.

The current assessment of students on relevant topics is carried out on a 4-point system (excellent, good, satisfactory, unsatisfactory) with subsequent conversion into a multi-point scale.

The grade "excellent" is given in the case when the student knows the content of the lesson and lecture material in full, illustrating the answers with various examples: gives comprehensively accurate and clear answers without any leading questions; spreads the material without errors and inaccuracies; freely solves problems and performs practical tasks of varying complexity.

The grade "good" is given when the student knows the content of the lesson and understands it well, answers the questions correctly, consistently and systematically, but they are not exhaustive, although the student answers additional questions without errors; solves all problems and performs practical tasks, experiencing difficulties only in the most difficult cases.

The grade "satisfactory" is given to the student on the basis of his knowledge of the whole content of the lesson and with a satisfactory level of understanding. The student is able to solve modified (simplified) problems with the help of leading questions; solves problems and performs practical skills, experiencing difficulties in simple cases; is not able to systematically state the answer on his own, but answers directly asked questions correctly.

The grade "unsatisfactory" is given in cases when the student's knowledge and skills do not meet the requirements of "satisfactory" assessment.

For disciplines which form of final control is differentiated credit:

The maximum number of points that a student can score for the current academic activity for the semester for admission to the differentiated test is 120 points.

The minimum number of points that a student must score for the current academic activity for the semester for admission to the differentiated test is 72 points.

The calculation of the number of points is based on the grades obtained by the student on a traditional scale during the study of the discipline during the semester, by calculating the arithmetic mean (AM), rounded to two decimal places. The resulting value is converted into points on a multi-point scale as follows:

$$x = (\text{AM} \times 120)/ 5$$

Recalculation of the average score for current activities in a multi-point scale for disciplines that end with a differentiated credit

table 2

4-score scale	200-score scale		4-score scale	200-score scale		4-score scale	200-score scale		4-score scale	200-score scale
5	120		4.45	107		3.91	94		3.37	81
4.95	119		4.41	106		3.87	93		3.33	80
4.91	118		4.37	105		3.83	92		3.29	79
4.87	117		4.33	104		3.79	91		3.25	78
4.83	116		4.29	103		3.74	90		3.2	77
4.79	115		4.25	102		3.7	89		3.16	76
4.75	114		4.2	101		3.66	88		3.12	75
4.7	113		4.16	100		3.62	87		3.08	74
4.66	112		4.12	99		3.58	86		3.04	73
4.62	111		4.08	98		3.54	85		3	72
4.58	110		4.04	97		3.49	84		less 3	not enough
4.54	109		3.99	96		3.45	83			
4.5	108		3.95	95		3.41	82			

Students' independent (individual) work is assessed during the current control of the topic in the relevant lesson. Assimilation of topics, which are submitted only for independent work, is controlled during the final control.

Semester control is carried out in order to assess learning outcomes at a certain educational level and at its individual stages at the national scale and ECTS scale in the form of credit (differentiated credit) in the amount of study material defined by the work program of the discipline and within the deadlines set by the working curriculum. plan.

Semester credit is a form of final control, which consists in assessing the student's mastery of educational material in the discipline solely on the basis of the results of all types of educational work provided by the working curriculum. The semester credit is set based on the results of the current control.

Semester differentiated credit is a form of final control of mastering by the student of theoretical and practical material from separate educational discipline for a semester which is spent as a control action. A student is considered admitted to the semester exam in the discipline if he attended all classes provided by the curriculum in the discipline, performed all types of work provided by the work program of this discipline and during its study during the semester scored at least the minimum (72 points).

The semester differentiated test is held in the last 19 classes in the spring (VI) semester according to the schedule. The form of differentiated credit is standardized and includes control of theoretical and practical training.

The control of theoretical training consists in answering 20 questions of test control of elementary level, each question of which is estimated in 0,5 points, 14 tests of the increased complexity which question is estimated in 1 point and the decision of 2 situational problems, each of which is estimated in 8 points.

Thus, the maximum number of points that a student can receive for theoretical training is:

$$0,5 \times 20 + 1 \times 14 + 8 \times 2 = 10 + 14 + 16 = 40$$

The control of practical training consists in demonstration of performance of practical skills and the analysis of results of laboratory and ECG researches. The maximum number of points that a student can get during a differentiated test is 80, with the maximum score for test control is 40 points, for practical skills - 20 points, for analysis of laboratory results and ECG - 20 points.

The implementation of practical skills is as follows:

- palpation, percussion and auscultation of the lungs - 5 points ;
- palpation, percussion and auscultation of the heart - 7 points;
- palpation of the abdomen - 8 points.

} total maximum 20 points

Analysis of laboratory and ECG results:

- 3 ECG: 4 points x 3 = 12 points;
- 4 laboratory tests: 2 points x 4 = 8 points

} total maximum 20 points

The minimum number of points in the differentiated test - not less than 50.

Points from the discipline are independently converted into both the ECTS scale and the 4-point scale. ECTS scale scores are not converted to a 4-point scale and vice versa.

The scores of students studying in one specialty, taking into account the number of scores scored in the discipline are ranked on the ECTS scale as follows:

table 3

Points ECTS	The statistical indicator
A	**The best 10% of students**
B	**The next 25% of students**
C	**The next 30% of students**
D	**The next 25% of students**
E	**The last 10% of students**

Discipline scores for students who have successfully completed the program are converted into a traditional 4-point scale according to the absolute criteria, which are given in the table below:

table 4

Points from discipline	Grade on 4-point scale score
From 170 to 200 points	5
From 140 to 169 points	4
From 139 points to the minimum	3
The number of points that student must collect	2

The ECTS score is not converted to the traditional scale, as the ECTS scale and the four-point scale are independent. The objectivity of the assessment of students' learning activities is checked by statistical methods (correlation coefficient between ECTS assessment and assessment on a national scale).

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