COMPLEX EXAM PROGRAM FOR THE MODULE

**Fundamentals of Medicine**

**НЕВРОЛОГИЯ/НЕВРОЛОГИЯ/NEUROLOGY**

**ПСИХИАТРИЯ/ ПСИХИАТРИЯ/ PHSYCHIATRIA**

**НАРКОЛОГИЯ/ НАРКОЛОГИЯ/NARCOLOGY**

5- COURSE

GENERAL MEDICINE

**The purpose of the program is** to assess the complex of knowledge, skills and abilities acquired by the 4th year student in the process of studying the module.

The exam is complex and consists of 2 stages.

 **1 stage –** complex testing. Its purpose is to check the level of theoretical training of students, mastering skills, readiness for professional activity, the degree of development of professional thinking.

 **2 stage** – assessment of practical skills using the OSCE method with a standardized patient. Its purpose is to demonstrate practical and communication skills in accordance with the qualification requirements of the specialty.

**The exam score for each discipline consists of:**

Stage 1 assessment for a section of the test – 50%

Stage 2 evaluation for the respective stations of the practical stage – 50%

Each student gets through 4 stations:

1. Неврология/ Неврология/ Neurology
2. Психиатрия/Психиатрия/Psychiatry
3. Наркология/ Наркология/ Narcology
4. Жедел жағдайлар/ Неотложные состояния/ Medical emergencies

1 stage

**Exam Test Matrix**

|  |  |  |
| --- | --- | --- |
| **Sections**  | **№** | **Topics** |
|  | **Neurology** | 100 |
| 1 | Herpes zoster  | 5 |
| 2 | Encephalopathy | 5 |
| 3 | Peripheral autonomic failure, Raynaud's syndrome | 5 |
| 4 | Transient ischemic attack.  | 5 |
| 5 | Ischemic stroke | 5 |
| 6 | Hemorrhagic stroke | 5 |
| 7 | Subarachnoid hemorrhage | 5 |
| 8 | Febrile convulsions | 2 |
| 9 | Generalized idiopathic epilepsy | 2 |
| 10 | Epileptic status | 2 |
| 11 | Absences | 2 |
| 12 | Brain concussion | 3 |
| 13 | Brain contusion | 4 |
| 14 | Spinal cord injury | 3 |
| 15 | Meningitis | 4 |
| 16 | Encephalitis | 4 |
| 17 | Brain abscess | 2 |
| 18 | Mono-polyneuropathy | 4 |
| 19 | Myelitis | 4 |
| 20 | Alzheimer's disease | 4 |
| 21 | Parkinson's disease and symptomatic parkinsonism | 4 |
| 22 | Dementia | 4 |
| 23 | Multiple sclerosis | 4 |
| 24 | Amyotrophic lateral sclerosis | 2 |
| 25 | Myopathies | 2 |
| 26 | myasthenia gravis | 2 |
| 27 | Myotonia | 2 |
| 28 | Brain tumors | 2 |
| 29 | Cerebral palsy | 3 |
|  | **Psychiatry** | 100 |
| 1 | Introduction to the clinical discipline "Psychiatry". General psychopathology. | 5 |
| 2 | Gerontopsychiatry. | 5 |
| 3 | Schizophrenia. Children's type of schizophrenia. Schizotypal and delusional disorders. | 10 |
| 4 | Mood disorders (affective disorders) | 10 |
| 5 | Mental retardation. Dementia. | 10 |
| 6 | Behavioral syndromes associated with physiological disorders and physical factors. | 10 |
| 7 | Disorders of mature personality and behavior in adults | 8 |
| 8 | Neurotic stress-related and somatoform disorders. | 7 |
| 9 | Emotional and behavioral disorders that usually begin in childhood and adolescence. Disorders of psychological (mental) development. | 10 |
| 10 | Narcological semiotics and phenomenology of addictive (narcological) disorders. | 10 |
| 11 | Psychopharmacotherapy | 10 |
| 12 | Emergency care for mental disorders | 5 |
|  | **Narcology** | **100** |
| 1 | Introduction to the specialty "Narcology", object of study and tasks. | 15 |
| 2 | Alcoholism. | 15 |
| 3 | Mental and behavioral disorders associated with the use of cannabinoids. | 15 |
| 4 | Mental and behavioral disorders associated with the use of drugs of the opium group. Cocaine addiction. | 15 |
| 5 | Mental and behavioral disorders with the use of sedatives and hypnotics, psychostimulants, hallucinogens, volatile solvents, dissociatives. | 20 |
| 6 | Organization of psychotherapeutic and psychosocial assistance to persons with mental, behavioral disorders (diseases) due to the use of psychoactive substances | 20 |

**2 – STAGE**

|  |  |
| --- | --- |
| **Subject Sections** | **Script (scenario)** |
| Neurology | 5 курс |
| 1. Multiple sclerosis |
| 2. Guillain-Barré syndrome |
| 3. Parkinson's disease |
| Psychiatry | 1. Disorder of adaptation. depressive syndrome. |
| 2. Hypochondriacal disorder |
| 3. Bipolar affective disorder (depression with hypomania) |
| Narcology | 1. Inhalation substance abuse |
| Medical emergencies | 1. Subarachnoid hemorrhage |
| 2. Alcoholic delirium with withdrawal syndrome. Alcoholic liver steatosis |

**Procedure for passing exams**

**Stage 1 - testing by MCQ tests in Startexam.**

Each student will be asked to answer 300 test questions. The time for each question is 1.5 minutes.

Testing will be carried out in 3 runs of 100 tests each according to the schedule for each group.

**Stage 2 - OSCE (objective structured clinical examination) with a standardized patient in a simulation center - 4 stations**

Each student will be assigned an identification number that corresponds to a specific set of scenarios. Each student has to go through 4 stations, each station takes 30 minutes. Answers must be given orally and in writing.

The assignments at each station (according to the assignment matrix) are based on clinical cases.

Station 1 - "Neurology" - the student must demonstrate the skills of collecting anamnesis and interpreting the data obtained, identifying the leading syndrome; skills of neurological examination (examination, skills in determining the neurological status of a patient) in a certain pathology (according to the list of clinical cases) on a standardized patient (examination, assessment of consciousness, CN functions, motor and sensory, cognitive spheres) and the ability to identify and interpret findings; skills in interpreting the results of laboratory and instrumental examinations (blood test, lipid profile, coagulogram, CSF analysis, bacteriological analysis of CSF, R-gram of the skull, CT and MRI of the brain and spinal cord, EEG, etc.) - at the station he will be offered a set the results of the examination, which he must comment on and formulate a diagnosis and draw up a treatment plan.

Station 2 - "Psychiatry" - the student must demonstrate the skills of interpreting the data obtained (psychiatric conversation, objective and subjective anamnesis, somatic, neurological and mental status) with the allocation of the leading clinical and psychopathological syndrome in a certain pathology (according to the list of clinical cases) on a standardized patient (examination, assessment somatic and neurological, mental status) and the ability to identify and interpret the identified clinical and psychopathological symptoms); skills in interpreting the results of neuroimaging, laboratory and instrumental examinations (according to the description of the case) - at the station he will be offered a set of examination results, which he must comment on and formulate a diagnosis and draw up a treatment plan.

Station 3 - "Narcology" - the student must demonstrate the skills of interpreting the data obtained (psychiatric conversation, objective and subjective anamnesis, somatic, neurological and mental status) with the allocation of the leading clinical and psychopathological syndrome in a certain pathology (according to the list of clinical cases) on a standardized patient (examination, assessment somatic and neurological, mental status) and the ability to identify and interpret the identified clinical and psychopathological symptoms); skills in interpreting the results of neuroimaging, laboratory and instrumental examinations (according to the description of the case) - at the station he will be offered a set of examination results, which he must comment on and formulate a diagnosis and draw up a treatment plan.

Station 4 - Medical emergencies - the student must demonstrate the skills of a quick assessment of the patient's condition, according to the criteria, make a diagnosis of a condition requiring immediate intervention and provide assistance according to the algorithm, commenting on his actions if necessary; show knowledge on assessing the effectiveness of emergency care, possible complications and consequences. Behavior and self-control during the provision of emergency care, attention to the patient's condition and his safety are also assessed.

The set of tasks at each station is unique for each student and is not repeated.