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FACULTY OF MEDICINE

Approved:
Dean:
(Prof. Yoto Yotov, MD, PhD)

SYLLABUS

IN

PROPAEDEUTICS OF INTERNAL MEDICINE

Specialty	**MEDICINE**
Educational - qualification degree	**master**
Organizational form of education	**full-time**
Auditorial activity (Lectures/Seminars)	**240 (60/180)**
Extra-auditorial activity	**120**
ECTS- credits	**12**
Discipline type	**Compulsory**
Semester/s of education	**Fifth and sixth**
Semester of examination	**Sixth**
Developer(s) of the Syllabus:	
	Prof. Mariya Dimova, m.d. **Prof. Yavor Kashlov, m.d.** **Dr Mariya Kosturkova, m.d.** **Dr Krasimir Todorov**

Varna, 2024

ANNOTATION

Aims of the course	The goal of the course "Propaedeutics of Internal Medicine" is to provide theoretical and practical training for medical students in the methodology of clinical examination—covering in detail its physical aspects and primarily focusing on instrumental methods, such as diagnostic equipment and laboratory tests. Based on this foundation, students will study internal diseases, their symptomatology, and syndromes. Together with other disciplines—such as Pathological Anatomy, Pathophysiology, Microbiology, and Surgery—this course enables students to build a solid foundation for their professional development

Outcomes for students at the end of the course:	
Competences	Medical students learn the stages and approaches to patient interviews, the specific characteristics of various diseases during patient conversations, and they develop and refine their communication skills. They are taught to demonstrate understanding, patience, and compassion, while extracting the necessary medical information within an optimal timeframe. Another key competency emphasized in the "Propaedeutics of Internal Medicine" course is the physical examination of the patient. Students are trained in the fundamental techniques of physical examination—inspection, palpation, percussion, and auscultation.
Competence group	1. **Patient Care** that is compassionate, appropriate, and effective for treating health problems and promoting health.
Knowledge	▪ Students learn to recognize critically ill and emergency patients.
Skills	▪ They acquire skills in providing basic medical care and ensuring a calm and supportive atmosphere in the hospital environment.
Competence group	2. **Medical Knowledge** about established and evolving biomedical, clinical, and cognate (eg, epidemiological and social-behavioural) sciences and the application of this knowledge to patient care.
Knowledge	▪ They are taught the fundamental principles of preventing socially significant diseases
Skills	▪ They provide adequate and professional care for conducting preventive measures and interventions in the field of internal medicine.
Competence group	3. **Practice-Based Learning and Improvement** that involves investigation and evaluation of their own patient care, appraisal, and assimilation of scientific evidence, and improvements in patient care.

Knowledge	▪ They learn to use modern and up-to-date specialized medical literature, practice self-monitoring of their actions, and verify the outcomes of their interventions.
Skills	▪ They learn how to work in a team and how to take under control their work.
Competence group	**4. Interpersonal and Communication Skills** that result in effective information exchange and teaming with patients, their families, and other health professionals.
Knowledge	▪ Students learn how to communicate with patients, their relatives, with colleagues and another specialists from Healthcare.
Skills	▪ They develop the skills to remain calm, to difficult diagnoses, and provide patients with hope and support.
Competence group	**5. Professionalism,** as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
Knowledge	▪ They are familiar with the ethical principles of collegiality and professional confidentiality.
Skills	▪ They are expected to demonstrate tolerance towards colleagues and subordinate members of the team.

Key competencies for lifelong learning[1], that the discipline develops:	
Literacy competence Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.	X
Multilingual competence This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.	
Mathematical competence and competence in science, technology, engineering A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and	X

[1] As defined in 2018 r. by the European Union Council (https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN)

engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	
Digital competence Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.	X
Personal, social and learning to learn competence Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.	X
Citizenship competence the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	X
Entrepreneurship competence Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	X
Cultural awareness and expression competence Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.	

Methods of education
▪ lectures ▪ seminars ▪ practical exercises

Links with other courses from the curriculum of the specialty
▪ **Builds upon knowledge acquired in:** o **Anatomy, Physiology, Pathoanatomy, Pathophysiology, Microbiology, Biochemistry, Radiology, Clinical laboratory**