



FACULTY OF MEDICINE

Approved:

Dean:

(Prof. Dr. Zlatislav Stoyanov **Dimitrov**, DSc)



SYLLABUS

IN

Otorhinolaryngology

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	90 (45/45)
Extra-auditorial activity	30
ECTS- credits	4
Discipline type	compulsory
Semester/s of education	seventh
Semester of examination	seventh
Developer(s) of the Syllabus:	asoc. prof. N. Sapundzhiev PhD

Varna, 2022

ANNOTATION

Aims of the course	<p>The purpose of the discipline is to provide the students of medicine profound theoretical knowledge and basic practical experience in the specialty Otorhinolaryngology (ENT diseases).</p> <p>The course takes place during the 7th semester, when the students already have theoretical knowledge of other clinical disciplines, which will allow for in-depth study of the most common diseases of the ENT organs, their specificity and the role of the physician in the clinical evaluation, the conduction of specific examinations and studies, the management, treatment and performing some manipulations and surgical interventions.</p> <p>Taking into account the knowledge and skills of the students in the 4th course for examination of patients, the clinical symptoms and signs of the diseases included in the program, as well as the specific test methods, conservative and surgical treatments are theoretically presented. The program is designed for 90 hours, 45 hours of lectures and 45 hours of practical exercises. The training is based on extensive integration with the programs of other preclinical and clinical disciplines (anatomy, physiology, pharmacology, pediatrics, pulmonology, surgery, nursing) and the visualization of the theoretical material with modern multimedia and other classical means.</p> <p>Upon completion of the relevant sections, colloquiums should be conducted, incl. a written on-the-job control during the exercises, the corresponding results being then recorded in the student's papers. At the end of the semester the students who attended the complete theoretical and practical training on ENT-diseases will be allowed to a semester examination. The exam may be written, oral, MCQ-test with a practical part.</p>
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Outcomes for students at the end of the course:	
Knowledge	<ul style="list-style-type: none"> ▪ theoretical knowledge about the main ORL pathologies ▪ knowledge about the specific examination methods and tests, differential diagnostic skills
Skills	<ul style="list-style-type: none"> ▪ <i>specific history taking skills according to each type of ORL disease</i> ▪ <i>examination skills - ENT organs</i>
Competences	<ol style="list-style-type: none"> 1. Patient Care that is compassionate, appropriate, and effective for treating health problems and promoting health. <ul style="list-style-type: none"> ○ <i>history taking</i> ○ <i>consultation</i> ○ <i>selection of specific procedures</i> ○ <i>careful performance of all medical manipulations</i> ○ <i>ensuring effective and practical advices for prophylaxis and treatment of different patologies</i> 2. Medical Knowledge about established and evolving biomedical, clinical, and cognate (eg, epidemio-logical and social-behavioral) sciences and the application of this knowledge to patient care. <ul style="list-style-type: none"> ○ <i>acquiring new scientific and clinical knowledge</i> ○ <i>applying analytical approach towards scientific issues</i> ○ <i>applying theoretical knowledge in daily medical practice</i> ○ <i>teaching skills</i>

	<p>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.</p> <ul style="list-style-type: none"> ○ <i>assessment of quality of patient care</i> ○ <i>applying evidence-based medical advices</i> ○ <i>improving medical practice</i> <p>4. Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p> <ul style="list-style-type: none"> ○ <i>improving cooperative skills</i> ○ <i>improving doctor-patient relationship</i> ○ <i>leading a team</i> <p>5. Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p> <ul style="list-style-type: none"> ○ <i>demonstrating a professional behavior</i> ○ <i>sustaining physiological and psychological health</i> ○ <i>tendency towards personal and professional development</i> <p>6. Systems-Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.</p>
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Key competencies for lifelong learning¹, 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

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](https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN))

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 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.	
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.	
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
<ul style="list-style-type: none"> ▪ lectures ▪ seminars ▪ practicals and laboratory exercises, practical and creative problem solving, case studies, consultations, discussions, work with scientific literature, regulatory documents, databases, analyses, presentations, work with patients under observation, medical documentation,.....
Links with other courses from the curriculum of the specialty
<ul style="list-style-type: none"> ▪ pediatrics

- anaesthesiology
- pulmonology
- neurology