МЕДИЦИНСКИ УНИВЕРСИТЕТ - ВАРНА
„Проф. д-р Параскев Стоянов"
Ул."Марин Дринов" 55, Варна 9002, България
Тел. : 052/ 65 00 57, Факс: 052/ 65 00 19
e-mail: uni@mu-varna.bg, www.mu-varna.bg

MEDICAL UNIVERSITY - VARNA
"Prof. Dr. Paraskev Stoyanov"
55, Marin Drinov Str., 9002 Varna, Bulgaria
Tel.: +359 52/ 65 00 57, Fax: + 359 52/ 65 00 19
e-mail: uni@mu-varna.bg, www.mu-varna.bg

FACULTY OF MEDICINE

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

SYLLABUS

IN

OCCUPATIONAL DISEASE

Specialty	**MEDICINE**
Educational - qualification degree	**master**
Organizational form of education	**full-time**
Auditorial activity (Lectures/Seminars)	**30(15/15)**
Extra-auditorial activity	**30**
ECTS- credits	**2**
Discipline type	**compulsory**
Semester of education	**Eight**
Semester of examination	**Eight**
Developer of the Syllabus:	**Prof.Veselinka Nestorova, M.D., Ph.D.**

Varna, 2024

ANNOTATION

Aims of the course	The aim of the studied discipline is to acquaint students with the main nozological types of occupational disease and poisonings – etiology, pathogenesis, toxicokinetics, clinical manifestation, clinical types and complications. The theoretically presented methods of diagnostics, differential diagnosis and treatment to be applied and learned during the practical lessons, where the accent will be on the clinical features of the examination of patients with occupational diseases, on the right interpretation of the clinical-laboratorial data, treatment of patients and proper completion of the medical documentation. The course is set on the tight connection with the other main and profiled clinical disciplines, such as epidemiology, statistics, hygiene and ecology, toxicology, etc. The following methods and forms of education are used: lectures, practical lessons, demonstrations, consultations, self-contained work. The control of the education will be performed by oral communication, programmed tasks, running tasks and exam.

Outcomes for students at the end of the course:	
Competences	
Competence group	1. **Patient Care** that is compassionate, appropriate, and effective for treating health problems and promoting health.
Knowledge	• To collect important and accurate information about the patient. • Counseling patients and their family members. • To provide effective prescriptions for health management, maintenance and prevention
Skills	• To be able to prepare an individual diagnostic, therapeutic and prophylactic plan.
Competence group	2. **Medical Knowledge** about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioural) sciences and the application of this knowledge to patient care.
Knowledge	• To acquire new scientific and clinical knowledge. • Apply a research and analytical approach to solving clinical and scientific problems.
Skills	• An ability to apply medical knowledge to clinical situations

Competence group	3. **Interpersonal and Communication Skills** that result in effective information exchange and teaming with patients, their families, and other health professionals.
Knowledge	• Knowledge about effective information exchange and teaming with patients, their families, and other health professionals
Skills	• Create and sustain a therapeutic relationship with patients and families • Work effectively as a member or leader of a health care team
Competence group	4. **Professionalism,** as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
Knowledge	• Knowledge about carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population
Skills	• Demonstrating Professional Conduct and Accountability • Demonstrating Humanism and Cultural Proficiency • Maintaining Emotional, Physical, and Mental Health, and Pursuing Continual Personal and Professional Growth

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.	
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.	
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.	X

Methods of education
• lectures • consultations, discussions, work with scientific literature, presentations, work with patients under observation

Links with other courses from the curriculum of the specialty

• Builds upon knowledge acquired in/Depends on:
  ○ Medicine
• Necessary for the following disciplines:
  ○ Orthopedics and traumatology
  ○ Neurology
  ○ Internal diseases
  ○ Dermatology
  ○ Oncology
  ○ Hygiene and ecology
  ○ Statistics
  ○ Epidemiology