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PROSPERITAS VESTRA FINIS NOSTRA!

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FACULTY OF MEDICINE

Approved:

Dean:

(Prof. Dr. Zlatislav Stoyanov Dimitrov, DSc)



SYLLABUS IN

Compulsory subject “INTERNAL MEDICINE part I”

Included in the M.D. CURRICULUM

For the 4-YEAR STUDENTS

Educational and qualification degree – MASTER

Professional qualification – M.D.

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	270 (90 + 180)
Extra-auditorial activity	150
ECTS- credits	13 (5+8)
Discipline type	compulsory
Semester/s of education	VII и VIII
Semester of examination	VIII
Developer(s) of the Syllabus:	Assoc. Prof. Mariya Negreva, PhD Approved by: Assoc. Prof. Atanas Angelov, PhD

Varna, 2022

ANNOTATION

Aims of the course	<p>The objective of the course Internal Medicine Part I is to provide theoretical and practical training for future physicians in Medicine in the field of Internal Medicine, namely Lung Diseases and Allergology, Cardiology and Rheumatology. It continues and upgrades the knowledge gained from training in Propaedeutics of Internal Medicine. The lectures thoroughly examine all key topics and are subject to current National and European recommendations for behavior in specific diseases, with modern advances in non-invasive and invasive methods of research and treatment. The task of practical exercises is to build the necessary basic skills for a correct diagnostic and therapeutic approach to the patient.</p> <p>The objective is coordinated with the place of the discipline in terms of significance and chronology in the curriculum of medical students, as well as the volume and credit rating of the discipline (ECTS), as seen in the curriculum.</p>
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Outcomes for students at the end of the course:	
Knowledge	The lectures and practical exercises provide in-depth knowledge of the mechanisms, physiology, pathophysiology and pharmacological and non-pharmacological treatment of obstructive, inflammatory and neoplastic lung diseases, processes of specific (tuberculosis) and non-specific inflammation and fibrosis, rare lung diseases, ischemic heart disease, rhythmic and conduction disorders of the heart, heart failure and other cardiovascular diseases, diseases of the musculoskeletal system, autoimmune systemic diseases and systemic vasculitis.
Skills	Students gain experience in the physical examination of the patient, performing or assisting in performing important manipulations (taking peripheral venous blood, ECG, performing a physical load test, etc.), approaching emergencies. They develop skills for correct interpretation of laboratory markers and imaging and morphological studies results, used in the diagnostic and treatment approach to diseases in the field of Lung Diseases and Allergology, Cardiology and Rheumatology. They gain experience in discussing and interpreting a number of tests: spirometry, blood gas analysis, ECG, echocardiography, musculoskeletal studies. They learn to take in-depth medical history of the rheumatic patient, to conduct a targeted physical examination of the musculoskeletal system and to correctly interpret the laboratory and imaging studies related to its assessment, which has its significant specifics.
Competences	<p>The preparation of the future physician in Lung Diseases and Allergology, Cardiology and Rheumatology invariably includes a good grasp of a number of practical activities, requiring a set of knowledge and skills in the discipline. Therefore the curriculum in the course Internal Medicine Part I develops a number of competencies, presented separately in the following groups:</p> <ol style="list-style-type: none"> 1. Patient Care that is compassionate, appropriate, and effective for treating health problems and promoting health. It is extremely important for gathering essential and accurate medical history from the patient, describing the procedure in appropriate language for patients and their relatives, making informed diagnostic and therapeutic

	<p>decisions, performing the procedures properly in a way that maximizes patient comfort and providing adequate primary and secondary prevention of the diseases.</p> <ol style="list-style-type: none"> 2. Medical Knowledge about established and at the same time quickly developing clinical sciences as Pulmonology and allergology, Cardiology and Rheumatology and applying this knowledge in patients care. They are basic for initiating and introducing new scientific methods and approaches in the clinical practice and opportunity to teach the others. 3. Practice-Based Learning and Improvement that involves skills for recognising, diagnosing, evaluating, performing adequate prevention and treatment of pulmonary, cardio-vascular and rheumatic diseases, as well as evaluation of their own patient care. 4. Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. 5. Interpersonal and Communication Skills that result in effective teaming with patients, their families, and other health professionals to accomplish the most sufficient therapeutic and diagnostic approach to patients and their relatives. 6. Systems-Based Practice for correct risk-benefit analysis in patient care for the specific place of living and work in interprofessional teams to enhance patient safety and improve patient care quality.
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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.

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))

<p>Mathematical competence and competence in science, technology, engineering</p> <p>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).</p> <p>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.</p>	X
<p>Digital competence</p> <p>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.</p>	X
<p>Personal, social and learning to learn competence</p> <p>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.</p>	X
<p>Citizenship competence</p> <p>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.</p>	
<p>Entrepreneurship competence</p> <p>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.</p>	
<p>Cultural awareness and expression competence</p> <p>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.</p>	

<p>Methods of education</p> <ul style="list-style-type: none"> ▪ lectures ▪ practical exercises, that give real-time opportunity for creative problem solving, case studies, discussions, work with scientific literature and databases, etc. ▪ seminars, consultations

<p>Links with other courses from the curriculum of the specialty</p> <ul style="list-style-type: none"> ▪ Physiology, Pathophysiology, Pharmacology – basic and clinical, Propedeutics in Internal diseases
