

**ODESA NATIONAL MEDICAL UNIVERSITY**  
**Medical Faculty**  
**Department of Infectious Diseases with a course of Dermatovenerology**

**Syllabus of the course**  
**Infectious Diseases**

<b>Course Scope</b>	Total: 2 ECTS credits; 60 hours XI – XII semesters 6th year of study
<b>Days, time, location</b>	According the schedule by cycles, Department of Infectious Diseases, Knyazheskaya str, 1, Odesa
<b>Instructor(s)</b>	Chaban T.V. PhD. Med. Sciences, professor, head of the department. Associate professors: candidate of medical science Usychenko K.M., Pavlenko O.V., Gerasymenko O.A., Movlyanova N.V. Assistants: Verba N.V., Bocharov V.M.
<b>Contacts</b>	Information by phone: Nataliia Victorivna Verba, head instructor of the Department +380931109458, <i>E-mail:</i> nataliia.verba@onmedu.edu.ua or verbanatali1@gmail.com Consultations: from 2:30 p.m. to 4:12 p.m. The link to the online consultation is provided to each group during classes separately

**COMMUNICATION**

Communication with students is provided at classrooms (face-to-face).

During distance learning, communication is carried out through the Microsoft Teams platform, as well as through e-mail correspondence, Viber messengers (within Viber groups created for each one, separately through the head of a group).

The calendar and thematic plans of practical classes are posted in the materials of the department in the blog of the ONMedU library at the link [https://info.odmu.edu.ua/chair/infectious\\_diseases/](https://info.odmu.edu.ua/chair/infectious_diseases/)

Written tasks will be sent via Viber (phone number 0931109458).

Written papers should be sent to nataliia.verba@onmedu.edu.ua or verbanatali1@gmail.com

Face-to-face meetings are not held during quarantine. Make-ups are held online in Teams by the address: : ["Infectious diseases Working out class passes."](#)

**COURSE ANNOTATION**

*The course subject* is infectious diseases.

***Prerequisites***

The basis for mastering the course is the knowledge, skills and abilities acquired during the study of such courses as: medical and biological physics, microbiology, virology and immunology, physiology, pathophysiology, clinical pharmacology, internal medicine, surgery.

***Postrequisites***

Knowledge, skills and abilities acquired during the study of the course “Infectious diseases” are necessary for further studies in internal diseases, surgery, neurology, dermatology, epidemiology, ophthalmology, otolaryngology, endocrinology, resuscitation.

***Course goal***

The course mastering lays the foundations for the study of family medicine by a student of

higher education, which involves the integration of teaching this course as well and the build-up of skills to apply knowledge of the infectious diseases' differential diagnosis in the process of further studies and professional activities.

***Course objectives:***

*Formation of skills and abilities:*

- identify the main clinical symptoms that form a characteristic syndrome in relation to the most common infectious diseases;
- establish a preliminary diagnosis of the most common infectious diseases (syndromal and etiological).

*Skills mastery:*

- planning preventive and quarantine measures for the most common and particularly dangerous diseases;
- carry out clinical and laboratory differential diagnosis among various infectious diseases, and infectious and non-infectious diseases;
- interpret the results of specific examination methods in the presence of combined pathology - infectious and non-infectious.

***Expected outcomes:***

On completing the course a student must

**know:** etiology, epidemiology, pathogenesis, clinic, diagnosis, differential diagnosis, treatment, prevention of common infectious diseases.

**be able to:**

- communicate with the patient, collect complaints, life and disease history, epidemiological history, conduct a survey of organs and systems;
- conducting a physical examination of the patient and determining the main symptoms of the disease;
- analyze the results of laboratory, functional and instrumental research;
- carry out differential diagnosis and substantiate the clinical diagnosis;
- determine tactics and provide emergency medical aid in emergency situations;
- determine the nature and principles of treatment on the basis of a preliminary clinical diagnosis, observing relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes;
- determine primary and secondary prevention measures;
- present the patient's examination results, prove the correctness of the diagnosis, the differential diagnosis, the scope of the prescribed examination, treatment tactics, assessment of prognosis and work capacity.

## **COURSE SCOPE**

***Forms of study***

The course provides practical sessions (40 h.) and assumes trainees' self-study activities (20 h.).

**Practical classes:** solving clinical cases, practicing the skills of providing medical care to patients from the moment of their hospitalization, examination, diagnosis, treatment until discharge from the hospital; practicing the skills of working in a team of applicants, doctors, other participants in the provision of medical care.

**Self-study work:** independent work with recommended basic and additional literature, with electronic information resources, preparation for practical classes; independent work with a bank of test tasks KPOK-2, independent mastering of algorithms for communication with the patient.

*Course Content*

Topic 1. General characteristics of zoonotic infections.

- Topic 2. Plague. Anthrax.
- Topic 3. Brucellosis. Tularemia.
- Topic 4. Rabies.
- Topic 5. Especially dangerous diseases. The concept of biosafety. Hemorrhagic fevers: Ebola, Lassa, Marburg
- Topic 6. Natural and monkey pox.
- Topic 7. Differential diagnosis of diseases with diarrhea syndrome.
- Topic 8. Differential diagnosis of diseases with syndrome of diarrhea:
- Topic 9. General characteristics of helminthiases. Intestinal protozoal invasions: giardiasis, balantidiasis..
- Topic 10. Intestinal yersiniosis. Pseudotuberculosis
- Topic 11. Differential diagnosis of diseases with syndrome of jaundice.
- Topic 12. Differential diagnosis of diseases with syndrome of jaundice.
- Topic 13. Differential diagnosis of infectious diseases with respiratory syndrome
- Topic 14. Differential diagnosis of angina
- Topic 15. Infectious mononucleosis.
- Topic 16. Differential diagnosis of infectious diseases with meningeal syndrome
- Topic 17. Differential diagnosis of infectious diseases with meningeal syndrome
- Topic 18. Tick-borne and Japanese encephalitis.
- Topic 19. Differential diagnosis of exanthems
- Topic 20. Lyme borreliosis. Erysipelas.
- Topic 21. Differential diagnosis of lymphadenopathy.
- Topic 22. HIV infection/AIDS
- Topic 23. Differential diagnosis of diseases with syndrome of prolonged fever
- Topic 24. Malaria

### ***Recommended literature***

#### **Basic:**

1. Infectious Diseases: textbook (IV a. 1.) / O.A. Holubovska, M.A. Andreichyn, A.V. Shkurba, T.V. Chaban et al. К. ВСВ «Медицина», 2018. (APPROVED by the Ministry of Education and Science of Ukraine as a textbook for students of higher medical educational establishments; APPROVED by the Ministry of Health of Ukraine as a textbook for students of higher medical educational establishments) – 664 с. + 12 с. кольор. вкл. ; двокольор. вид. ISBN 978-617-505-727-8.
2. Інфекційні хвороби: Підручник / Є.В. Нікітін, М.А. Андрейчин, К.Л. Сервецький, В.О. Качор, А.М. Головченко, Є.М. Усиченко: За ред. Є.В. Нікітіна та М.А. Андрейчина. – Тернопіль: Укрмедкнига, 2004. – 364 с. ISBN 966-673-012-X
3. Pediatric Infectious Diseases: textbook / S.O. Kramarov, O.B. Nadruga, L.V. Pyra et al.; edited by S.O. Kramarov, O.B. Nadruga. — 4th edition. — Kyiv: AUS Medicine Publishing, 2020. — 240 p.
4. General epidemiology: study guide (IV a. 1.) / N.O. Vynograd. — 3rd edition, corrected K: ВСВ «Медицина», 2017. – 128 с.
5. Hagberg H., Wennerholm U.B., Savman K. // Current Opinion in Infection Disease». – 2015. - Vol. - № 3. - P. 301-306.
6. Harrison's Principles of internal medicine. 19th edition /edited by Anthony S. Fauci, Dennis L Kasper, Dan L. Longo [et all]. – New York. - 2017. – 1307 p.

#### **Additional**

1. Comprehensive Textbook of Infectious Disease: M. I. Sahadulla, S. A. Udman. – 2nd edition. Jaypee Brothers, Medical Publishers Pvt. Limited, 2019 – 835 p.
2. Атлас дитячих інфекційних хвороб. Червона Книга = Red Book® Atlas of Pediatric Infectious Diseases: пер. 3-го англ. вид. : двомов. вид. / Керол Дж. Бейкер ; наук. ред. пер. проф. С.О. Крамарьов; пер. з англ. Л.В. Закордонець. — К. : ВСВ «Медицина», 2019. — 744 с. Tropical infections: manual/ed. MA Andreychyn, VD Moskaliuk. - Lviv: "Magnolia 2006", 2019. - 220 p.
3. Tropical infections: manual/ed. MA Andreychyn, VD Moskaliuk. - Lviv: "Magnolia 2006", 2019. - 220 p.

#### **Online resources**

- <https://library.odmu.edu.ua/catalog/> - Electronic catalogue of the ONMedU library
- <http://moz.gov.ua> – Ministry of Health of Ukraine
- [www.ama-assn.org](http://www.ama-assn.org) – American Medical Association
- [www.who.int](http://www.who.int) – World Health Organisation
- [www.dec.gov.ua/mtd/home/](http://www.dec.gov.ua/mtd/home/) - The State Expert Center of the Ministry of Health of Ukraine
- <http://bma.org.uk> – British Medical Association
- [www.gmc-uk.org](http://www.gmc-uk.org) - General Medical Council (GMC)
- [www.bundesaerztekammer.de](http://www.bundesaerztekammer.de) – German Medical Association

## ASSESSMENT

Types of control: current control and final control.

Form of final control is exam.

**Current monitoring of students' performance** is carried out during practical sessions based on theoretical knowledge and practical skills and abilities, for which the following forms are used:

- *oral inquiry*;
- *flash-poll*;
- *control of practical skills* (work at the patient's bedside) - by a teacher, self-assessment;
- *control of a situational clinical problem solving* with a diagnosis, its justification and the answer to a question at the end of a session (written control);
- *oral/written answers* to questions on SSS topics in accordance with the calendar and topic plan;
- *assessment of class activity*

The grade for one practical session is the arithmetic average of all components and can only have a whole value (5, 4, 3, 2), which is rounded according to the statistical method.

### **Evaluation of current educational activity at a practical session:**

1. Evaluation of theoretical knowledge on the subject of a session:

- methods: a) inquiry, b) oral/written answers, c) solving a situational clinical problem;
- maximum grade – 5, minimum grade – 3, unsatisfactory grade – 2.

2. Evaluation of work with a patient and practical skills on the subject of a session.

- methods: a) evaluation of skills for communicating with patients,
- b) the correctness of appointment and assessment of laboratory and instrumental studies, c) compliance with the differential diagnosis algorithm, d) substantiation of the clinical diagnosis, e) drawing up a treatment plan.
- maximum grade – 5, minimum grade – 3, unsatisfactory grade – 2.

### **Current evaluation criteria in practical training**

Grade	Evaluation criteria
Excellent «5»	The acquirer has a fluent command of the material, takes an active part in discussing and solving a situational clinical problem, confidently demonstrates practical skills during the examination of a patient and the interpretation of clinical, laboratory and instrumental research data, expresses his opinion on the topic of the lesson, demonstrates clinical thinking.
Good «4»	The acquirer has a good command of the material, participates in the discussion and solution of a situational clinical problem, demonstrates practical skills during the examination of a patient and the interpretation of clinical, laboratory and instrumental research data with some errors, expresses his opinion on the subject of the lesson, demonstrates clinical thinking.
Satisfactory «3»	The acquirer does not have sufficient knowledge of the material, is unsure of participating in the discussion and solving of the situational clinical problem, demonstrates practical skills during the examination of the patient and the interpretation of clinical, laboratory and instrumental research data with significant errors.
Unsatisfactory «2»	The acquirer does not possess the material, does not participate in the discussion and solution of the situational clinical problem, does not demonstrate practical skills during the examination of the patient and the interpretation of clinical, laboratory and instrumental research data.

Only those applicants who do not have academic debt, have an average score for current educational activities of at least 3.00, have passed the tests from the KROK-2 database (more than 90%, 50 tasks) are allowed to take the exam.

The test control is carried out at the Educational and Production Complex of Innovative Teaching Technologies, Informatisation and Continuing Education of ONMedU at the last lesson.

#### **Assessment of learning outcomes during the final control**

<b>Content of the assessed activity</b>	<b>Number of points</b>
Solving a situational clinical problem (by type of OSCI) with the appointment of laboratory and instrumental studies, treatment, preventive measures	<b>1</b>
Evaluation of laboratory examination results with a preliminary diagnosis and determination of changes detected during the study	<b>1</b>
Answer to 1st theoretical question	<b>1</b>
Answer to the 2nd theoretical question	<b>2</b>

#### **Criteria for assessing the learning outcomes of acquirers at the exam**

<b>Grade</b>	<b>Criteria for assessing</b>
Excellent «5»	The acquirer has correctly, accurately and completely completed all the tasks of the exam ticket, clearly and logically answered the questions posed by the examiners. He/she has a thorough and comprehensive knowledge of the content of theoretical questions, is fluent in professional and scientific terminology. He/she thinks logically and constructs an answer, freely uses the acquired theoretical knowledge in the analysis of practical tasks. When solving a clinical problem, he/she correctly interpreted the anamnesis data, results of clinical, laboratory and instrumental studies, correctly answered all the questions and convincingly justified his/her point of view, could propose and justify an alternative solution to certain issues. When solving a practical task of the OSCE type, he/she correctly demonstrated the performance of practical skills and followed the algorithm of their implementation.
Good «4»	The acquirer has sufficiently completed all the tasks of the exam ticket, clearly and logically answered the questions posed by the examiners. He/she has a sufficiently deep and comprehensive knowledge of the content of theoretical questions, knows professional and scientific terminology. He/she thinks logically and constructs an answer, uses the acquired theoretical knowledge in analysing practical tasks. However, some questions lack sufficient depth and argumentation, and the candidate makes minor mistakes that are eliminated by the candidate when pointed out by the examiner. When solving the clinical task, the candidate made minor mistakes or inaccuracies in the interpretation of the anamnesis, results of clinical, laboratory and instrumental studies, answered all the questions without significant errors, fully justified his/her point of view, but the proposal of an alternative option caused difficulties. When solving a practical task of the OSCE type, he made minor errors in the algorithm and technique of performing the skill, which were corrected at the instruction of the teacher.

Satisfactory «3»	The acquirer has not completed all the tasks of the exam ticket in full, the answers to additional and leading questions are unclear and vague. He/she has the basic amount of theoretical knowledge, uses professional and scientific terminology inaccurately. Experiences significant difficulties in constructing an independent logical answer, in applying theoretical knowledge in the analysis of practical tasks. There are significant errors in the answers. When solving a clinical problem, he/she made mistakes in interpreting the anamnesis data, results of clinical, laboratory and instrumental studies, did not know certain details, made inaccuracies in answering questions, did not properly justify his/her answers and interpret the wording, had difficulties in completing tasks and suggesting alternative options. When solving a practical task of the OSCE type, he made significant errors in the algorithm and technique of performing the skill.
Unsatisfactory «2»	The acquirer did not complete the tasks of the exam ticket, in most cases did not answer additional and leading questions of the examiners. He/she has not mastered the main body of theoretical knowledge and has shown a low level of proficiency in professional and scientific terminology. Answers to the questions are fragmentary, inconsistent, illogical, and unable to apply theoretical knowledge in the analysis of practical tasks. There are a significant number of gross errors in the answers. When solving a clinical problem, he/she could not interpret the anamnesis data, the results of clinical, laboratory and instrumental studies, answer the questions posed, or made significant errors in the answers; could not justify his/her decisions or did not do so convincingly. No alternative options were offered. When solving a practical task of the OSCE type, he/she did not demonstrate or made gross errors and mistakes in the algorithm and technique of performing the skill.

### 9. Distribution of points received by acquirers of higher education

The obtained grade point average for the discipline for acquirers who have successfully completed the work program of the discipline is converted from the traditional four-point scale to points on a 200-point scale, as shown in the table:

**Table of conversion of traditional grade into a multi-point scale**

<b>National assessment for discipline</b>	<b>The sum of points for the discipline</b>
Excellent («5»)	185-200
Good («4»)	151-184
Satisfactory («3»)	120-150
Unsatisfactory («2»)	Lower then 120

A multi-point scale (200-point scale) characterizes the actual performance of each acquirer in mastering the educational component. The conversion of the traditional grade (grade point average for a discipline) into a 200-point scale is performed by the University's Information Technology Department.

According to the points obtained on a 200-point scale, the achievements of applicants are evaluated according to the ECTS rating scale. Further ranking according to the ECTS rating scale allows to evaluate the achievements of applicants in the educational component who study in one

course of one specialty, according to the points they received.

The ECTS scale is a relative and comparative rating scale that establishes the applicant's belonging to the group of the best or worst among the reference group of fellow acquirers (faculty, specialty). Grade A on the ECTS scale cannot be equal to grade A, and grade B cannot be equal to grade B, etc. When converting from a multi-point scale, the limits of grades "A", "B", "C", "D", "E" on the ECTS scale do not coincide with the limits of grades "5", "4", "3" on the traditional scale. Applicants who have received grades "FX" and "F" ("2") are not included in the list of ranked applicants. The grade "FX" is assigned to applicants who have scored the minimum number of points for current academic activities, but who have not been credited with the final control. The grade "F" is assigned to applicants who have attended all classes in the discipline, but have not gained an average score (3.00) for current academic activities and are not allowed to take the final control.

Acquirers enrolled in the same course (one specialty), based on the number of points gained in the discipline, are ranked on the ECTS scale as follows:

**Conversion of the traditional grade from the discipline and  
the sum of points on the ECTS scale**

ECTS mark	Statistic index
"A"	Next 10% of acquirers
"B"	Next 25% of acquirers
"C"	Next 30% of acquirers
"D"	Next 25% of acquirers
"E"	Next 10% of acquirers

**STUDENTS' SELF-STUDY WORK**

Students' self-study which is performed on the topic of the lesson along with classroom activities, is evaluated during the current monitoring at the corresponding session.

Self-study work involves preparation to each thematic session.

**COURSE POLICIES**

***Deadlines and make-ups policy.***

Unexcused absences at practical sessions are made up according to the schedule to the instructor on duty.

Absences for valid reasons are worked out according to an individual schedule with the permission of the dean's office. Work-up of missed classes according to an individual schedule is carried out in full at a time specially determined by the head/head instructor of the department every day, but no more than one class per day at the department.

***Academic integrity policy:***

*Students must observe academic integrity, namely:*

- independent performance of all types of work, assignments, forms of control provided by this course work program;
- cite all sources of information in the case of using ideas, designs, statements, data;
- observance of legislation on copyright and related rights;
- providing reliable information about the results of one's own educational (scientific) activity, used research methods and sources of information.

*Unacceptable for participants of the educational process are:*



- using family or official ties to obtain a positive or higher grade during any form of control of learning outcomes or advantages in academic performance;
- use of prohibited auxiliary materials or technical means (cheat sheets, notes, micro-earphones, telephones, smartphones, tablets, etc.) at controls;
- passing procedures for learning outcomes control by fake persons.

*For violation of academic integrity, students may get the following academic penalties:*

- decrease in grades for the control work, current performance, credit, etc.;
- retake of assessment (control work, credit, etc.);
- additional control assignments (additional individual tasks, control works, tests, etc.);
- conducting an additional inspection of other works authored by a violator.

### ***Attendance policy***

*Uniform:* a medical gown that completely covers the outer clothing, or medical pajamas, a cap, a mask, and a change of shoes.

*Equipment:* notebook, pen, phonendoscope.

*State of health:* students suffering from acute infectious diseases, including respiratory diseases, are not allowed to attend classes.

A student who is late for class can attend it, but if an instructor noted his absence in the register, he must make it up in the general order.

In order to receive a satisfactory grade, it is mandatory to attend and participate at classroom sessions.

### ***Mobile devices***

It is allowed to be used with the instructor's permission for performing a task.

### ***Student Conduct***

Students and instructors' conduct in a classrooms must be working and calm, strictly comply with the rules established by the Regulations on academic integrity and ethics in academic relations at Odesa National Medical University, in accordance with the Code of Academic Ethics and University Community Relations of Odesa National Medical University, Regulations on Prevention and detection of academic plagiarism in the research and educational work of students of higher education, scientists and teachers of Odesa National Medical University.