Аннотация дисциплины **«Введение в клинику и основы доказательной медицины»»**
по специальности 560001- «Лечебное дело» (General Medicine)

Общая трудоемкость	Изучения дисциплины составляет 4 кредита 120 часов
Цели дисциплины:	Формирование у студентов начальных клинических навыков, а также систематических знаний в области принципов доказательной медицины, необходимых для последующего освоения клинических дисциплин и практической врачебной деятельности.
Задачи дисциплины:	**Задачи дисциплины:** • Ознакомить студентов с основами клинического мышления, этапами клинического обследования и взаимодействия с пациентом. • Научить навыкам сбора анамнеза, проведения общего и системного физикального обследования. • Сформировать понимание структуры и функций системы здравоохранения, принципов медицинской этики и профессионального поведения врача. • Дать представление об основах биостатистики, видах медицинских исследований, уровнях доказательности и критическом анализе медицинской литературы. • Развить компетенции в использовании современных клинических рекомендаций, протоколов и международных стандартов оказания медицинской помощи. • Сформировать навыки работы с медицинской документацией и применения информационно-коммуникационных технологий в учебном и практическом процессе.
Содержание разделов учебной программы:	Дисциплина «Введение в клинику и основы доказательной медицины» включает в себя изучение основ врачебной этики и деонтологии, принципов взаимодействия

	деонтологии, принципов взаимодействия врача и пациента, структуры и этапов клинического обследования. Рассматриваются методы сбора анамнеза, физикального исследования, интерпретация основных клинических симптомов и синдромов. В разделе доказательной медицины освещаются ключевые понятия биостатистики, виды клинических исследований, уровни доказательности и принципы критической оценки медицинской информации. Особое внимание уделено методологии поиска и анализа научной литературы, использованию систематических обзоров, метаанализов и клинических протоколов для принятия врачебных решений. Практическая часть курса направлена на формирование базовых клинических умений и развитие критического мышления. Студенты отрабатывают навыки общения с пациентами, ведения медицинской документации, анализа клинических случаев, а также учатся использовать методы доказательной медицины для обоснования диагностических и терапевтических решений.
В результате изучения дисциплины студент должен:	**Знать:** • основы врачебной этики, коммуникации и профессионального поведения; • этапы клинического обследования пациента и основные диагностические алгоритмы; • базовые принципы биостатистики и клинических исследований; • уровни доказательности и правила критической оценки медицинской информации; • роль доказательной медицины в принятии клинических решений. **Уметь:** • собирать и анализировать жалобы, анамнез и данные физикального обследования; • использовать стандартизированные методы клинического осмотра;

	• интерпретировать результаты базовых лабораторных и инструментальных исследований; • применять принципы доказательной медицины при анализе клинических случаев; • использовать современные источники информации (ВОЗ, Cochrane Collaboration, клинические рекомендации) для обоснования врачебных решений. **Владеть:** • навыками клинического общения и ведения медицинской документации; • умениями поиска, анализа и интерпретации научной информации; • элементарными исследовательскими компетенциями в области клинической медицины и доказательной практики; • навыками критического анализа медицинских данных и аргументированного выбора диагностической и терапевтической тактики. Освоение дисциплины «Введение в клинику и основы доказательной медицины» обеспечивает интеграцию базовых теоретических знаний с практическими умениями, способствует формированию клинического мышления, развитию исследовательских компетенций и подготовке студентов к изучению последующих клинических дисциплин, что соответствует современным требованиям медицинского образования и международным образовательным стандартам.
Вклад дисциплины в компетенции выпускника:	РО5, РО-11 ПК-5, ПК-31
Виды учебной работы:	Лекции, практические занятия, самостоятельная работа.
Отчетность:	Экзамен

РЕЦЕНЗИЯ

на рабочую программу по дисциплине «Введение в клинику и основы доказательной медицины»для студентов 2-го курс, обучающихся по направлению: (560001) - «Лечебное дело(GM).

Представленная рабочая программа дисциплины «Введение в клинику и основы доказательной медицины» разработана в соответствии с Государственным образовательным стандартом высшего медицинского образования и отвечает современным требованиям профессиональной подготовки врачей.

Программа обладает высокой степенью актуальности, так как формирует у студентов начальные клинические навыки, основы медицинской этики и правовой культуры, а также умения в области анализа медицинской информации и применения доказательной базы в практической деятельности. Структура курса отражает логическую последовательность: введение в клиническое мышление, освоение методов обследования пациента, изучение основ биостатистики и принципов доказательной медицины.

Дисциплина носит междисциплинарный характер, сочетая элементы клинической медицины, эпидемиологии, биостатистики и медицинской этики. В ней предусмотрены практические занятия с использованием современных образовательных технологий: симуляционные методики, анализ клинических кейсов, работа с источниками медицинской информации. Такой подход способствует развитию у студентов критического мышления, исследовательских и коммуникативных компетенций.

Учебно-методическое обеспечение программы включает современные отечественные и зарубежные издания по доказательной медицине, материалы международных организаций (ВОЗ, Cochrane Collaboration), а также актуальные клинические руководства, что обеспечивает высокий академический уровень подготовки.

Рабочая программа дисциплины «Введение в клинику и основы доказательной медицины» является научно обоснованной, методически выверенной и полностью отвечает задачам современного медицинского образования. Программа рекомендуется к использованию в учебном процессе и заслуживает высокой оценки.

Рецензент:

РЕЦЕНЗИЯ

на рабочую программу по дисциплине «Введение в клинику и основы доказательной медицины»для студентов 2-го курс, обучающихся по направлению: (560001) - «Лечебное дело(GM).

Рабочая программа дисциплины «Введение в клинику и основы доказательной медицины» составлена преподавателем Нишанкуловой Э.Д.на основе Государственного образовательного стандарта высшего медицинского образования. Программа соответствует установленным требованиям и отражает актуальные задачи подготовки будущих врачей.

Дисциплина имеет фундаментальное значение, так как обеспечивает формирование у студентов базовых клинических навыков, понимания принципов профессионального поведения и основ доказательной медицины. Содержание программы представлено логично и последовательно: от этических аспектов взаимодействия врача и пациента, методов сбора анамнеза и физикального обследования до анализа клинической информации, применения биостатистики и интерпретации результатов научных исследований.

Особое внимание в курсе уделяется междисциплинарной интеграции, что выражается в сочетании клинической подготовки с элементами эпидемиологии, биостатистики, медицинской этики и принципов профилактической медицины. Практическая часть ориентирована на использование активных методов обучения: разбор клинических случаев, моделирование врачебных ситуаций, работа с медицинской документацией, что способствует формированию аналитического мышления, клинической грамотности и навыков критического анализа медицинской информации.

Учебные цели и ожидаемые результаты четко определены и согласованы с образовательным стандартом. Литературная база программы включает современные источники, среди которых руководства по доказательной медицине, публикации Cochrane Collaboration, рекомендации Всемирной организации здравоохранения, а также классические учебные пособия по клинической диагностике.

Рабочая программа дисциплины «Введение в клинику и основы доказательной медицины» отражает современные требования подготовки студентов медицинского вуза, обеспечивает системное усвоение знаний и развитие практических компетенций, необходимых для дальнейшего изучения клинических дисциплин. Программа рекомендуется к утверждению и включению в учебный план без изменения её структуры.

Составленная рабочая программа рассмотрена на заседании кафедры и утверждена заведующей кафедры «Клинических дисциплин», соответствует всем требованиям УМК, уровням подготовки студентов медицинского ВУЗа.

Рецензент:

MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC

OSH INTERNATIONAL MEDICAL UNIVERSITY

GENERAL MEDICINE FACULTY

DEPARTMENT OF CLINICAL DISCIPLINE

TRAINING PROGRAM of foreign STUDENTS
(Syllabus)
(2025-26 academic year)

Specialty (direction)	**General Medicine**	**Course code**	**560001**
Language of edication	**English**	**Discipline**	**Introduction to Clinical Medicine and Fundamentals of Evidence-Based Medicine**
Academic year	**2025-2026**	**Number of credits**	**4**
Teacher	**Nishankulova Elnura Dilmuratjanovna**	**Семестр**	**3**
E-Mail	**e_nishankulova @oimu.kg**	**Schedule according to the app "ebilim "**	
Consultations (time/aud)	**Wednesday 15:00-17:00 Room-009**	**Location (building/room)**	**Ауд. 005**
Form of study (full-time/correspondence/evening/distance learning)	**Form of study (full-time)**	**Course type: (compulsory/elective)**	**compulsory**

Head of department: _____
(подпись)

GEP General Medicine: _____
(подпись)

1. Course characteristics:

The course "Introduction to Clinical Medicine & Foundations of Evidence-Based Medicine" is a core component of the medical curriculum for second-year students, providing essential knowledge, practical skills, and professional competencies required for safe and effective clinical practice.

The course introduces principles of clinical medicine, including systematic patient assessment, history-taking, and physical examination in adults and children, with emphasis on interpreting vital signs and recognizing normal and abnormal physiological patterns. It also covers professional and ethical standards, patient communication, and safety measures, including infection control and risk management.

Concurrently, students learn the foundations of evidence-based medicine (EBM), including formulation of clinical questions (e.g., PICO), literature search strategies, critical appraisal of study designs, and application of evidence to clinical decision-making. The course fosters reflective practice and lifelong learning to support continuous professional development. Successful completion ensures students can approach patients systematically, apply evidence judiciously, and demonstrate sound clinical reasoning, forming the basis for advanced clinical training.

The content of the program sections includes:

- Fundamentals of clinical assessment and professional behavior, including patient-centered care, ethical standards, and patient safety.
- Health history-taking techniques, effective communication with patients, and accurate clinical documentation.
- Physical examination skills in adults and children, including assessment of vital signs, general survey, and system-specific evaluation: skin, HEENT, thorax and lungs, cardiovascular, abdomen, musculoskeletal, and neurological and mental status.
- Clinical reasoning, formulation of differential diagnoses, and reflective practice.
- Principles of evidence-based medicine, including formulation of clinical questions (PICO), literature search strategies, and critical appraisal of therapy, diagnostic studies, prognosis, etiology, and systematic reviews.
- Application of evidence to clinical decision-making and patient management, including use of clinical guidelines and recommendations.
- Ethical and professional challenges in applying EBM and communicating evidence-informed decisions.

2. Purpose of the course:

- The integrated course *"Introduction to Clinical Medicine & Foundations of Evidence-Based Medicine"* is designed to equip second-year medical students with the foundational knowledge, practical skills, and professional competencies required for competent clinical practice and evidence-based decision-making. The course covers principles of patient evaluation, systematic history-taking, physical examination, interpretation of vital signs, and recognition of normal and pathological clinical patterns. It introduces students to the methodology of evidence-based medicine (EBM), including literature search, critical appraisal, and application of research findings to clinical practice. The course fosters professional behavior, ethical standards, and reflective practice, preparing students for advanced clinical training and lifelong learning.

- **The course objectives:**

1. To provide students with knowledge of the principles and methodology of clinical assessment, including history-taking and physical examination in adults and children.
2. To study the interpretation of vital signs, general survey findings, and system-specific clinical patterns.
3. To develop skills in professional communication, patient-centered care, and adherence to ethical and safety standards in clinical practice.
4. To introduce the fundamentals of evidence-based medicine, including formulation of clinical questions (e.g., PICO), literature search strategies, and critical appraisal of scientific studies.
5. To train students in integrating scientific evidence with clinical reasoning for informed decision-making in patient care.
6. To cultivate reflective practice, self-assessment, and the principles of lifelong learning to support continuous professional development.

Prerequisites	• Human Anatomy • Histology • Physiology • Biochemistry • Pathology / Pathological Anatomy • Introduction to Clinical Medicine • Bioetics • Pharmacology (fundamentals)
Post-requisites	• Internal Medicine • Surgery • Pediatrics • Obstetrics & Gynecology • Clinical practice and disciplines • Advanced courses in clinical research and epidemiology • Family Medicine / Preventive Medicine

Learning outcomes of the discipline

By the end of the course, the student: In the process of mastering the discipline, the student will achieve the following learning outcomes (LO) and will have the corresponding competencies:

LO (learning outcome) GEP	**LO disciplines**	**Competence**
RO5 – Able to assess morphofunctional and physiological states, as well as pathological processes, and apply methods of examining adult and pediatric patients to solve professional tasks	• **Knows:** The student has a systematic knowledge of the principles of human morphofunctional organization, anatomy and physiology of various	**PC-5:**Able and ready to conduct and interpret patient history, physical examination, clinical assessment, results of modern laboratory and instrumental studies, and

	organs and systems, the mechanisms of their normal functioning, and the pathophysiological processes in adults and children. The student understands the etiology, pathogenesis, clinical manifestations, and development mechanisms of diseases.. • **Able to:** The student is able to apply modern examination methods, including patient history taking, physical examination, laboratory and instrumental assessments, to evaluate morphofunctional and physiological states. The student can identify pathological processes at early stages and distinguish them from normal age-related or individual variations. • **Possesses skills in:** The student is proficient in integrating morphofunctional and physiological knowledge with clinical data to make informed decisions, establish timely diagnoses, plan treatment, and monitor adult and pediatric patients.	to write medical records for outpatient and inpatient adult and pediatric patients. **PC-6:** Able and ready to apply aseptic and antiseptic methods, use medical instruments, and perform patient care techniques.
RO6 – Able to apply basic knowledge in the field of preventive activities to solve professional tasks.	• **Knows:** The student has in-depth knowledge of the theoretical foundations of preventive medicine, including levels of prevention (primary, secondary, tertiary), epidemiological principles, risk factors for disease, and the role of vaccination and sanitary-hygienic measures	**SPC-5:** Able and ready for logical and well-reasoned analysis, public speaking, discussion and debate, carrying out educational and upbringing activities, and collaboration. **PC-10:** Able and ready to implement preventive measures to avert

	in preventing infectious, parasitic, and non-communicable diseases. The student knows the legislative, ethical, and organizational aspects of preventive healthcare. • **Able to:** The student is able to develop and implement individual and group preventive strategies, evaluate the effectiveness of preventive measures, and use modern epidemiological monitoring and public education tools to reduce morbidity and improve population health. The student can provide preventive counseling tailored to age-specific and socio-demographic characteristics. • **Possesses skills in:** The student is proficient in planning, organizing, and executing preventive programs at both individual and population levels. The student can assess outcomes of preventive measures, adapt strategies to specific medical, social, and demographic conditions, and integrate preventive activities into clinical practice and research.	infectious, parasitic, and non-infectious diseases.
RO7 *– Able to apply basic knowledge in the field of diagnostic activities to solve professional tasks.*	• **Knows:** The student has systematic knowledge of the principles of clinical diagnostics, including the identification of main, concomitant, and complication diagnoses according to ICD standards. The student knows modern diagnostic methods for	**PC-15** Able and ready to analyze patterns of functioning of individual organs and systems, use knowledge of anatomical and physiological features, basic clinical-laboratory examination methods, and assess the functional state of adult and pediatric

	acute and life-threatening conditions, and the interpretation of clinical, laboratory, and instrumental data.. • **Able to:** The student is able to perform comprehensive patient assessments, including history taking, physical examination, and interpretation of laboratory and instrumental studies, and apply diagnostic algorithms for early detection of diseases and differentiation between primary and secondary pathologies. • **Possesses skills in:** The student is proficient in analyzing the functional state of organs and systems, interpreting diagnostic results, and making evidence-based clinical decisions. The student can evaluate disease progression and complications and plan subsequent diagnostic and therapeutic interventions.	patients for timely diagnosis of diseases and pathological processes. **PC-16:** Able and ready to use the diagnostic algorithm (main, concomitant, and complication diagnoses) according to ICD, and perform basic diagnostic procedures for detecting urgent and life-threatening conditions.
RO11 – Able to apply basic knowledge in the field of scientific research activities to solve professional tasks.	• **Knows:** The student knows the principles of scientific research, methods for collecting, processing, and analyzing medical information, evidence-based medicine, rules for working with information and bibliographic resources, and ethical and safety standards in handling data. • **Able to:** The student is able to plan and conduct scientific research, collect and analyze clinical and	**IC-2:** Able and ready to use information, bibliographic resources, and information-communication technologies while adhering to basic information security requirements. **PC-31:** Able and ready to analyze and publicly present medical information based on evidence-based medicine.

	epidemiological data, apply statistical methods, formulate conclusions, and present research results in written and oral form. The student can defend findings logically and • **Possesses skills in:** The student is proficient in critical analysis of medical information, public speaking, discussion, debate, and scientific justification of their position. The student can integrate research findings into clinical practice, preventive and educational activities, and collaborate effectively within interdisciplinary projects.	**PC-32:** Able and ready to plan and conduct scientific research.

3.Technological Map of the Discipline

Recommended technological map for two modules within one semester (M1+M2):

Dicipline	Credit	Class hours	IW	1 module (30 point)				2 module (30 point)			Exam (40 point)	
		50%	50%	Class hours		IW	PK (r)	Class hours		IW	RK (r)	Final (E)
				лек.	пр.			лек.	пр.			
PC	4	60	60	12	18	30/6		12	18	30/6		
Score Accumulation Table				30	30	30	30	30	30	30	30	
Module and Examination Results				(M=tcp.+r+s) до 30/ 30				(M=tcp.+r+s) до 30 / 30				40
				Rдоп. = M1 + M2 (30-30)								
Final Mark				I = Rдоп. + E								100

4.Calendar thematic plan of lectures and practical classes

№	Week	Topic name	Number of hours		Points
			Lecture	Seminar (practical, laboratory) lesson	
1- Module					

1.	1 week	Introduction to Clinical Medicine & ProfessionalismHealth History: Techniques and Communication	2	2	30
2.	2 week	Vital Signs & General Survey	2	2	30
3.	3 week	Skin, Hair, Nails Examination	2	2	30
4.	4 week	HEENT Examination Skills	2	2	30
5.	5 week	Thorax & Lungs Examination	2	2	30
6.	6 week	Cardiovascular Examination	2	2	30
7.	7 week	Abdominal Examination Skills	2	2	30
8.	8 week	Musculoskeletal Examination	2	2	30
9.	9 week	Neurologic & Mental Status Examination	2	2	30
Module 1					
2- Module					
10.	10 week	Introduction to Evidence-Based Medicine and Patient Safety	2	2	30
11.	11 week	Formulating Clinical Questions (PICO)		2	30
12.	12 week	Searching Medical Literature		2	30
13.	13 week	Critical Appraisal of Therapy and Diagnostic Studies		2	
14.	14 week	Critical Appraisal of Prognosis, Etiology, and Systematic Reviews	2	2	30
15.	15 week	Applying Evidence to Clinical Practice		2	30
16.	16 week	Clinical Guidelines and Recommendations			

17.	17 week	Ethics, Communication, and Professional Challenges in EBM	2	2	30
18.	18 week	Clinical Reasoning, Reflection, and Lifelong Learning		2	30
Module 2					
		Total:	**24**	**36**	30

3. The plan of the organization of the IW

№	Topic name	IW Assignment	hours	Assessment Tools	Points	Literature	Deadline
1.	Patient Safety and Infection Control	Prepare a report on standard precautions, hand hygiene, and infection prevention measures in clinical practice.	5	Written assignment (graded)	5	**Bates, Ch. 1 (Professionalism & Safety);** Alternative: Hughes RG. *Patient Safety and Quality: An Evidence-Based Handbook for Nurses*, 2008. **Online:** WHO Guidelines on Hand Hygiene (https://www.who.int/publications/i/item/9789241597906)	By Module 1
2.	Medical Documentation and Clinical Terminology	Analyze sample patient charts, identify errors, and create a glossary of 20	5	Written assignment; evaluated for complete	5	**Bates, Ch. 1–2;** Alternative: Seidel HM et al. *Mosby's*	By Module 1

		common clinical terms and abbreviations.		ness and accuracy		*Guide to Physical Examination*, 9th edition, 2019. **Online:** BMJ Best Practice (https://bestpractice.bmj.com)	
3.	History-Taking Scenarios	Review two written case studies and draft sample interview questions with rationale.	5	Written assignment, evaluated on logic and relevance	5	**Bates, Ch. 2**; Alternative: McGee SR. *Evidence-Based Physical Diagnosis*, 4th edition, 2018. **Online:** PubMed Clinical Queries (https://pubmed.ncbi.nlm.nih.gov/clinical)	By Module 1
4.	*Interpretation of Vital Signs and General Findings*	*Analyze 5 case scenarios with abnormal vital signs; summarize clinical implications.*	5	Written analysis; graded for correctness and reasoning	5	**Bates, Ch. 3**; Alternative: Long B et al. *Clinical Methods: The History, Physical, and Laboratory Examinations*, 4th edition, 2010. **Online:** UpToDate (https://www.uptodate.com)	By Module 1
5.	*Evidence-Based Physical Examination*	*Prepare a 1-page summary explaining the*	5	Written submission;	5	**Bates, Ch. 1–12**; Alternative:	By Module 1

		rationale for selected examination techniques.		evaluated for clarity and scientific reasoning		McGee SR. *Evidence-Based Physical Diagnosis*, 4th edition, 2018. **Online:** Cochrane Library (https://www.cochranelibrary.com)	
6.	Clinical Reasoning and Differential Diagnosis	Read provided case vignettes; generate at least 3 differential diagnoses for each.	5	Written assignment; tutor feedback on reasoning process	5	**Bates, Ch. 1–12**; Alternative: Kassirer JP. *Clinical Reasoning in Medicine*, 2010. **Online:** JAMA Users' Guides (https://jamanetwork.com/journals/jama/pages/for-the-public)	By Module 1
7.	Ethical, Communication, and Professional Challenges	Analyze a scenario with ethical dilemmas or difficult patient interactions; propose solutions.	5	Written reflection; evaluated for reasoning and professionalism	5	**Bates, Ch. 1**; Alternative: Jonsen AR et al. *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*, 8th edition, 2020. **Online:** NEJM Ethics Cases (https://www.nejm.org/	By Module 2

						medical-ethics)	
8.	Integration of Findings and Self-Reflection	Using sample case reports, summarize key clinical impressions; write a reflective essay on personal strengths and learning goals.	5	Written report and reflection; evaluated for synthesis and depth	5	**Bates, Ch. 1–12**; Alternative: Seidel HM et al. *Mosby's Guide to Physical Examination*, 9th edition, 2019. **Online:** Cochrane Interactive Learning (https://training.cochrane.org/interactivelearning)	By Module 2
9.	Case-Based Literature Search	Search for evidence for a provided clinical scenario; summarize search strategy	5	Written submission; graded for completeness	5	**Primary:** Sackett DL et al., *Evidence-Based Medicine: How to Practice and Teach EBM*, Ch. 4 **Alternative:** Straus SE et al., *Evidence-Based Medicine: How to Practice and Teach EBM*, 5th edition, 2019 **Online Resources:** PubMed (https://pubmed.ncbi.nlm.nih.gov),	By Module 2

						Cochrane Library (https://www.cochranelibrary.com)	
10.	Critical Appraisal Exercise	Select a research article and critically appraise study design, bias, and validity	5	Written assignment; tutor feedback	5	**Primary:** Sackett DL et al., Ch. 5–7 **Alternative:** Guyatt GH et al., *Users' Guides to the Medical Literature*, 3rd edition, 2015 **Online Resources:** BMJ Best Practice (https://bestpractice.bmj.com), JAMA Users' Guides (https://jamanetwork.com/journals/jama/pages/for-the-public)	By Module 2
11.	Evidence Application in Practice	Analyze a clinical case and propose an evidence-based management plan	5	Written case analysis; evaluated for reasoning and applicability	5	**Primary:** Sackett DL et al., Ch. 8–10 **Alternative:** Straus SE et al., *Clinical Epidemiology: How to Do Clinical Practice Research*, 5th edition, 2019 **Online Resources:** UpToDate	By Module 2

						(https://www.uptodate.com), National Guideline Clearinghouse (https://www.ahrq.gov/gam/index.html)	
12.	Reflection and Learning Plan	Write a reflective essay on strengths and weaknesses in EBM skills; propose personal learning goals	5	Reflective essay; evaluated for depth and insight	5	**Primary:** Sackett DL et al., Ch. 1–2 **Alternative:** Greenhalgh T., *How to Read a Paper: The Basics of Evidence-Based Medicine*, 6th edition, 2020 **Online Resources:** Cochrane Interactive Learning (https://training.cochrane.org/interactivelearning)	By Module 2

Course Policy (some elements of the course policy may be adjusted depending on the specifics of the subject):

1. **Attendance and Participation**
   - Requirements for attending lectures and practical sessions
   - Rules of conduct during classes
   - Consequences of unexcused absences
2. **Academic Integrity and Plagiarism**
   - Definition of plagiarism and academic dishonesty
   - Consequences of plagiarism and cheating during exams
3. **Deadlines and Penalties for Late Submissions**
   - Deadlines for submitting homework, projects, and other assignments

- Penalties for missing deadlines

4. **Retake and Appeal Policy**
- Conditions and procedures for retaking exams and tests
- Rules for submitting grade appeals

5. **Use of Gadgets in Class**
- Permission or restriction on using phones, laptops, and other devices during lectures

6. **Formatting and Referencing Rules**
- Requirements for formatting written assignments, citations, and reference lists

7. **Consultations and Instructor's Office Hours**
- Schedule of consultations and office hours for individual meetings and self-directed learning (SDL) support

(A clear statement of the course policy in the syllabus helps students understand the instructor's expectations and the rules that must be followed during the course, as well as avoid misunderstandings in the learning process.)

Assessment System:

Declaration of Academic Integrity: Students enrolled in this course are required to submit a declaration committing themselves to comply with the university's policy on academic integrity. Regulation.

Educational resources

(используйте полную ссылку и укажите, где можно получить доступ к текстам/материалам)	
Electronic resources	https://pubmed.ncbi.nlm.nih.gov https://www.cochranelibrary.com https://www.uptodate.com https://bestpractice.bmj.com https://www.clinicalkey.com https://www.nejm.org/evidence https://training.cochrane.org/interactivelearning https://www.ahrq.gov/gam/index.html https://jamanetwork.com/journals/jama/pages/for-the-public https://www.who.int/publications
Electronic textbooks	1. *Sackett DL et al. Evidence-Based Medicine: How to Practice and Teach EBM, 5th edition, 2019* Elsevier ScienceDirect 2. *McGee SR. Evidence-Based Physical Diagnosis, 4th edition, 2018* ClinicalKey 3. *Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine, 6th edition, 2020* Wiley Online Library

Textbooks (library)	1. Bates B. Bates' Guide to Physical Examination and History Taking, 13th edition, 2023 Lippincott Williams & Wilkins 2. Seidel HM et al. Mosby's Guide to Physical Examination, 9th edition, 2019 Elsevier 3. Straus SE et al. Evidence-Based Medicine: How to Practice and Teach EBM, 5th edition, 2019 Elsevier 4. Kassirer JP. Clinical Reasoning in Medicine, 2010 Lippincott Williams & Wilkins 5. Jonsen AR et al. Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine, 8th edition, 2020 McGraw-Hill Education