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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY

Director of the Institute of Therapy (Internal Medicine) and Instrumental Diagnostics
_____ / Nevzorova V.A
"2nd" of April 2026

# SUBJECT GUIDE FOR TEACHERS AND STUDENTS FOR

## B1.C.30 Faculty therapy

(Name of discipline)

| | |
|---|---|
| **Specialty** | **31.05.01 General Medicine (English-language program)** (code, name) |
| **Degree** | Specialist's degree |
| **Profile** | 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system) |
| **Mode of study** | **Full-time** |
| **Period of mastering the BEP** | **6 years** (nominal length of study) |
| **Institute** | of Therapy (Internal Medicine) and Instrumental Diagnostics |

Vladivostok, 2026

Subject guide for teachers and students for **B1.C.30 Faculty therapy** is based on:

1) Federal State Educational Standard of Higher Education for the specialty approved by the Order No. 988 of Ministry of Science and Higher Education of the Russian Federation
dated August 12, 2020.

2) Curriculum for the 31.05.01 General Medicine (English-language program), profile 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system), approved by the Academic Council of FSBEI HE PSMU of the Ministry of Health of Russia, Report No. 1-7/25-26 dated March 27, 2026.

Subject guide for teachers and students for **B1.C.30 Faculty therapy** was developed by the writing team of the Institute of Therapy (Internal Medicine) and Instrumental Diagnostics of the FSBEI HE PSMU of the Ministry of Health of Russia, under the guidance of the director of the Institute, Doctor of Medical Sciences, Professor Nevzorova V.A.

**Developed by:**

| | | |
|---|---|---|
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## 1. GENERAL PROVISIONS

Subject guide for **B1.C.30 Faculty therapy** is a set of recommendations and explanations that facilitate to optimal organization of mastering this discipline.

Regular analysis of lecture materials and work with end-of-the-text questions are necessary for better understanding of the material and systematization of knowledge of **B1.C.30 Faculty therapy**. Particular attention should be paid to emerging questions, confusing terms, and conflicts of points of view during the independent review of the lecture material. If necessary, a student should contact the teacher for advice. Lecture material streamlines students' thinking, while practical classes provide deeper insight into the material of the discipline.

Special attention should be paid to the content of the main provisions and conclusions, explanation of phenomena and facts, and clarification of the practical application of theoretic aspects of topic when preparing for a practical class. During this process students should aim to understand and remember the main provisions of the material under consideration, examples provided, as well as understand the illustrative material.

Collections of assessment tools are used to organize independent study of topics of **B1.C.30 Faculty therapy**.

Independent work of students is facilitated by the following:

1. ava1ilability and accessibility of the necessary educational and reference material;
2. a system of regular quality control of completed independent work;
3. availability of teacher's advice.

Subject guides for self-study are presented as textbooks, lecture presentations, clinical guidelines, and electronic resources. Subject guides for independent work of students include a list of library resources of the educational institution and other materials accessible to students.

Independent work is a type of in-person extracurricular work of teachers and students of **B1.C.30 Faculty therapy**. Control of independent work is conducted by the leading teacher. Evaluation of independent work results is taken into account when conducting interim examination of students throughout **B1.C.30 Faculty therapy** course.

Continuous assessment during **B1.C.30 Faculty therapy** course is implemented in order to check indicators of achieving competencies, to stimulate students' academic work, and improve methods of mastering new knowledge. Continuous assessment during **B1.C.30 Faculty therapy** course is conducted during the semester to assess all types and sections of the academic discipline that encompass the competencies developed by the discipline: classroom questioning, working with tests, and discussion of case studies. Continuous assessment of students' knowledge and results of their preparation for practical classes is conducted during every class session.

Interim assessment aims to determine the level of mastery of competency indicators. It is conducted in the exam format after the student has mastered all sections of **B1.C.30 Faculty therapy** and takes into account learning outcomes for all types of student work over the entire period of mastering **B1.C.30 Faculty therapy** course.

Time allotted for interim assessment is indicated in the schedule.

Assignments given during practical classes, as well as assignments aimed to prepare students for continuous and interim assessment, are included in the collection of assessment tools for **B1.C.30 Faculty therapy**. If necessary, students should contact the teacher for advice. It is necessary to thoroughly think over questions that need clarification before seeking teacher's advice.

## 2. SUBJECT GUIDES FOR LECTURE CLASSES

The purpose of the lectures is to prepare a specialist with a system of universal, general professional, and professional competencies formed on the basis of basic and specialized medical knowledge, skills and abilities, who is able and ready to independently solve professional problems to perform work functions.

When conducting lectures, it is essential to strictly adhere to the course curriculum. Attention should be paid to reviewing the questions and tasks included in the assignments, and, if necessary, solving similar problems with an explanation of the solution algorithm.

During lectures, students are required to take notes on the material, pay attention to categories and phrases that reveal the essence of certain phenomena and processes, as well as scientific conclusions and practical recommendations. It is advisable to leave margins in their notes for making notes from recommended literature that supplement the lecture material and highlight the particular importance of certain theoretical concepts. Ask the lecturer questions to clarify theoretical concepts and resolve arising issues.

Table 1. Subject Guides for **B1.C.30 Faculty therapy** Lectures

| No. | Lecture Topic | Hours |
|---|---|---|
| 1 | 2 | 3 |
| | Semester No. 7 | |
| 1. | Community-acquired pneumonia | 2 |
| 2. | Chronic bronchitis | 2 |
| 3. | Chronic Obstructive Lung Disease (COPD) | 2 |
| 4. | Bronchial asthma | 2 |
| 5. | Chronic cough syndrome | 2 |
| 6. | Respiratory failure | 2 |
| 7. | Osteoarthritis | 2 |
| 8. | Gout | 2 |
| 9. | Rheumatoid arthritis | 2 |
| 10. | Acute rheumatic fever (ARF) | 2 |
| 11. | Acquired heart defects | 2 |
| 12. | Systemic lupus erythematosus | 2 |
| 13. | Infective endocarditis | 2 |
| 14. | Urinary tract infections | 2 |
| 15. | Nephrotic syndrome | 2 |
| 16. | Acute glomerulonephritis | 2 |
| 17. | Chronic glomerulonephritis | 2 |
| 18. | Chronic kidney disease (CKD) | 2 |
| | **Hours per semester total** | **36** |
| | Semester No. 8 | |
| 1. | Dyslipidemia. Atherosclerosis | 2 |
| 2. | Stable coronary artery disease | 2 |
| 3. | Non-ST-elevation ACS | 2 |
| 4. | ST-elevation myocardial infarction | 2 |
| 5. | Arrhythmias: atrial fibrillation | 2 |
| 6. | Cardiac conduction defects: blocks | 2 |
| 7. | Hypertension | 2 |
| 8. | Chronic heart failure | 2 |
| 9. | Iron-deficiency anemia | 2 |
| 10. | Vitamin B12-deficiency anemia. Folate-deficiency anemia | 2 |
| 11. | Functional dyspepsia | 2 |
| 12. | Peptic ulcer disease | 2 |
| 13. | Chronic pancreatitis | 2 |

| | | |
|---|---|---|
| 14. | Irritable bowel syndrome | 2 |
| | **Hours per semester total** | **28** |

## 3. SUBJECT GUIDES FOR PRACTICAL CLASSES

The objective of practical classes is to prepare a specialist with a system of universal, general professional, and professional competencies formed on the basis of basic and specialized medical knowledge, skills and abilities, who is able and ready to independently solve professional problems to perform work functions.

Clinical practical classes are designed to expand and deepen students' knowledge of the subject matter and develop the skills and competencies required by the Occupational standard. They also aimed at assessing the students' knowledge of the course material, understanding of the topics covered in lectures and textbooks, the extent and quality of their assimilation of the curriculum material, and develop skills and abilities in applying theoretical knowledge to real-world problem-solving and professional situation analysis.

Practical training is conducted through hands-on work, demonstrating practical skills and abilities using simulation and modeling technologies, standardized patient scenarios, case studies, and testing. When working with a situational problem, the practitioner must analyze the situation described in the problem and answer all questions. Answers must be detailed and well-reasoned. A problem typically contains several questions, so it is advisable to answer each question separately. When solving a problem, the practitioner must select the optimal solution (use known ones or propose their own algorithms).

During class session, each student must be prepared to answer all questions posed in the lesson plan and be as proactive as possible in answering them. Their presentation should be fluent, persuasive, and well-reasoned. Answering questions should not be limited to mere recitation of text, nor should simply reading notes be permitted. It is essential that the speaker demonstrate their own perspective on the topic, express their personal opinion and understanding, justify it, and be able to draw appropriate conclusions from what they have said.

The test assignments are designed in accordance with the course curriculum. These assignments help the students assess the width and depth of their understanding of the subject matter, as well as review and systematize their knowledge. When completing the test assignments, the students should read all assignments and instructions carefully.

Table 2. Subject Guides for Practical **B1.C.30 Faculty therapy** Classes

| No. | Practical Class Topic | Hours |
|---|---|---|
| 1 | 2 | 3 |
| | Semester No. 7 | |
| 1 | Community-acquired pneumonia | 4 |
| 2 | Chronic bronchitis | 4 |
| 3 | Chronic Obstructive Lung Disease (COPD) | 4 |
| 4 | Bronchial asthma | 4 |
| 5 | Chronic cough syndrome | 4 |
| 6 | Respiratory failure | 4 |
| 7 | Osteoarthritis | 4 |
| 8 | Gout | 4 |
| 9 | Rheumatoid arthritis | 4 |
| 10 | Acute rheumatic fever (ARF) | 4 |
| 11 | Acquired heart defects | 4 |
| 12 | Systemic lupus erythematosus | 4 |
| 13 | Infective endocarditis | 4 |

| | | |
|---|---|---|
| 14 | Urinary tract infections | 4 |
| 15 | Nephrotic syndrome | 4 |
| 16 | Acute glomerulonephritis | 4 |
| 17 | Chronic glomerulonephritis | 4 |
| 18 | Chronic kidney disease (CKD) | 4 |
| | **Hours per semester total** | **72** |
| | Semester No. 8 | |
| 1 | Stable coronary artery disease | 4 |
| 2 | Non-ST-elevation ACS | 4 |
| 3 | ST-elevation myocardial infarction | 4 |
| 4 | Arrhythmias: atrial fibrillation | 4 |
| 5 | Cardiac conduction defects: blocks | 4 |
| 6 | Hypertension | 4 |
| 7 | Chronic heart failure | 4 |
| 8 | Iron-deficiency anemia | 4 |
| 9 | Vitamin B12-deficiency anemia. Folate-deficiency anemia | 4 |
| 10 | Functional dyspepsia | 4 |
| 11 | Peptic ulcer disease | 4 |
| 12 | Chronic pancreatitis | 4 |
| 13 | Irritable bowel syndrome | 4 |
| | **Hours per semester total** | **68** |

## 4. GUIDELINES FOR CONTINOUS AND INTERIM ASSESSMENT

Table 3. Guidelines for Conducting Continuous and Interim Assessment during **B1.C.30 Faculty therapy** Course

| Type of assessment | Assessment format |
|---|---|
| Continuous assessment | - conducting and evaluating oral or written quizzes during lectures and practical classes;<br>- assessment and evaluation of completion and results of assignments given during practical classes;<br>- assess and evaluate completion and results of individual assignments and exam tasks given during practical classes. |
| Interim certification | is conducted in exam format; it allows to assess the development of students' competencies correlating with types of professional activity. |

## 5 ASPECTS OF THE IMPLEMENTATION OF THE COURSE FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

5.1. Availability of accessible environment

For students with disabilities and special needs, if a written application is submitted, lectures and practical classes are carried out taking into account health limitations, individual capabilities and medical status (hereinafter referred to as individual characteristics) of the student. Compliance with the following general requirements is ensured: teaching aids for collective and individual use are provided, required technical assistance is provided by an assistant, buildings and premises where lectures and practical classes are taking place meet accessibility requirements, other arrangements lack of which makes it impossible or difficult to master the discipline are made.

5.2. Compliance with general requirements

When lectures and practical classes are carried out at the written application of the student, the following general requirements are met: lectures and practical classes for students with disabilities and special needs take place at the same location as for students who do not have disabilities, if this does not cause difficulties for students; an assistant (assistants), who provide(s) students with the necessary technical assistance taking into account individual characteristics of the student, is (are) provided; necessary teaching aids are provided, taking into account individual characteristics of the student.

5.3. Availability of the internal policies and procedures of FSBEI HE PSMU of the Ministry of Health of Russia to students with disabilities in a form accessible to them.

All internal policies and procedures of FSBEI HE PSMU of the Ministry of Health of Russia concerning the discipline are made available to students with disabilities in a form accessible to them.

5.4. Increase in the duration of interim assessment of students with disabilities and special needs in relation to the established duration

Format of the interim assessment of academic performance within the scope of the discipline for students with disabilities and special needs is selected taking into account individual characteristics (orally, by writing on paper, by typing on a computer, as a test, etc.). The duration of the interim assessment in relation to the established duration is increased at the written application of the student with disabilities. Time limit for the student's preparation for the test is increased by at least 0.5 hours

## 6. STAFFING REQUIREMENTS OF THE DISCIPLINE

Academic teaching personnel that ensure the implementation of the discipline education process meet the requirements of the Federal State Educational Standard of Higher Education for the **31.05.01 General Medicine for international students (in English)** specialty; list of the aforementioned personnel is available on the website of the educational organization.