|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **UNIVERSITY OF EAST SARAJEVO**  Faculty of Medicine | | | | | | | | | | |  | | | |
| ***Study program: medicine*** | | | | | | | | | | |
| Integrated academic studies | | | | | | III study year | | | | |
| **Full subject title** | | | PATHOPHYSIOLOGICAL ASPECTS OF FUNCTIONAL DIAGNOSTICS | | | | | | | | | | | | | | |
| **Department** | | | Department of preclinical subjects, Faculty of Medicine Foca | | | | | | | | | | | | | | |
| **Subject code** | | | | | | **Subject status** | | | | | **Semester** | | | **ECTS** | | | |
|
| МЕ-01-2-031-5 | | | | | | elective | | | | | V | | | 1 | | | |
| **Professor/ -s** | | Full professor Mirjana Miric MD,PhD; Full professor Vladimir Jurisic MD,PhD, assistant professor Ivan Radić MD PhD | | | | | | | | | | | | | | | |
| **Associate/ - s** | |  | | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | | **Individual student workload (in hours per semester)** | | | | | | | | **Coefficient of student workload So[[1]](#footnote-2)** | | |
| **L** | **E** | | | | **SP** | | **L** | | | **E** | | **SP** | | | **L** | | |
| 1 | 0 | | | | 0 | | 1\*15\*1 | | | 0\*15\*1 | | 0\*15\*1 | | | 1 | | |
| total teaching workload (in hours, per semester)  1\*15 + 0\*15 + 0\*15 =15 | | | | | | | | total teaching workload (in hours, per semester)  1\*15\*1 + 0\*15\*1 + 0\*15\*1 = 15 | | | | | | | | | |
| Total subject workload (teaching + student): 15 + 15 = 30 hours | | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | 1. Through the pathophysiological aspects of functional diagnostics the student is additionally acquainted with the mechanisms of the occurrence of the disease.  2. Knowledge of modern diagnostic methods and interpretation of results through the differential diagnosis of certain functional system disorders.  3. Understanding the pathophysiological aspects of functional diagnostics provides a holistic approach to the patient.  4. He needs to know basic ECG changes, which allows easier monitoring of clinical subjects and later easier involvement in independent work. | | | | | | | | | | | | | | | |
| **Preconditions** | | Requirement for taking the exam: all passed exams from the previous year of study | | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, seminars and consultations. | | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures**  1. Calcium homeostasis disorder, metabolic bone disease, function evaluation based on biochemical indicators.  2. Functional examination of the full glands  3. Functional examination of peripheral circulation (methods of blood pressure measurement, methods of measuring arterial flow)  4. Functional examination of the lungs (overview of sputum, examination of pleural effusion, performance and interpretation of gas analysis, lung perfusion testing)  5. Methods of Functional Pancreatic Testing (Laboratory Indicators of Acute and Chronic Pancreatitis)  6. Methods of stool testing (the influence of other diseases on the formation of a chair)  7. PBL-angina lakunaris.  8. PBL-allergic reaction to drugs.  9. Laboratory findings in hematology.  10. PBL-renal hypertension.  11. PBL-osteoporosis.  12. PBL-pathogenesis of cardiac decompensation.  13. PBL-acute poisoning.  14. ECG (frequency and disorders of the heart rhythm, determination of the axis)  15. ECG (hypertrophy of the anterior and chamber, diagnosis of localization of infarction, ECG disorders in special pathological conditions) | | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title/Publisher** | | | | | | | | | **Year** | | | **Pages(from-to)** | |
| McCance LK, Huether ES | | | | Pathophysiology:the Biological Basis od Disease in Adults and Children.8 th ed. Mosby | | | | | | | | | 2019 | | |  | |
| **Additional literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title/Publisher** | | | | | | | | | **Year** | | | **Pages (from-to)** | |
|  | | | |  | | | | | | | | |  | | |  | |
|  | | | |  | | | | | | | | |  | | |  | |
| **Student responsibilities, types of student assessment and grading** | | **Grading policy** | | | | | | | | | | | | **Points** | | | **Percentage** |
| Pre-exam activities | | | | | | | | | | | | | | | |
| Seminar paper | | | | | | | | | | | | 50 | | | 50% |
| Final exam | | | | | | | | | | | | | | | |
| Written exam | | | | | | | | | | | | 50 | | | 50% |
| TOTAL | | | | | | | | | | | | 100 | | | 100 % |
| **Certification date** | | December 13 th 2018 | | | | | | | | | | | | | | | |

1. The coefficient of student workload So is calculated as it follows:

   а) for the study programs not going through the licensing process: So = (total workload in semester for all of the subjects 900 hrs – total teaching workload L+E in semester for all of the subjects 870 hrs)/ total teaching workload L+E in semester for all of the subjects \_\_\_\_\_ hrs = \_\_\_\_. Consult form content and its explanation.

   b) for the study programs going through the licensing process, it is necessary to use form content and its explanation. [↑](#footnote-ref-2)