Оренбург Federal state budgetary educational institute of the higher education

«Orenburg state medical university» of Ministry of Health of the Russian Federation»

**INSTRUCTIONS**

**FOR THE INDEPENDENT WORK OF STUDENTS**

\_\_\_\_\_\_\_\_\_\_\_Dermatovenerology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(name of subject)

majoring in (specialty)

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(Code, name of training program (specialty))

It is part of the main professional educational program of higher education majoring in (specialty)

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approved by the Academic Council of the FSBEI HE ORGMU of the Ministry of Health of Russia

protocol № \_8\_\_\_\_\_\_\_\_ from «\_23\_\_» \_\_\_\_\_03\_\_\_\_\_\_\_\_\_2016\_\_\_

Orenburg

1. **Explanatory note**

Independent work is a form of organization of the educational process that stimulates activity, independence, and the cognitive interest of students.

Independent work of students is an obligatory component of the educational process, since it ensures the consolidation of the acquired knowledge by acquiring the skills of comprehending and expanding their content, solving urgent problems of the formation of general cultural (universal), general professional and professional competencies, research activities, preparing for classes and passing the intermediate certification.

Independent work of students is a set of classroom and extracurricular activities and works that ensure the successful development of the educational program of higher education in accordance with the requirements of the Federal State Educational Standard. The form choice of organizing students' independent work is determined by the content of the discipline and the form of organization of training (lecture, seminar, practical lesson, etc.).

**2. Content of students' independent work.**

The content of tasks for independent work of students in discipline is presented in the fund of evaluation tools for current monitoring of progress and intermediate certification in the discipline, which is attached to the work program of the discipline, section 6 "Educational and methodological support for the discipline (module)", in the information system University.

The list of educational, educational and methodological, scientific literature and information resources for independent work is presented in the work program of the discipline, section 8 "List of basic and additional educational literature necessary for mastering the discipline (module)".

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Self topic  work | The form  independent work1 | Form of self-control work control   (in accordance with Section 4 JW) | The form  contact  work at  conducting  current  of control |
| 1 | 2 | 3 | 4 | 5 |
| *Self-study in practical classes*  *disciplines* | | | | |
| 1 | Topic «Anatomy and histology of the skin. Histopathology. Morphological elements. Methods of examination of the skin patient. The basic principles of treatment of skin patients». | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  solution of problem-situational problems. | classroom - in practical classes; |
| 2 | Topic «Psoriasis. Red lichen planus. Pink lichen. Etiopathogenesis, clinic, diagnosis, prevention, treatment. Curation of patients». | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  solution of problem-situational problems. | classroom - in practical classes; |
| 33 | Topic «Allergodermatosis (dermatitis, eczema). Neurodermatosis (urticaria, atopic dermatitis). Etiopathogenesis, clinic, diagnosis, prevention, treatment. Curation of patients**».** | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  solution of problem-situational problems. | classroom - in practical classes; |
| 1  4 | Topic «Cystic dermatosis. Alopecia areata. Vitiligo. Etiopathogenesis, clinic, diagnosis, prevention, treatment. Curation of patients. Boundary control». | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  solving problem-situational problems, a written survey. | classroom - in practical classes; |
| 5 | Topic « Theme 5. Fungal diseases of the skin. Keratomycosis, trichomycosis, mycoses of hands and feet, candidosis, deep mycoses, pseudomycosis. Pyoderma scabies. Pediculosis. Epidemiology, etiopathogenesis, clinic. Laboratory diagnosis. Principles of treatment and prevention.» | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  solution of problem-situational problems. | classroom - in practical classes; |
| 6 | Topic «Tuberculosis of the skin. Leprosy. Viral dermatosis. Epidemiology, etiopathogenesis, clinic. Principles of treatment and prevention. Boundary control». | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  problem-solving problems, a written survey. | classroom - in practical classes |
| 67 | Topic «Introduction to venereology. STI classification. Features of examination of sexually transmitted patients. Syphilis acquired. Epidemiology, etiopathogenesis, clinic». | work with the lecture notes; work on educational material (textbook, primary source, additional literature);  solving situational problems. | Oral survey; testing; solution of problem-situational problems,  solution of problem-situational problems. | classroom - in practical classes; |
| 18 | Topic «Gonococcal infection, non-gonococcal urethritis in men. Epidemiology, etiopathogenesis, clinic. Laboratory diagnosis, treatment and prevention principles. Protection of medical history. Delivery of practical skills. Boundary control». | Work with case histories of illness, practical skills. | Oral questionnaire, medical history defense; written survey; testing; taking practical skills. | classroom - in practical classes;  out-of-class, out of practical classes. |

**3. Guidelines for the implementation of tasks for the independent work on the discipline.**

**Methodical instructions for students on preparation**

**to practical training**

Practical training is a form of organization of the educational process, aimed at improving students' practical skills and abilities through group discussion of the topic, educational problem under the guidance of a teacher.

*When developing an oral response in a practical lesson, you can use the classic oratory scheme. This scheme is based on 5 stages:*

1. Selection of the necessary material for the content of the upcoming speech.

2. Drawing up a plan, dismembering the collected material in the necessary logical sequence.

3. "Verbal expression", literary processing of speech, saturation of its content.

4. Memorization, memorization of the text of the speech or its individual aspects (if necessary).

5. Making a speech with the appropriate intonation, facial expressions, gestures.

*Recommendations for building the composition of an oral response:*

1. The introduction should:

- to attract attention, arouse the interest of listeners to the problem, the subject of the answer;

- explain why your judgments about the subject (problem) are authoritative, meaningful;

- to establish contact with listeners by pointing to common views, previous experience.

2. The pre-notifications should:

- reveal the history of the problem (subject) of the speech;

- show its social, scientific or practical significance;

- to reveal previously known attempts to solve it.

3. In the process of argumentation it is necessary:

- to formulate the main point and give, if necessary for its clarification, additional information;

- to formulate an additional point, if necessary, accompanying it with additional information;

- to formulate a conclusion in general terms;

- to point out the disadvantages of alternative positions and the advantages of your position.

4. In conclusion, it is advisable:

- summarize your position on the problem under discussion, your final conclusion and decision;

- justify what the consequences are if you abandon your approach to solving the problem.

*Recommendations for drawing up a detailed response plan*

*to theoretical questions of practical training*

1. When reading the studied material for the first time, divide it into the main semantic parts, highlight the main thoughts and conclusions.

2. When drawing up a detailed outline plan, formulate its points, subparagraphs, determine what exactly should be included in the outline for the disclosure of each of them.

3. The most essential aspects of the studied material (theses) consistently and briefly state in your own words or cite in the form of quotations.

4. In the synopsis include both key points and specific facts and examples, but not describe them in detail.

5. Write individual words and whole sentences in abbreviated form, write out only keywords, instead of citing, make only links to the pages of the cited work, use conventional symbols.

6. Arrange paragraphs in steps, use colored pencils, markers, felt-tip pens to highlight significant places.

**Methodological instructions for the preparation and execution of the abstract**

Abstract - an independent research work of a student to reveal the essence of the problem under study, to present various points of view and their own views on it. The abstract in sequence should contain all its structural elements: title page, content, introduction, main part, conclusion, list of sources used.

1. The title page of the abstract should reflect the name of the university, the name of the faculty and the department where this work is performed, the title of the abstract, the surname and group of the person who performed it, the surname and academic degree of the examiner.

2. In the table of contents, the titles of the points of the abstract are sequentially stated, the pages from which each point begins are indicated.

3. In the introduction, the essence of the problem under study is formulated, the choice of the topic is substantiated, its significance and relevance are determined, the purpose and objectives of the abstract are indicated, and the characteristics of the literature used are given.

4. Main part: each section demonstratively reveals a separate problem or one of its sides, is logically a continuation of the previous one; in the main part can be presented tables, graphs, diagrams.

5. Conclusion: summarizes or gives a generalized conclusion on the topic of the abstract, offers recommendations.

The content of the abstract should be logical; the presentation of the material is problem-specific, and the text fully reflects the topic, meeting the following requirements:

- the relevance of the problem under consideration;

- the validity of the stated problems, questions, proposals;

- consistency, consistency and brevity of presentation;

- reflection of the opinion on the problem of the referee.

References in the text of the abstract to the sources used must be made in square brackets, indicating the source number according to the list of references given at the end of the work (for example: [2]). The literal cited sentences of the author or pages of his texts (for example: [2. pp. 24-25]) are indicated through a dot after the number. The proper names of the authors in the text of the abstract and sources in a foreign language are given in the original language. The volume of the abstract as an integral part of teaching practice should be from 15 to 20 typewritten A4 pages. Font size "Times New Roman" 14 pt, line spacing, margins: right - 10 mm; top, left and bottom - 20 mm. Page numbering should be continuous, starting from the title page (no number is put on the title page).