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**

Neurology, medical genetics, neurosurgery

( discipline name)

in the direction of training (specialty)

31.05.01 General Medicine (Faculty of Foreign Students)

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( code, name of the direction of training (specialty))

It is part of the main professional educational program of higher education in the direction of training (specialty) 31.05.01 General medicine (faculty of foreign students),

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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, practical lesson, etc.).

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N | Self-themework | Self-study form | Independent work control form*(in accordance with section 4 of the RP)* | The formcontactwork atholdingthe currentcontrol 2 |
| one | 2 | 3 | four | five |
| *Independent work in the framework of the entire discipline 3* |
| one | X 6 |   |   |   |
| 2 | X 6 |   |   |   |
| ... |   |   |   |   |
| *Independent work within module 4- 54 hours (2018-2019 academic year)* |
| one | Module " General Neurology " - 28 hours |   |   |   |
| 2 | Module " Private Neurology " - 26 hours |   |   |   |
| *Independent work in the framework of practical occupy Tille**m module*" General neurology" *(Neurology, medical genetics, neurosurgery) 5* |
| one | Topic " Pathology of the pyramidal system " | Presentation solution of situational tasks |   | classroom |
| 2 | Subject " Pathology of sensitivity " | Presentation solution of situational tasks |   | classroom |
| 3 | Topic " Pathology of higher cortical functions " | Presentation solution of situational tasks |   | classroom |
| four | Topic "Pathology of the cranial nerves, part 1 " | Presentation solution of situational tasks |   | classroom |
| four | Topic "Pathology of the cranial nerves, part 2 " | Presentation solution of situational tasks |   | classroom |
|   | Topic "Pathology of the extrapyramidal system and cerebellum" | Presentation solution of situational tasks |   | classroom |
|   | Topic " CSF, hydrocephalus, meningeal syndrome " | Presentation solution of situational tasks |   | classroom |
|   | Topic " Research methods in neurolo y and neurosurgery " | presentation |   | classroom |
|   | Topic " Pathology of the autonomic nervous system " | Presentation solution of situational tasks |   | classroom |
|   | Topic " Pathology of the peripheral nervous system " | Presentation solution of situational tasks |   | classroom |
|   | The theme of " Headache " | Presentation solution of situational tasks |   | classroom |
| *Independent work in the framework of practical occupy Tille**m module*" Private neurology" *(Neurology, medical genetics, neurosurgery) 5* |
|   | The topic is “ Acute cerebrovascular accident. Ischemic stroke " | Presentation solution of situational tasks |   | classroom |
|   | The topic is “ Acute cerebrovascular accident. Hemorrhagic stroke " | Presentation solution of situational tasks |   | classroom |
|   | Topic " Chronic cerebral ischemia / discirculatory encephalopathy " | Presentation solution of situational tasks |   | classroom |
|   | Topic "Inflammatory diseases of the nervous system (meningitis, encephalitis, meningoencephalitis)" | Presentation solution of situational tasks |   | classroom |
|   | Topic " Epilepsy , status epilepticus " | Presentation solution of situational tasks |   | classroom |
|   | Topic “ Demyelinating diseases of the nervous system . Multiple sclerosis " | Presentation solution of situational tasks |   | classroom |
|   | Topic “ Degenerative diseases of the nervous system with motor neuron disorders . Amyotrophic lateral sclerosis " | Presentation solution of situational tasks |   | classroom |
|   | Topic “ Neuromuscular diseases . Myasthenia gravis and myasthenic syndromes " | Presentation solution of situational tasks |   | classroom |
|   | The topic "Tumors of the brain " | Presentation solution of situational tasks |   | classroom |

**3. Methodical instructions for completing assignments for independent work in the discipline.**

Drawing up a presentation on the topic of modules.

Solving situational tasks (see the manual).

**4. Criteria for evaluating the results of assignments for independent work of students.**

**"Evaluation criteria used to control the independent work of students."**

|  |  |
| --- | --- |
| **form of control** | **Evaluation criteria** |
| **oral questioning** | The mark "EXCELLENT" is an answer that shows solid knowledge of the main issues of the studied material, is distinguished by the depth and completeness of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. |
| The "GOOD" mark evaluates an answer that reveals solid knowledge of the basic questions of the material being studied, differs in the depth and completeness of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. However, one or two inaccuracies in the answer are allowed. |
| The "SATISFACTORY" mark is used to assess the answer, which mainly testifies to the knowledge of the studied material, which is notable for insufficient depth and completeness of the topic; knowledge of the basic issues of theory; poorly formed skills in analyzing phenomena, processes, insufficient ability to give reasoned answers and give examples; lack of fluency in monologue speech, logic and consistency of the answer. Several errors in the content of the answer are allowed. |
| The mark "UNSATISFACTORY" is the answer that reveals ignorance of the material being studied, characterized by a shallow disclosure of the topic; ignorance of the main issues of theory, unformed skills in the analysis of phenomena, processes; inability to give reasoned answers, weak command of monologue speech, lack of consistency and consistency. Serious errors in the content of the answer are allowed. |
| **interview** | The mark "EXCELLENT" is given if the student clearly stated the essence of the topic under discussion, showed the logic of the presentation of the material, presented the argumentation, answered the questions of the interview participants. |
| The mark "GOOD" is given if the student clearly stated the essence of the topic under discussion, showed the logic of the presentation of the material, but did not provide the argumentation, incorrectly answered the questions of the interview participants. |
| The mark "SATISFACTORY" is given if the student clearly stated the essence of the topic under discussion, but did not show sufficient logic in the presentation of the material, did not provide argumentation, incorrectly answered the questions of the interview participants. |
| The mark "UNSATISFACTORY" is given if the student poorly understands the essence of the topic under discussion, is not able to logically and reasonably participate in the discussion. |
| **testing** | The mark "EXCELLENT" is given subject to 90-100% correct answers |
| The mark "GOOD" is given on condition of 75-89% of correct answers |
| The mark "SATISFACTORY" is given on condition of 60-74% correct answers |
| The mark "UNSATISFACTORY" is given on condition of 59% or less correct answers. |
| **solving situational****tasks** |  The mark "EXCELLENT" is given if the student is given the correct answer to the question of the problem. The explanation of the course of its solution is detailed, consistent, competent, with theoretical justifications (including from the lecture course), with the necessary schematic images and demonstrations of practical skills, with correct and fluent knowledge of terminology; answers to additional questions are correct, clear. |
| The mark "GOOD" is given if the student is given the correct answer to the question of the problem. The explanation of the course of its solution is detailed, but not logical enough, with isolated errors in details, some difficulties in theoretical justification (including from the lecture material), in schematic images and demonstrations of practical actions, the answers to additional questions are correct, but not clear enough. |
| The mark "SATISFACTORY" is given if the student is given the correct answer to the question of the problem. The explanation of the course of its solution is insufficiently complete, inconsistent, with errors, poor theoretical justification (including lecture material), with significant difficulties and errors in schematic images and demonstration of practical skills, answers to additional questions are not clear enough, with errors in details ... |
| The mark "UNSATISFACTORY" is given if the student is given the correct answer to the question of the problem . The explanation of the course of its solution is given incomplete, inconsistent, with gross errors, without theoretical justification (including lecture material), without the ability to schematic images and demonstrations of practical skills or with a large number of errors, answers to additional questions are incorrect or absent. |
| **defense of the abstract** | The mark "EXCELLENT" is given if the student fulfills all the requirements for writing and defending the abstract: the problem is identified and its relevance is substantiated, a brief analysis of various points of view on the problem under consideration is made and their own position is logically stated, conclusions are formulated, the topic is fully disclosed, the volume is maintained, the requirements are met to the external design, the correct answers to additional questions are given. |
| The mark "GOOD" is given if the student fulfills the basic requirements for the abstract and its defense, but at the same time there are some mistakes. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the abstract is not kept; there are omissions in the design; incomplete answers were given to additional questions during the defense. |
| The mark "SATISFACTORY" is given if the student makes significant deviations from the requirements for abstracting. In particular, the topic is covered only partially; factual errors were made in the content of the abstract or when answering additional questions; there is no output during protection. |
| The mark "UNSATISFACTORY" is given if the topic of the abstract is not disclosed to the student, a significant misunderstanding of the problem is revealed |

**Methodical instructions for students on preparation**

**to practical training**

A practical lesson *is a*form of organization of the educational process aimed at improving students' practical skills and abilities through a group discussion of a topic, an 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. Memorizing, memorizing the text of 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 notice 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 thesis and give, if necessary for its clarification, additional information;

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

- to formulate a conclusion in general terms;

- point out the disadvantages of alternative positions and the advantages in 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 preparing a computer presentation**

Computer presentations I : demonstration in graphic form the main provisions of the report, the degree of mastery of content problem.

*Algorithm for preparing a computer presentation*:

1) preparation and agreement with the scientific supervisor of the text of the report;

2) development of the presentation structure;

3) creating a Power Point presentation;

4) rehearsal of the report using the presentation.

*Requirements for the design of a computer presentation:*

- The presentation must fully comply with the text of your report . First of all , you need to compose the text of the report itself, and secondly, to create a presentation.

- The title slide should contain the topic of the report and the surname, name and patronymic of the speaker.

- The order of the slides should clearly correspond to the structure of your presentation. Do not plan to return to previous slides or turn them forward during the presentation, this will complicate the process and can disrupt the course of your reasoning.

- Do not try to reflect the entire text of the report in the presentation! The slides should only show the main points in your presentation.

- Slides should not be overloaded with graphic and text information , various animation effects.

- The text on the slides should not be too small (size 24-28).

- Sentences should be short, maximum 7 words . Each separate information should be in a separate sentence or on a separate slide .

- The theses of the report must be generally understandable .

- Spelling errors in the text of the presentation are not allowed !

- Illustrations (figures, graphs, tables) must have a clear , concise and expressive title .

- In the design of the presentation, adhere to the principle of "less is more"

- You should not use more than 3 different colors on one slide.

- Beware of light colors , they are difficult to see from a distance.

- The combination of background and text colors should be such that the text is easy to read . Best combination: white background, black text . It is recommended to use black or dark blue as the main font .

- It is better to use the same color scheme throughout the presentation, rather than different styles for each slide.

- Use only one type of font . Better to use a plain typeface instead of exotic and flowery fonts.

- The final slide, as a rule, is thanked for the attention , information is given for contacts.

*Requirements for the text of the presentation :*

- do not write long;

- break text information into slides;

- use headings and subheadings;

- to improve readability, use: formatting, lists, font selection.

*Presentation background requirements :*

Recommended use: blue on white, black on yellow, green on white, black on white, white on blue, green on red, red on yellow, red on white, orange on black, black on red, orange on white, red on green ...

*Requirements for presentation illustrations :*

- The more abstract the material, the more effective the illustration.

- What can be portrayed, it is better not to describe in words.

- To portray what is difficult or impossible to describe in words.

- Use animation as one of the most effective means of attracting and controlling the user's attention.

- Use video information that allows you to dynamically demonstrate information in real time, which is not available with traditional teaching.

- Remember that video information requires a lot of computing resources and significant costs for the delivery and reproduction of images.

In the execution of the case task

The goal of independent work: the formation of the ability to analyze in a short time a large amount of disordered information, decision-making in conditions of insufficient information.

Case-task (English case - case, situation) - a teaching method based on the analysis of practical problem situations - cases associated with a specific event or sequence of events.

Types of cases: illustrative, analytical, related to decision making.

Completing the assignment:

1) prepare the main text with questions for discussion:

- title page with a short memorable name of the case;

- introduction, which mentions the hero (s) of the case, tells about the history of the issue, indicates the start time of the action;

- the main part, which contains the main body of information, internal intrigue, problem;

- conclusion (in it, the solution to the problem considered in the case may sometimes not be completed);

2) select applications with a selection of various information that conveys the general context of the case (documents, publications, photos, videos, etc.); 3) suggest a possible solution to the problem.

Planned results of independent work:

- the ability of students to analyze the results of scientific research and apply them in solving specific research problems;

- readiness to use individual creative abilities for the original solution of research problems;

- the ability to solve non-standard tasks of professional activity based on information and bibliographic culture using information and communication technologies.