

Bashkir State Medical University



Collection of presentations of reports of participants
of the All-Russian educational and methodological conference
with international participation March 14, 2023

Internationalization of Medical Education: Experience, Problems, Prospects



Ufa – 2023

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION
OF HIGHER EDUCATION «BASHKIR STATE MEDICAL UNIVERSITY»
OF THE MINISTRY OF HEALTHCARE OF RUSSIA
(FSBEI HE BSMU MOH Russia)

INTERNATIONALIZATION OF MEDICAL EDUCATION:
EXPERIENCE, PROBLEMS, PROSPECTS

Collection of presentations of reports of participants
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The collection includes presentations in English by participants of the All-Russian Educational and Methodological Conference with international participation, held on March 14, 2023 at the BSMU of the Ministry of Healthcare of Russia. This is the first experience of holding a conference in English. The reports are devoted to the organization of training of foreign students at a medical university, problems and peculiarities arising in working with foreign citizens, the problems of education, upbringing and adaptation related to the national and religious characteristics of students. The relevance of the topics of the reports is related to the modern requirements of increasing the export of educational services.

The presentations have the experience of the teaching staff of the BSMU, as well as colleagues from Uzbekistan (Samarkand State Medical University), Kyrgyzstan (Kyrgyz State Medical Academy), Jordan (Jordan University).

The collection of presentations of the conference reports is published in the author's edition. The author's interpretation of the submitted materials may not coincide with the opinion of the organizing committee.

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A.Ya. Melnikova
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N.D. Ryabceva
E.G. Mutalova
O.F. Veselova
S.G. Yuldashev
A.A. Khusayenova
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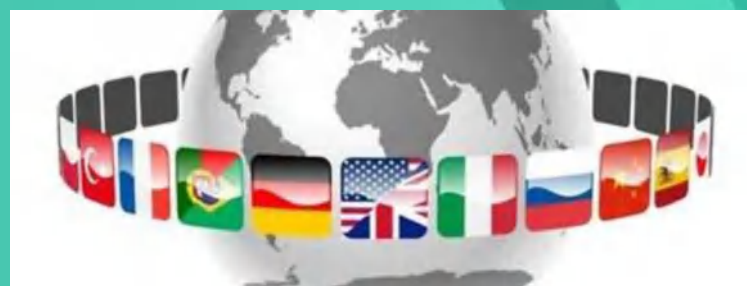
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Improvement of practical training of graduates



Internationalization of medical education



**Mutalova E.G., D. Med. Sci., professor, the Head of the
Department of advanced internal medicine № 1, BSMU, Ufa**



Medicine is one of the areas of human activity, in which quality issues are of particular importance, and the level of competence and professionalism should be laid down during teaching of student in university, will be provided to patients in the form of quality of medical services.



- **The main demand for specialists in the field of labor activity is to perform their professional functions in full and with high quality.**



- **The model of education that combines a high level of theoretical training, fundamental knowledges and the presence of a powerful practical component of education that helps to master new technologies and master skills at a high level is optimal for a medical university.**
- **Strengthening the practical orientation of education is a characteristic feature of practice-oriented education at the medical university.**



The main types of educational activities for the implementation of practice-oriented learning at the university are:

- **practical classes (at departments, clinical sites);**
- **educational practice;**
- **internship;**
- **independent work of students;**
- **subject Olympiads and Olympiads of professional skills;**
- **conducting student clinical conferences;**
- **participation of students in planned and emergency duties;**
- **work of students as junior and secondary medical personnel in healthcare facilities.**



- **A study conducted at our department was to study the opinions of foreign students about the organization and implementation of the educational process, assess its "strong" and "weak" sides, the peculiarities of the perception of the educational process by educational migrants at the end of the course.**



Of all the educational technologies used in the educational process at the clinical department, our foreign students prefer:

- **visualization lectures,**
- **practical exercises in the form of analysis of virtual clinical situations presented in video format,**
- **business games**
- **mastering practical skills on simulators.**



What tools increase the effectiveness of the educational process?

- this is a close contact with the teacher, an interesting and accessible manner of presenting the material, a detailed explanation (75%).
- foreign students believe that in order to improve the quality of education, professional educational literature adapted for students (55%) is necessary,
- there should be a mandatory check by the teacher of the tasks completed by the student with an analysis of the mistakes made (47%), providing the student with the opportunity to do something on his own (obtaining, consolidation of practical skills) (48%).



Thus, the analysis of the results of the survey of foreign students showed that when choosing a university, the priority factors were the cost and language of instruction. For these two factors, BSMU is a competitive university in Russia.

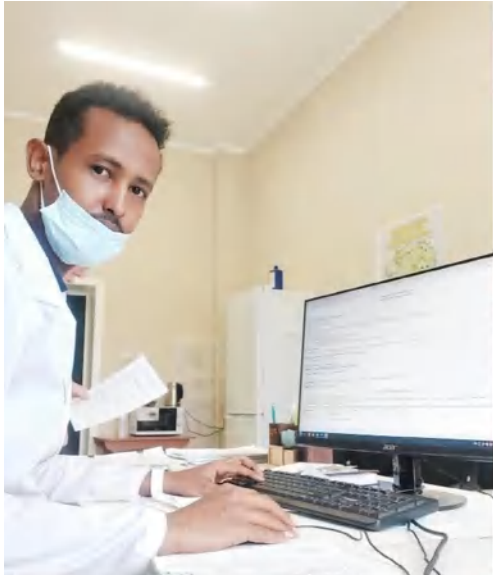
To improve the quality of education of foreign students at the clinical departments of a medical university, it is necessary:

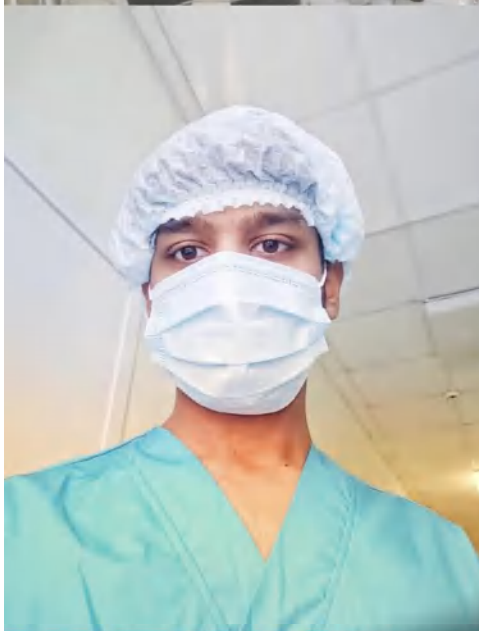
- to include elements of linguistic specialized (professional) training of students in the plan of practical classes of clinical departments;**
- teachers of the departments need to constantly improve their knowledge of a foreign language, using both self-training methods and educational professional, linguistic practices organized by the university.**

Internationalization of medical education



- The problem of educational and methodological support of the educational process remains relevant, therefore, **the development and publication in electronic / printed format of specialized, taking into account new trends, illustrated and adapted for students educational literature in English** remains an important tool for improving the quality of higher professional (medical) education .
- Due to the language barrier, **visualization of the subject of study** is important for foreign students, therefore, for a better perception of the lecture material, it is necessary for them to saturate it with video material, diagrams and illustrations, and practical classes - with visual aids and work on simulators.







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Thank you for your attention!



The common problem of international students and its solution and unexpected challenges of working with foreign teacher

*Dr. Imran Aslam, Ph.D.
Assistant Professor
Department of Pharmacology
Samarkand State Medical University*

*Yuldashev Soatboy Jiyanboyevich, Ph.D.
Associate Professor
Head of the Department of Pharmacology
Samarkand State Medical University*

Internationalization of medical education



01

ABSTRACT



Abstract

Foreign high school students in Russia face real obstacles, making this work relevant. Russian high school, culture, and society challenge international students. Russia's international students adapt objectively. This research suggests international schools. Qualitative case studies of international students in Russia are useful. Culture, education, and society affect adaptation. In Russian universities, international students suffer. Culture, education, society. The article offers university resources help students overcome these problems. Challenges drive international students. Data can help university administrators, faculty, and staff address academic, social, and cultural issues for Russian international students. These issues help overseas students.



02

INTRODUCTION



Introduction

International students face language obstacles, academics, culture, discrimination, finances, and mental health. These challenges are tough.

Language Barriers

Talking. Since they learned Russian at home, international Students may not understand slang and fast speaking. Compound verbs with prepositions are quite hard (e.g., turn in, up, down, away). These clarify and communicating tougher.

Avoiding Clarification. Asking others to explain worries international students. Peers and instructors may judge their ignorance. If they get a negative answer, people are less likely to ask for explanations. Self-esteem may suffer.

Internationalization of medical education

Obstacles

International students may be unfamiliar with research, academic writing, and university assignments. Many cultures prefer memorizing a common truth base to higher education's personalized interpretation.

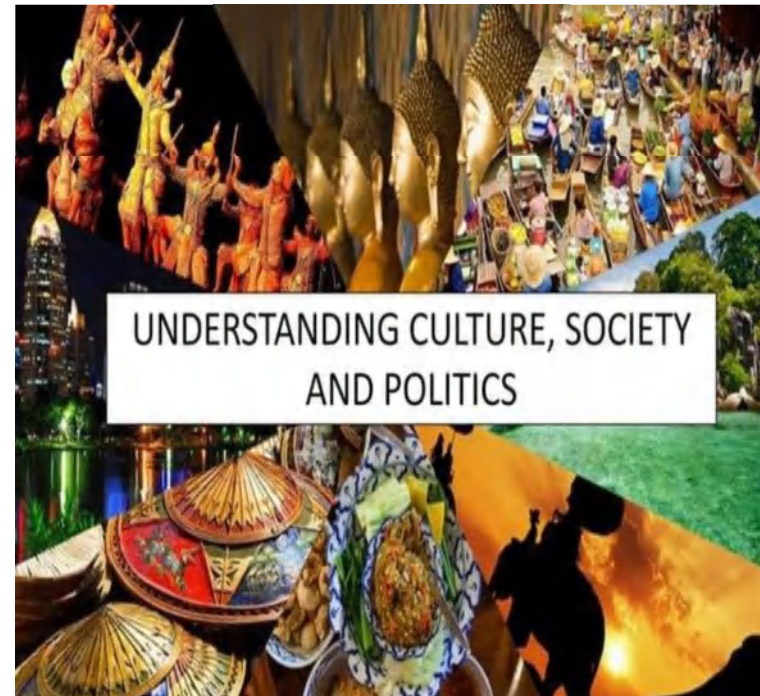
Classroom issues. International students whose Russian is not spontaneous will suffer from classroom debates. The debate format differs from other countries' "right answer" systems. In many cultures, debating a professor is rude, yet in the Russia good debaters get high marks. In some nations, final exams are weighted beyond classroom attendance and office hours. In certain civilizations, students are discouraged from approaching professors or teaching assistants, yet those who do are evaluated highly. Students struggle with notetaking and presentations.





Sociocultural Differences

Unlike freshman, international students can only visit home twice a year. Calling home is difficult due to time zone variations. Students have two suitcases instead of a car-full, thus their spaces are less customized. Because they're outsiders, their roommates don't play sports or perform extracurriculars. Since they may not commemorate Russian holidays, their celebrations may be ignored. They naturally gravitate to people from their own cultures, but those groups are usually small, further isolating them from their housemates or classmates. International students may avoid social situations owing to distance from family, friends, language, and culture.



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Discrimination

Racism. International students may feel isolated in class and socially. People with strong accents or little English and Russian proficiency are generally seen as intellectually challenged. Religious or ethnic headresses are stigmatized.

Mental Issues

Stress. International students struggle most with homesickness. Academic, social, cultural, and financial constraints may increase stress, anxiety, and depression. Their emotional challenges sometimes clash with the assumption that they should feel lucky to study abroad.





03

LITERATURE REVIEW

Internationalization of medical education

Literature Review

Bibliography Internationalization raised student mobility. 351,000 international students attended Russian universities in 2022. International students increased 2016–2021. 2020 study abroad rankings placed Russia sixth. Globalize academic and public engagement. Due to an increase in foreign students studying at English-medium institutions and having a different native language, English language development in higher education, especially academic writing, has garnered renewed attention.



Literature Review

The conversation has focused on Language and Academic Support program best practices. Nowadays, discipline and language learning have been the biggest challenge. Professors and students' writing styles have rarely been discussed. This study addressed it. The research reveals that staff and students write academically regardless of discipline. Students want to learn how to develop the skills professors emphasize in their assignments. Examine the effects of integrating discipline and language teaching institutionally. (2010)



Internationalization of medical education

Security is ambiguous. This study defines security as physiological, cultural, and socioeconomic dimensions of movement, ethnic variety, and human rights. The approach considers international students' security needs in a competitive and uncertain education business. Monash University, Australia's largest foreign education provider, is a good place to study international student security. 55 interviewers recounted their Monash international student experiences.



Internationalization of medical education

The data shows how cultural differences in security affect how students feel in a foreign nation. Understanding these variables helps evaluate student security efforts and parties. Due to personal and cultural challenges, Monash needs more staff and student training to reconcile expectations with behavior. The training should teach students about the native people and console them when press reports damage their sense of security as foreign students.

(Forbes-Mewett, Nyland, 2008)



Internationalization of medical education



Academic staff interviews at one university in Australia revealed that foreign students brought a range of cultures with them that motivated academics in their teaching. Academic staff members applauded these potentials but argued that local students remained callous and unaware of the evolving cultural context. Staff members found it challenging to inspire local students to take advantage of the diverse cultures they represented. Potential of these concepts were discussed in relation to some implications for how to advance internationalization more successfully.(Sawir, 2013). This study was conducted to investigate the challenges faced by the international students along with its solutions.



04

MATERIAL & METHODS

Internationalization of medical education

Material and Method:

The perspectives of certain overseas students were examined in this study using a qualitative method. Creswell (1998) asserts that the qualitative quality of inquiry is better suited when the subject is complex, and little is known about the phenomenon. As a result, in order to gain a thorough grasp of the issues confronting foreign students, this study only included students who had spent at least one year as international students as participants. The interview was divided into two sections: (1) problems and obstacles participants experienced in various situations (academic, social, and cultural); (2) solutions they employed to overcome these obstacles. Each category's prospective subject is examined, followed by a presentation of probable participant-recommended and applied solutions.





05

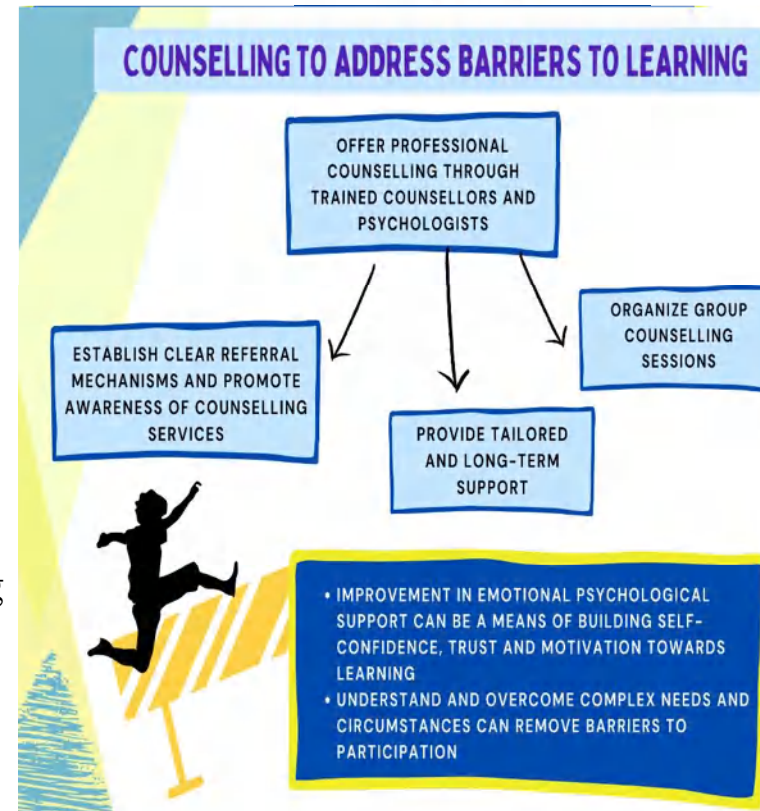
RESULTS



Results:

Academic Barrier:

Theme 1 (Interaction with Peers): In the classroom, there were difficulties with engagement and communication. Students from both collectivist and individualistic cultures encountered these circumstances. For example, one participant stated that interrupting the teacher's speech is deemed unpleasant and ill-mannered in his opinion. Furthermore, international students were concerned about being regarded as international students. The student stated that professors and students must be conscious of the fact that they are international students in order for them to adjust to new life situations (Participant 2).



Internationalization of medical education



Participant 1:

I asked a question by raising my hand. I remained silent, though, until the teacher spotted me. I sat and waited. He did not see me, and the issue in which I wanted to participate was already over. Even though no pupils raised their hands to pose a question, the instructor proceeded to speak to them. Therefore, I just did not share my thoughts on the subject. Nobody was waiting for me. They simply continued to converse.

Participant 2:

I questioned whether the teacher was aware that I was an overseas student. I wanted to join in the talks but was concerned that he might misinterpret me. He could believe I was a lousy student since I could not articulate myself effectively. The grading system and written assignments might be extremely different at times. The pieces are assessed in a very different way than I am used to. For example, I needed to communicate my views more precisely rather than in an abstract manner. I tried my hardest in class, but I needed more time to be acclimated to it.

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Cultural Barrier:

Theme 2 (Language Barrier).

Language is a significant barrier to academic adaption for participants. Many participants claimed that the language was difficult for them, despite having studied it for a few years in their own countries. Many participants must devote more time to enhance their language skills.



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Participant 3:

Many terms while listening is difficult for me to grasp, especially given the speaking tempo and pronunciation. I attend classes at a linguistics institute. Despite this, they are remarkably dissimilar. In my own nation, I used to have excellent language comprehension. I believe it is a streamlined version for ease of comprehension. Moreover, everyone speaks rapidly here. I now get some of the discourse. I sometimes get things wrong. I do not laugh when my peers do.

Participant 4:

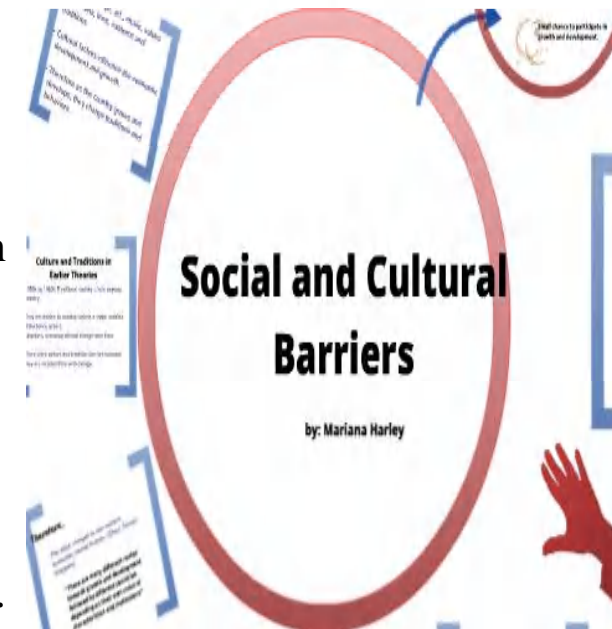
When I go to the bank or call an online firm, my spoken language abilities are insufficient. I seldom ever understand the full dialogue when I call to set up my internet subscription. I must insist that they speak slowly and often repeat themselves. I feel terrible. I cannot comprehend many words when listening, owing to the voice tempo and pronunciation. I attend classes in a language center, as well as in my native country. Nonetheless, they are diametrically opposed. I believe it is a simplified version for ease of comprehension. In addition, folks here talk rapidly. Part of the discourse is now clear to me. I occasionally make mistakes.

Internationalization of medical education

Social Barriers:

Theme 3 (Communication)

Both socially and academically, international students experience challenges. People reported that when they attend social gatherings, they encounter with people with different communication styles. People behave very differently here. In Western culture; it is customary to open gifts right away to express gratitude and joy. Since people in the East are not used to unwrapping presents in front of others, overseas students may struggle because of Western cultural habits. Participants also shared that they occasionally experience social anxiety because of various communication preferences. The majority of individuals discussed their feelings of loneliness and social isolation. Students without friends or family found it particularly challenging. Many of the comments were in reference to the challenges of making friends.





Participant 5:

I realize that outside of the classroom, I have no other opportunity to interact with my fellow classmates. I made the independent decision to come study here, and I have no family here. We get together a few times a week and do not talk much about our personal lives with my classmates. They have friends and families of their own. Typically, they depart as soon as classes are through.



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Solutions:

Language Support

Although the majority of international students demonstrated a command of both written and spoken upon joining the colleges, they have run into certain issues with conversational communication in the academic setting. Students anticipate greater language assistance when studying their primary topic.



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Student Activities.

The pupils made an effort to learn more about the new society and culture in order to deal with these issues. For instance, some participants sought for a roommate who spoke natively in order to advance their language skills. One interviewee became a member of many student organizations. She engages in conversation, discusses her culture, and seeks to strengthen her bonds with the pupils who speaks the native language by fully embracing their way of life. Students take part in events designed to widen their social circle.





06

CONCLUSION

Internationalization of medical education

Conclusion:

This qualitative study is being performed to investigate the academic, social, and cultural concerns that overseas students encounter. According to the findings of this survey, foreign students face various challenges when pursuing a higher education here. However, these students come up with unique solutions to these difficulties. As they live away from their parents, they get smarter and make decisions that are more significant. This research will help policymakers modify certain particular policies for overseas students, enabling them to act quickly and concentrate their efforts in a useful way.





Internationalization of medical education

ACADEMIC AND SOCIAL ADAPTATION OF FOREIGN STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF THE KYRGYZ REPUBLIC

**Speaker: Candidate of Pharmaceutical Sciences
Ermekova Dinara Urmatovna, I.K. Akhunbaev Kyrgyz
State medical academy Department of Pharmacognosy
and Chemistry of medicines**



INTRODUCTION

The relevance of this study is determined by the deepening of international, including educational, contacts of universities in Kyrgyzstan. Cooperation in the field of education is the most important and urgent task, as it allows preparing highly qualified specialists for many countries.



In addition, the relevance of studying the adaptation of foreign students to learning is due to the need to increase the competitiveness of Kyrgyz universities in the field of international educational services, and the education of foreign students is an important indicator of the status of an educational institution

Currently, 30.5% (70 thousand 524) students - foreign citizens study at the universities of Kyrgyzstan, among them 44732 students from neighboring countries (Commonwealth of Independent States, Georgia, the Baltic states, etc.) and 25792 students from far abroad (India , Pakistan, China, etc.).



Internationalization of medical education



The largest number of students come to our country to receive higher professional education from India, Pakistan and Uzbekistan, and most of them study in medical programs. Today, higher education is regarded as a high-tech, intellectual-intensive sector of the country's economy, as a way of producing intellectual capital. In total, on average, 4 billion 771 million 610 thousand soms enter the universities of Kyrgyzstan only from students from these three countries per year.



Methodology, results

To conduct the survey, questionnaires were developed containing both closed and open test questions intended for foreign students. The study was conducted in the design of a prospective random non-repeated survey of respondents in the incognito variant. 215 foreign students studying in Kyrgyzstan from different countries took part in the survey. Among the study participants, 74.9% were men, 25.1% were women.



The vast majority of respondents were from Pakistan - 146 people), from India - 46 people, Ukraine - 6 people, 17 respondents mentioned another country. The study included students studying at public and private universities in the Kyrgyz Republic. In the course of the study, sociological methods (questionnaires, interviews) were used. Statistical data processing was carried out using the SPSS package and Microsoft Excel 2016.



Among the reasons for choosing Kyrgyzstan as a state of education, the leading positions were occupied by the answer options “The cost of education in Kyrgyzstan is lower” - 44%, and the second position was occupied by the answer “There is high competition at home” - 29%, the third most popular answer was the answer “Other” - 25.2%

Internationalization of medical education

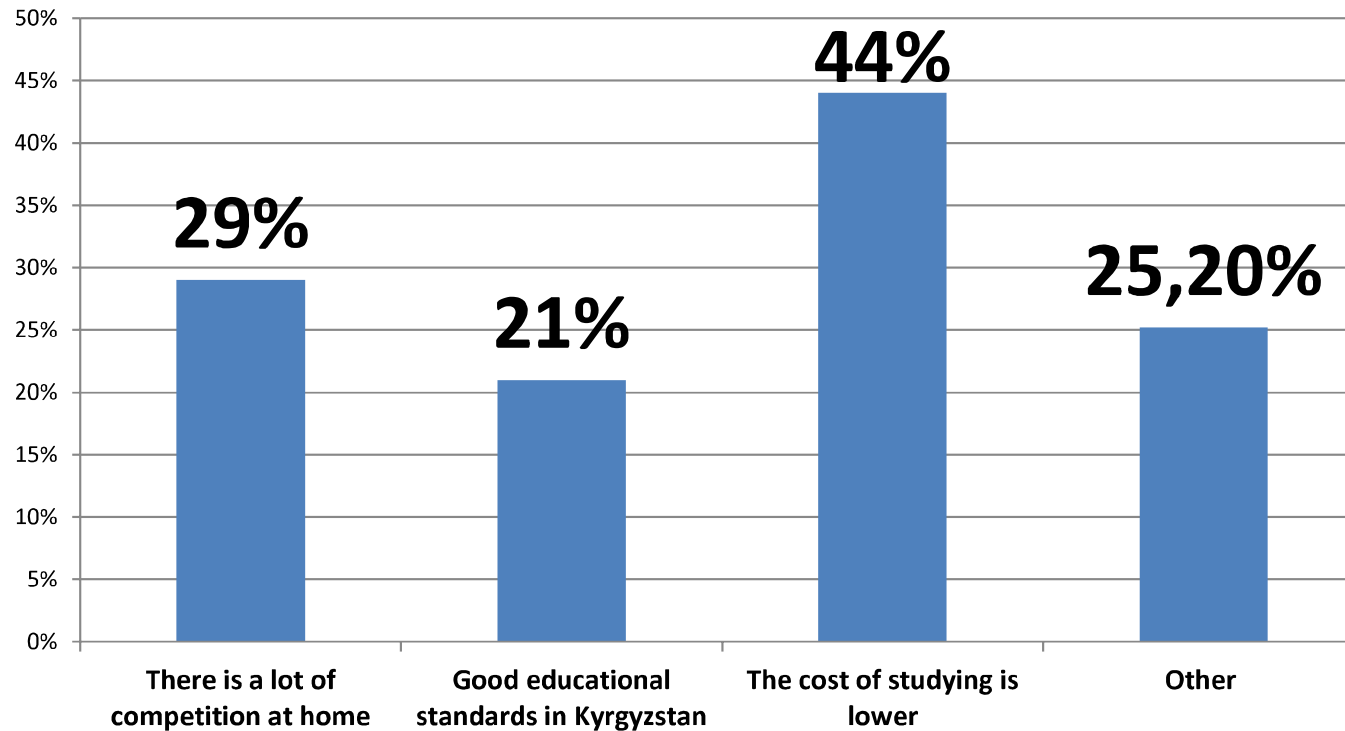


Fig. 1. Answers to the question “Why did you decide to study in Kyrgyzstan?”.





For the majority of respondents, it took 6 months (47.9%) to adapt to life in Kyrgyzstan, 32.1% marked the option “more than a year” and 20% - a year. This is due to the presence of specific ethnic and psychological characteristics, foreign students have to overcome various kinds of psychological, social, moral, religious barriers, master new activities and forms of behavior, i.e. undergo sociocultural adaptation - a complex multifaceted process of interaction between the individual and the new sociocultural environment.



Personal adaptation, as a socio-pedagogical process, is aimed at removing the traumatic effects of the external environment and the inclusion of the individual in the changed social environment .

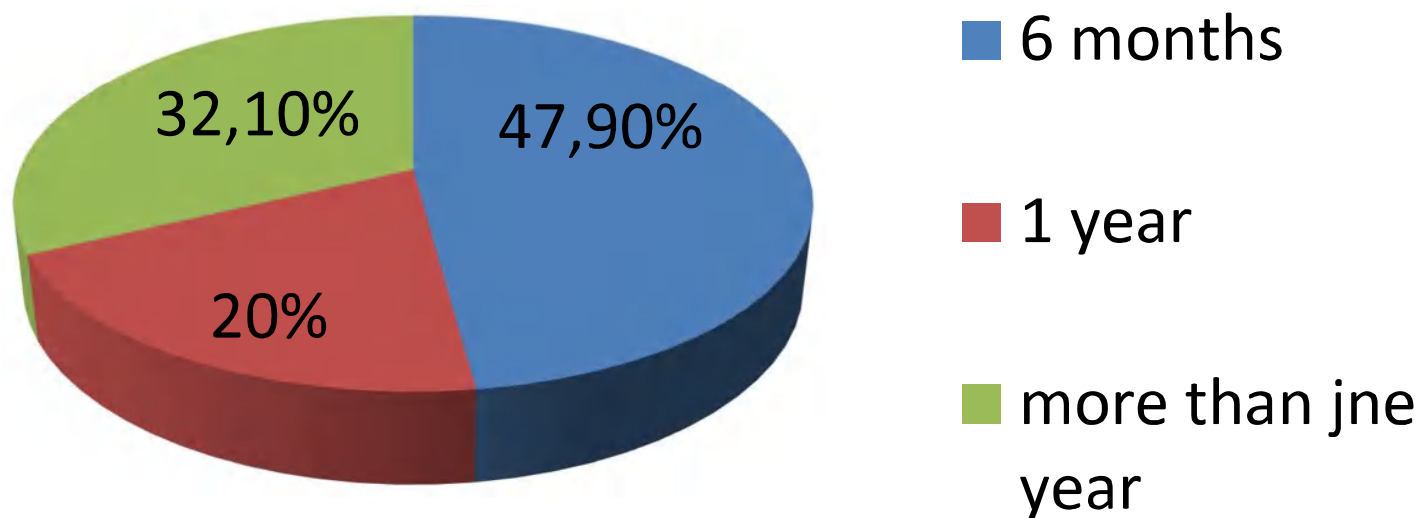
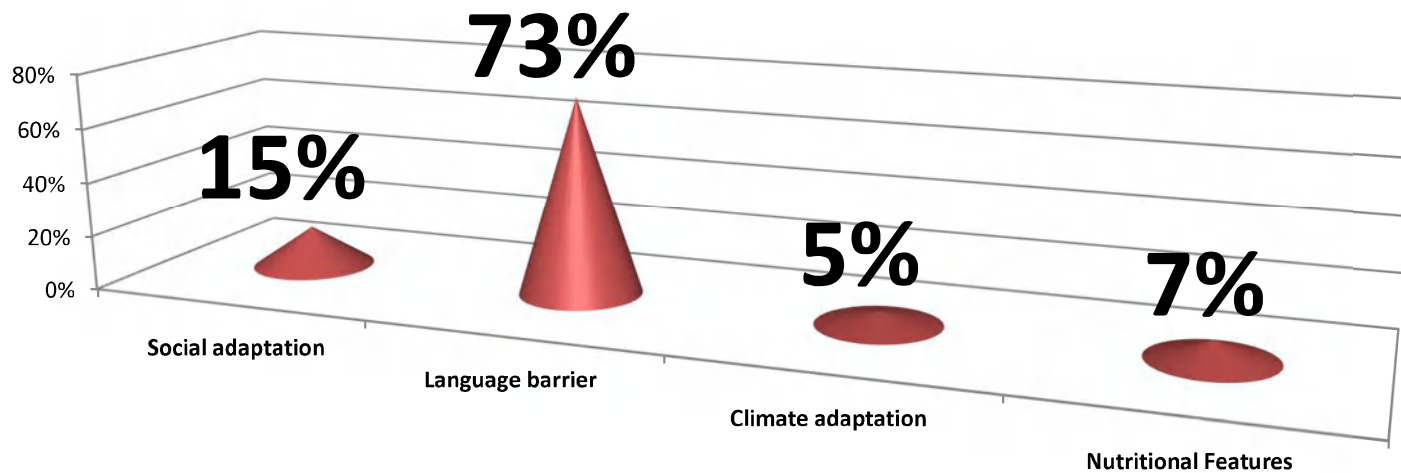


Fig.2. Answers to the question "How long did it take you to adapt to life in Kyrgyzstan?".

Internationalization of medical education



Answering the question “What was the most difficult thing during your studies in Kyrgyzstan?” The vast majority of foreign students in their interviews noted the most difficult thing in learning is the language barrier (73%).



Respondents' answers regarding difficult moments during training



The second place is occupied by social adaptation (15%) and the third place is occupied by dietary habits (7%). You can comment on the latter, this is due to the fact that, for example, in India, a ban on beef has been introduced at the state level, since the cow is revered as a sacred animal in Hinduism.



And in those parts of the country where Islam has a strong influence, they do not eat pork. The majority of respondents to the question “Do you think that after graduation will you be able to take the exam in your home country”, 66% of students answered yes, 24.2% are not sure and 9.8% believe that they will not pass the exam in their country after graduation.



We also received different answers to the question “What, in your opinion, needs to be improved in the educational process”. The majority of respondents (46%) noted that they are completely satisfied with the educational process. Some students want to reduce general education disciplines like Manas study, Physical Education, economics, and philosophy.



When collecting an anamnesis from patients, they face a language problem that almost many patients do not know English, and the students themselves do not know Russian. This causes difficulties in communicating with patients, which causes low assimilation of the material.



Based on the results of the survey, it was revealed how much, on average, foreign students spend per month on living in the Kyrgyz Republic. 38.6% of respondents chose the option of more than twenty thousand soms, 27% took the second place from 10-15 thousand soms, the third place was taken by 24.7% from 15-20 thousand soms.



Conclusions and future prospects

Thus, the motivating factors for the arrival of foreign students to study in Kyrgyzstan are the affordable cost of education (44%). The majority of foreign students come to face certain difficulties, which are of a physiological and socio-psychological nature. Among the difficulties of a physiological nature, the main ones are getting used to the climate and national cuisine. It is more difficult to adapt to the language environment.



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MODERN PHARMACY EDUCATION IN JORDAN WITH EMPHASIS ON PHARMD PROGRAM

N.R. Bulatova,

Professor, Department of Pharmacology with
a Course in Clinical Pharmacology, Bashkir
State Medical University, MD, PhD, Professor
of Pharmacology and Therapeutic,
Department of Biopharmaceutics and Clinical
Pharmacy, School of Pharmacy, The
University of Jordan, Amman, Jordan



About Jordan



- Jordan, officially The Hashemite Kingdom of Jordan, is an Arab Muslim country with 11 million residents.
- Jordan is considered the one of the top healthcare service provider in the Middle East (World Bank).



[Jordan Overview: Development news, research, data | World Bank](https://www.medicaltourism.com/mti/home)
<https://www.medicaltourism.com/mti/home>



Health sector in Jordan

- a regional leader for the provision of medical services: in 2020, 9% of Jordan's GDP was devoted to healthcare services.
- 122 hospitals, 70 private.
- a regional leader in medical tourism (MENA region).
- Before COVID-19, 250,000 foreign patients per year.
- In 2020, Jordan's pharmaceutical industry contributed about 7 percent to the country's GDP: exports >\$700 million annum, making it the second largest exporting sector.
- Jordan is a regional market leader in the Pharmaceutical Industry, manufacturing branded generics & exporting to >60 countries around the world.



Pharmacy education in Jordan

- Jordan is considered as a hub in the Middle East for pharmacy education
- There are currently 19 Schools/Faculties of pharmacy (5 public & 14 private) & a growing pool of students in different levels & degrees of pharmaceutical education.
- Pharm D programs were started in 2000 at Jordan University of Science and Technology (JUST) & 2005 at the University of Jordan (UJ).



Summary of schools of pharmacy in Jordan and comparison between years 2005 and 2017 (n=19)

	University Name	2005	2017
1	The University of Jordan	✓	✓
9	Al - Ahliyya Amman University	✓	✓
12	Al - Isra University	✓	✓
14	Al-Zaytoonah Private Uni	✓	✓
19	American University of Madaba	✗	✓
6	Amman Arab University	✗	✓
10	Applied Science Private University	✓	✓
16	Aqaba University of Technology	✗	✓
17	Irbid Private University	✗	✓
8	Jadara University	✗	✓
18	Jerash University	✗	✓
4	Jordan University of Science & Technology	✓	✓
7	Middle East University	✗	✓
3	Mu'tah University	✗	✓
13	Petra Private University	✓	✓
11	Philadelphia Private University	✓	✓
5	The Hashemite University	✗	✓
2	Yarmouk University	✗	✓
15	Zarqa University	✗	✓



The UJ's Undergraduate & Graduate Pharmacy Programs

- a JU five-year BPharm program requires the completion of 150-162 credit hours in dedication instruction and 1440 hours of training at community pharmacies, hospitals or industry.
- A JU Pharm D degree (Doctor of Pharmacy) is a six-year program with credit hour of 216 didactic instruction including 29 weeks training.
- There are 3 master programs at the UJ: Clinical Pharmacy, Pharmaceutical Sciences & Pharmacy Management with a 33-hour credit hours including thesis.
- A PhD program in Pharmaceutical Sciences with 54 credit hours, including a qualifying exam and a thesis.

Other Undergraduate & Graduate Pharmacy Programs



- JUST: 3 master degree (MSc) programs in Pharmaceutical Technology, Clinical Pharmacy, Medicinal Chemistry & Pharmacognosy; & a PhD program in Pharmaceutical technology.
- 5 private universities with Masters' in Pharmaceutical Sciences/Studies Programs: ASU, Petra, Isra, Zaytooneh & Al-ahliyah.
- BSc in Formulation of Cosmetic Chemical Products: Middel East University & BSC in Cosmetology: Muta'h
- BSc & MSC Programs in Pharmaceutical & Chemical Engineering: GJU



ACADEMIC YEAR & GRADING SYSTEM

- Consists of 2 compulsory academic semesters, the first, (Fall) semester, & the second, (Spring) semester.
- Duration of each semester is 16 weeks.
- An optional summer semester with duration of 8 weeks.

2 common grading systems applied at Jordanian Universities:

- Point Grading System (the course grades are recoded in letters).
- Percentage Grading System.



Point Grading System

(Lowest mark to pass the course is 'D')

Symbol	Point
A-	4.0
A	3.75
A-	3.50
B+	3.25
B	3
B-	2.75
C+	2.5
C	2.25
C-	2
D-	1.75
D	1.5
D-	0

Cumulative Average	Evaluation
3.50 - 4.0	Excellent
3.00 - 3.49	Very Good
2.50 - 2.99	Good
2.00 - 2.49	Fair
< 2.0	Weak



Percentage Grading System

(Lowest mark to pass the course is '50%')

Mark	Evaluation
90% - 100%	Excellent
80% - 89%	Very Good
70% - 79%	Good
60% - 69%	Fair
50% - 59%	Weak
35% - 49%	Fail

Cumulative Average	Evaluation
84% - 100%	Excellent
76% - < 84%	Very Good
68% - < 76%	Good
60% - < 68%	Fair
50% - < 60%	Weak
Less than 50%	Fail



International Accreditation


- The School of Pharmacy (SoP) at the UJ was the first in Jordan & in the region to get certified by the Accreditation Council for Pharmacy education (ACPE) in 2016.
- Currently 14 Jordanian Pharmacy Schools have international accreditation.

School of Pharmacy Receives ACPE Certificate

Wednesday, October 11, 2016

[Read More](#) | [Read Less](#)

The University of Jordan (UJ) President Prof. Azmi Mahafzah has officially received the certificate of the Accreditation Council for Pharmacy Education (ACPE) on Thursday, October 6, during a meeting with Prof. Mike Rouse, ACPE's Assistant Executive Director, International and Professional Affairs.



The Accreditation Council for Pharmacy Education (ACPE) has awarded the University of Jordan (UJ) School of Pharmacy full certification status in June.

Rouse handed over the certificate to Mahafzah in presence of UJ Vice Presidents, School of Pharmacy Dean, former dean, Director of the Office of International Relations, Director of the Accreditation and Quality Assurance Center, and Director of Media and Public Relations Department.

The certificate certifies that the B.S. in Pharmacy and Pharm.D. programs offered by the School are fully accredited by ACPE.

In turn, President Mahafzah handed the certificate to the School's Dean Prof. Abla Bsoul and extended his compliments to the School's staff for their efforts and commitment.


UJ's pursuit of international accreditation comes as part of its strategic plan for the years 2013/2018 to "go global" and to ensure that our graduates are equipped with internationally benchmarked degrees.

ACPE is a US-based agency for the accreditation of professional degree programs in pharmacy.

Related News

- UJ Radio Marks World Radio Day
- UJ Congratulates King on 81st Birthday
- UJ Recognizes Its Inventors
- UJ President Meets with Faculty Member of Humanities Schools
- UJ Faculty Awarded Venus International Research Award 2023
- UJ Takes Disciplinary Action Against Students Involved in Fight
- UJ Mourns Former President Abdel Salam Majali
- UJ President Greets On New Year
- UJ's MBA Program Ranked in Top 200 in QS International Trade Rankings
- School of Nursing Underlines Excellence of Faculty, Students

YouTube Channel





PharmD Program

- During the last 50 years or so, the pharmacy profession worldwide experienced significant changes:
- loss of the traditional role of the pharmacist in drug manufacturing, & expansions in the pharmacist's role in patient care.
- The concept of Pharmaceutical Care requires pharmacists to focus on the individual patient & assume a degree of responsibility for the care of that patient as it relates to medication use.
- Such changes in the pharmacy profession had to be met by changes in education.

PharmD at the UoJ



PharmD program is earned upon the successful completion of:

- (0-15) credit hrs of preparatory courses,
- 18 credit hrs of mandatory University requirements,
- 9 credit hrs elective University requirements,
- 34 credit hrs School requirement,
- 143 mandatory Specialty requirements
- 12 credit elective Specialty requirements.
- The curriculum is flexible by giving the students the chance of choosing certain elective courses in their fifth year based on their own interests.



PharmD at the UoJ

- The curriculum consists of a balanced foundational sciences including:
 - Biomedical sciences
 - Pharmaceutical Sciences
 - Clinical Sciences
 - Administrative/Social/Behavioral sciences
 - Professional experience, progressing from the introductory pharmacy practice experiences to the advanced pharmacy practice experiences, which include outreach clinical clerkship at institutional & community sites.



PharmD at the UoJ

Assessment methods:

- presentations,
- assignments/homework,
- midterm exam, final exam, quizzes,
- projects,
- patient counseling,
- oral discussion,
- OSCE
- experiments
- competency based assessment of field training
- qualifying exam held by the Higher Education for Accreditation Council



PharmD at the UoJ

➤Field Experience

- All PharmD students should provide evidence of at least 1440 hours of actual training in community pharmacy or hospital pharmacy that matches requirements from most Schools of Pharmacy abroad.
- This field training is under the auspices of Jordan Pharmacist Association as a requirement for licensing by Jordanian Pharmacist Association (JPA) & Ministry of Health.
- The SoP mandates that 480 hours of field training be under its direct supervision as part of Pharmaceutical Field Training I & II.
- For “Pharmaceutical Field Training I” [2 credit hours, third year level] & “Pharmaceutical Field Training II” [2 credit hours, fourth year level] students are trained by working licensed pharmacists.



PharmD at the UoJ

Experiential Training Experience

- PharmD students also undergo patient-centered training through:
- “Pharmacy Practice III [1 credit hour, fifth year level];
- Sixth-year level clerkships:
- Internal Medicine clerkships I & II [7 credit hours each];
- Pediatric Clerkship [4 credit hours];
- Psychiatric & Geriatric clerkship [2 credit hours];
- Gynecology & Obstetrics clerkship [2 credit hours];
- Surgery clerkship [2 credit hours];
- Clinical Pharmacokinetics clerkship [2 credit hours];
- Ambulatory Care clerkship [3 credit hours],
- BSc students undergo Clinical Pharmacy Practice course [1 credit hour, fifth year level] which exposes them to actual in-hospital practice experience.



PharmD at the UoJ

➤ Experiential Training Experience

- The series of clinical clerkships lasts for two semesters totaling 28 weeks from 8 am until 2 pm.
- Students in internal medicine are trained on 6 sub-specialties (cardio, nephro, respiratory, critical care, endocrine, oncology).
- During each rotation, students handle inpatient & outpatient cases in the team under the supervision and direction of a clinical pharmacists (MSc in Clinical Pharmacy or PharmD).
- Some of the activities done by students include assessing treatment related problems (TRPs), patient counseling, therapeutic drug monitoring, IV preparation, checking dosage regimen, checking drug interactions & assessing safety & efficacy of medications.



PharmD PLOs

1.1. Develop, integrate, & apply **knowledge** from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, & clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, & advance population health & patient centered care.

2.1. **Patient-centered care** - Provide patient-centered care as the medication expert (collect & interpret evidence, prioritize, formulate assessments & recommendations, implement, monitor & adjust plans, & document activities).

2.2. Medication **use systems management**- Manage patient healthcare needs using human, financial, technological, & physical resources to optimize the safety & efficacy of medication use systems.

2.3. **Health & wellness** - Design prevention, intervention, & educational strategies for individuals & communities to manage chronic disease & improve health & wellness.



PharmD PLOs

2.4. Population-based care (***Provider***) - Describe how population-based care influences patient centered care & influences the development of practice guidelines & evidence-based best practices.

3.1. ***Problem Solving***– Identify problems; explore & prioritize potential strategies; & design, implement, & evaluate a viable solution.

3.2. ***Educator***– Educate all audiences by determining the most effective & enduring ways to impart information & assess understanding.

3.3. Patient ***Advocacy*** - Assure that patients' best interests are represented.

3.4. ***Interprofessional collaboration*** – Actively participate & engage as a healthcare team member by demonstrating mutual respect, understanding, & values to meet patient care needs.

3.5. ***Cultural sensitivity*** - Recognize social determinants of health to diminish disparities and inequities in access to quality care.



PharmD PLOs

- 3.6. **Communication** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
- 4.1. **Self-awareness**– Examine & reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, & emotions that could enhance or limit personal & professional growth.
- 4.2. **Leadership** - Demonstrate responsibility for creating & achieving shared goals, regardless of position.
- 4.3. **Innovation & Entrepreneurship**- Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.4. **Professionalism** - Exhibit behaviors & values that are consistent with the trust given to the profession by patients, other healthcare providers, & society.
- 5.1. Carries out compounding procedures to produce an effective and safe medicine (**Compounder**) and implements quality control measures & tests (**Quality Manager**).



PharmD Study Plan

Fifth: Advisory Study Plan
(1) Year

(1) Semester			(2) Semester		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
301101	Calculus (1)	3	303231	Organic Chemistry (1)	3
304111	General Biology Laboratory (1)	1	1202134	Physicochemical principles of pharmacy	2
303101	General Chemistry (1)	3	1203251	Biochemistry (1)	2
301101	Calculus (1)	3	1902103	Computer skills for Medical Faculties	3
	University requirement	3			
	University requirement	3		University requirement	3
				University requirement	3
Total		16	Total		16



PharmD Study Plan

(2) Year

(1) Semester			(2) Semester		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
1201215	Pharmaceutical organic chemistry	3	1202235	Physical pharmacy	2
1211212	Pharmaceutical organic chemistry-practical	1	1202381	Pharmaceutical Statistics	2
1202230	Pharmaceutical calculations and compounding	2	0551215	Physiology for Pharmacy (2)	2
1202234	Pharmaceutical calculations and compounding-practical	1	1201203	Pharmaceutical analysis	3
1203253	Biochemistry (2)	3	1201204	Pharmaceutical analysis – Practical	1
0532201	Anatomy and histology for Pharmacy	2		University requirement	3
0551214	Physiology for pharmacy (1)	2		University requirement	3
	University requirement	3			
Total		16	Total		17



PharmD Study Plan

(3) Year

(1) Semester			(2) Semester		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
1203363	Pharmacology (1)	3	1203302	First aid	2
1212331	Pharmaceutical technology (1)	2	1203364	Pharmacology (2)	3
1212332	Pharmaceutical technology-practical (1)	1	1202341	Pharmaceutical microbiology (1)	3
1203303	Pharmacotherapy: A Pathophysiologic Approach	3	1203401	Pharmacoeconomics	2
1201301	Phytotherapy and natural products chemistry (1)	2	1201302	Phytotherapy and natural products chemistry (2)	2
	University requirement	3	1202333	Pharmaceutical technology (2)	2
	University requirement	3	1203311	Clinical Biochemistry	3
Total		17	Total		17

(Summer) Semester

Course Number	Course Title	Credit Hours
1210401	Pharmaceutical field training (1)	3
Total		3



PharmD Study Plan

(4) Year

(1) Semester			(2) Semester		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
1203426	Therapeutics (1)	3	702501	Basic nursing skills	1
1203427	Case studies in therapeutics (1)	1	1203429	Therapeutics (2)	3
1201401	Medicinal Chemistry (1)	3	1203430	Case studies in therapeutics (2)	1
1203471	Biopharmaceutics	2	1201402	Medicinal chemistry (2)	2
1202441	Pharmaceutical Microbiology (2)	2	1203475	Pharmacokinetics	2
1202442	Pharmaceutical Microbiology -practical	1	1203476	Case studies in pharmacokinetics	1
1203402	Pharmacology (3)	3	1203513	Pharmaceutical promotion and marketing (1)	3
	Elective	2		Elective	2
	Elective seminar	1		Elective	2
Total		18	Total		17

(Summer) Semester

Course Number	Course Title	Credit Hours
1220402	Pharmaceutical field training (2)	3
Total		3



PharmD Study Plan

(5) Year

(1) Semester			(2) Semester		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
1203504	Therapeutics (3)	3	1203506	Therapeutics (4)	3
1203505	Case studies in therapeutics (3)	1	1203507	Case studies in therapeutics (4)	1
1203577	Clinical pharmacokinetics	2	1202517	Pharmacy regulations and ethics	2
1201515	Medicinal Chemistry (3)	3	1203518	Pharmaceutical Literature evaluation	2
1203562	Toxicology	2	1203519	Pharmaceutical Nutrition and diet therapy	3
1203501	Pharmaceutical care	2	1201535	Pharmaceutical biotechnology	2
1203502	Pharmaceutical care/ practical	1	1203563	Over the counter drugs	2
1203503	Pharmacy Informatics	3	1203508	Intravenous Admixture and Sterile Compounding	1
				Elective	2
Total		17	Total		18

(Summer) Semester		
Course Number	Course Title	Credit Hours
	Elective Clerkship	4
	Elective Clerkship	4
Total		8



PharmD Study Plan

(6) Year

(1) Semester			(2) Semester		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
1203610	Research project	1	1203614	Advanced Community Pharmacy clerkship	4
1203611	Internal medicine clerkship	4	1203615	Ambulatory care clerkship	4
1203612	Pediatric clerkship	4	1203616	Hospital Pharmacy clerkship	4
1203613	Critical Care clerkship	4		Elective Clerkship	4
	Elective Clerkship	4			
Total		17	Total		16



PharmD Study Plan

1203617 Cardiology and Nephrology clerkship

4 Cr. Hrs

Prerequisite: (The successful completion of 173 credit hours)

Provide pharmaceutical care for adult patients in cardiology and nephrology specialties over four-week elective clerkship. Expose to daily cases and interprofessional discussions that enable ample opportunity to create patients database and identify, prevent and resolve treatment-related issues. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.

1203618 Respiratory and Infectious disease clerkship

4 Cr. Hrs

Prerequisite: (The successful completion of 173 credit hours)

Provide pharmaceutical care for adult patients in respiratory and infectious disease specialties over four-week elective clerkship. Expose to daily cases and interprofessional discussions that enable ample opportunity to optimize clinical use, among the others, of the major classes of anti-infectives and provide evidence-based recommendations for empirical therapies and dosing adjustments for various infectious processes and justify such recommendations. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.

1203619 Oncology and clinical pharmacokinetics clerkship

4 Cr. Hrs

Prerequisite: (The successful completion of 173 credit hours)

Provide pharmaceutical care relevant to therapy management and supportive care for oncology patients and apply pharmacotherapeutic principles to clinical situations and make rational, patient-specific drug therapy recommendations, including the appropriateness of medication dosing based on practical pharmacokinetic principles and patient considerations over four-week elective clerkship. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.



PharmD Study Plan

1203620 Neurology and Psychiatric clerkship Prerequisite: (The successful completion of 173 credit hours) Provide pharmaceutical care to patients with various neuropsychiatric disorders and monitoring the safe and effective use of psychotropic medications over four-week elective clerkship. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.	4 Cr. Hrs
1203621 Endocrinology and Geriatric clerkship Prerequisite: (The successful completion of 173 credit hours) Deliver pharmaceutical care for patients attending inpatient and outpatient settings for patients with advanced age, diabetes mellitus and other endocrine and metabolic disorders over four-week elective clerkship. Provide diabetes therapy goals assessments, education, and analysis of glycemic control, insulin therapy, disease complications and others. Assess the appropriateness of medications in elderly patients. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.	4 Cr. Hrs
1203622 Surgery and Pain management clerkship Prerequisite: (The successful completion of 173 credit hours) Provide pharmaceutical care for surgical patients with emphasis on antibiotics and pain medications over four-week elective clerkship. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.	4 Cr. Hrs



PharmD Study Plan

1203623 Gastrointestinal Diseases and Nutritional Support clerkship 4 Cr. Hrs

Prerequisite: (The successful completion of 173 credit hours)

Deliver therapeutic drug monitoring for patients with gastrointestinal disorders, as well as assess and provide nutritional needs over four-week elective clerkship. Provide opportunities to develop skills in assessment and monitoring of patients with special nutritional needs and preparing parenteral nutrition formulation. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.

1203624 Gynecology and obstetrics clerkship 4 Cr. Hrs

Prerequisite: (The successful completion of 173 credit hours)

Deliver pharmaceutical care related to women's health care in inpatient antenatal, postpartum, and inpatient gynecology units over four-week elective clerkship. Develop and implement pharmacist care plans in order to achieve optimal therapeutic outcomes. Participate in several clinical activities including attending clinical rounds, outpatient clinics, management meetings, providing patient education, and others.



According to the answers of foreign students, many respondents are confident that after graduation they will be able to take the exam in their home country (66%). In general, the education of foreign citizens in the Kyrgyz university is quite effective and is still attractive to students from a number of countries.

Internationalization of medical education



**thank you for
attention!**



**Approaches to internationalization of
medical education in the process of
teaching the specialty "Pediatrics"
to foreign students**

**The Pediatric Diseases Department
Bashkir State Medical University**



Since ancient times, the Russian principles of medical education have been characterized by fundamentality and deep traditions. Teaching of pediatric disciplines at Bashkir State Medical University has a glorious history and dates back to 1935. Therefore, it is not surprising that the training of foreign students in this discipline takes place at the Department of Pediatric Diseases – the oldest pediatric department of the university.

Internationalization of medical education



In this presentation, the staff of the Pediatric Department will share the main problems they face during classes with foreign students and some approaches to solving them.





- The term and the concept of internationalization were developed in the early 2000s by the International Association of Universities (IAU) in order to improve the quality of teaching and learning, research, and better match the formation of specialists to the needs of society; internationalization significantly affects the activities of all students and staff.

Internationalization of medical education



- In junior courses, foreign students study basic subjects in English. At the same time, they adapt to life in a foreign country and study in the conditions of the Russian higher education system that are unusual for them.
- Therefore, it seems to us that the knowledge that students receive should consist of two components: the first is fundamental knowledge of biology, anatomy, histology, etc., and the second is the enrichment of students' language with the necessary linguistic professional knowledge in the future.



It should be noted that for the vast majority of foreign students, English is not their native language, but only an intermediary language. Usually, they are quite good at it in everyday life.

However, in the process of acquiring medical knowledge, professional orientation of a foreign language is required, which causes them quite great difficulties in understanding the meaning, in particular, of lecture material.

Internationalization of medical education



To overcome such difficulties, we consider it rational for foreign students in junior courses in the process of linguistic education to offer various articles concerning specific nosological forms in English-language journals

(so-called “topics”) for self-translation and development of **professional medical English language** and clinical thinking.



Internationalization of medical education



- The learning process includes the interaction of linguists and subject matter specialists in order to prepare and read subject lectures, conduct practical and seminar classes in English with elements of the Russian language, followed by joint discussion and assessment of the level of translation and assimilation of educational material, making adjustments to the tested material.
- Such a program of integrated language and specialty training is being developed at Irkutsk State Medical University by the Department of Foreign Languages with courses in Latin and Russian as a foreign language together with all subject and clinical departments.

Internationalization of medical education



- The objective of the proposed program is the sustainable development of oral and written communication skills in English in the subject area of professional activity for the transfer of subject knowledge in the medical specialty.
- This creates a new educational product, namely an integrated course of each of the disciplines of the curriculum of the main professional educational program.



- Currently, in terms of linguistic education, the **CLIL** – Content and Language Integrated Learning system is considered optimal, which is a teaching method based on mastering a subject area through a foreign language and a foreign language through a subject.
- The author of this system of internationalization of education is D. Marsh.
- In his works, he divided the process of studying the subject into **four important components**: subject content, socio-linguistic, cognitive-educational and cultural contents.

Internationalization of medical education



To adapt this approach to our reality, we present it as follows.

- **The subject-content aspect** (Content), which provides a wide range of studying the subject, a special terminological base through a foreign language and preparation for further professional activity;
- **Social and linguistic aspect** (Communication), which creates conditions for the development of communication skills, deeper, professionally oriented learning of English and the opportunity to use acquired competencies in clinical practice;
- **Cognitive-learning aspect** (Cognition), which contributes to the increase of the motivational component of trainees, the development and use of various educational strategies, forms and types of educational and practical activities by them;
- **Cultural aspect** (Culture), implying the development of intercultural communication skills, adaptation to the peculiarities of Russian culture and relationships with students from other countries whose representatives are studying at our university.

Internationalization of medical education



- The popularity of the **CLIL methodology** abroad, the features of its use at all levels of education are described in detail in numerous studies and are accompanied by positive reviews.
- In Russia, the described technique is not of a mass nature, but is used in fragments.
- Using this system, it is possible to combine two very important components of education: to preserve the authenticity of the Russian education system and to internationalize it.
- Having passed through such a preparatory stage in the study of basic (fundamental) disciplines, students would come to clinical departments more prepared and motivated to study.





- At the same time, it should be noted that in any educational process there is a second part – a teacher, whose training should be given no less attention.
- A special place in the process of internal internationalization of the university is acquired by the level of development of linguistic competence of the teaching staff, who transmit knowledge not only in Russian, but also in English.

Internationalization of medical education



- It should be understood that this is a quite difficult and time-consuming preparation for classes, requiring considerable effort to select the content of the material for classes.
- To implement this task, professionally oriented courses in a foreign language are required.
- However, these are not the only problems in the process of internationalization of medical education that we face when implementing “Basic Educational Program” (BEP) in the specialties "Medicine" and "Dentistry" at our department.

Internationalization of medical education



- The programs provide for writing a medical history in Russian, which, of course, includes collecting an anamnesis by painstaking conversation with the child and his parents, examining the patient (finding contact with the child, being able to arrange and attract his attention) and analyzing the data of an additional (laboratory, instrumental) examination of the patient.
- Once again, it should be emphasized that this particular section of the discipline requires communication between the student and the sick child and his parents.
- This contact causes a lot of difficulties, therefore it requires the participation of a teacher as an intermediary.



- In our lectures and practical classes, we present the basics of the classifications of various nosological forms adopted in our country and the standards of medical care for the pathologies studied, many of which differ from those used in those countries in which the graduate will work in the future.
- This feature requires the inclusion of additional material in the lectures, which is not taken into account by domestic programs for the study of this discipline.

Internationalization of medical education



- The same applies to a number of infectious diseases that are not found in our country and therefore are not included in the teaching programs of the discipline, but are quite common in the countries of permanent residence of foreign students (Africa, Asia).
- The cases created at the department on the main nosologies studied within the framework of mastering the discipline "Pediatrics" became a great help in solving this difficult task.
- During their study, students have additional consolidation of the material, and, in the future, they demonstrate higher results when passing the certification.



- It seems absolutely logical to revise existing approaches to language teaching and pay more attention to early **language professionalization** based on the CLIL methodology, which will bring the educational situation as close as possible to professionally meaningful communication.

Internationalization of medical education



- Thus, the above describes the process of organizing the training of foreign students in the specialized medical discipline "Pediatrics", the difficulties faced by the authors of the presentation in our work.
- It would be very interesting to get acquainted with the experience of other universities that internationalize medical education in order to harmonize the education of foreign students and maintain the prestige of Russian higher education in the world.



Спасибо за внимание!



**Thank you
for your attention!**



LIUBOV ALEXANDROVNA LINNIK

"Codification of academic discourse and Instruments and methods of its decodification"

Russian language, linguistic and international communication department

Internationalization of medical education



coherent text

event aspect

purposeful social action

communication

interaction of interlocutors

suggestiveness

perception



author

recipient/s

field of communication

chronotope

circumstances

assessment



«Discourse analysis» direction, describes discourse as «a speech stream, a language in perpetual motion, during which this stream captures numerous historical, cultural, national and, of course, individual features directing it, that is, communicants» [Dyke 1989, p. 183].

Internationalization of medical education



124

political

diplomatic

administrative

legal

military

pedagogical

religious

mystical

medical

business

advertising

sports

scientific

scenic

mass information

Internationalization of medical education



the specific features of clinical conversations between a doctor and a patient

the manipulative potential of medical discourse

to strengthen the authority of medical professionals

managing the recipient's perception

maintaining social distancing

Internationalization of medical education



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advertising

legislative (legal)

medical academic

scientific medical

medical discourse proper



The codification of medical discourse

Lexical

(terminologization)

Syntactic

(the combinability value of
the lexeme and the system of
its distribution)



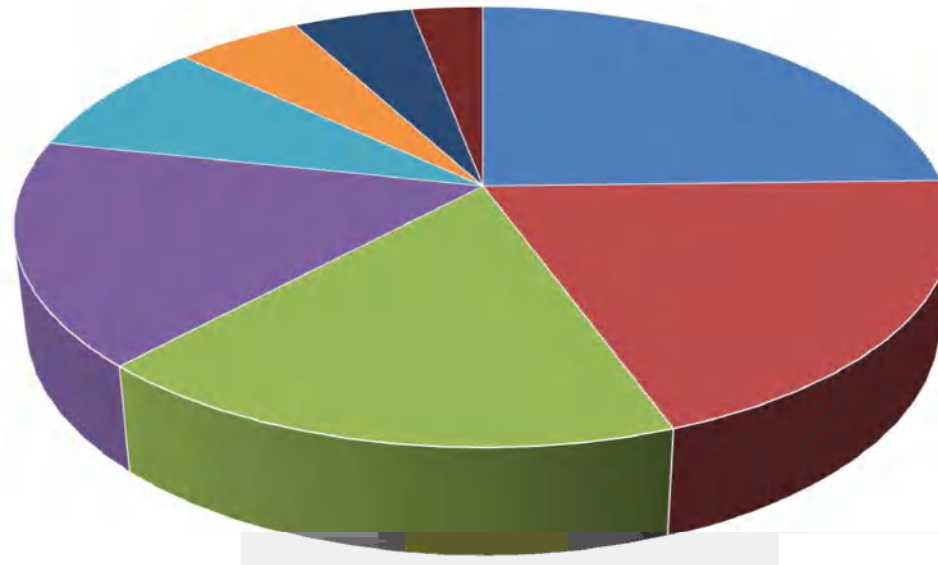
The density of codification

The ratio of the number of linguistic representations peculiar to purely medical discourse to the number of general scientific and normative linguistic elements and the definition of the maximum permissible coefficient

Internationalization of medical education



The complex of cognitive strategies of the Russian-language medical discourse



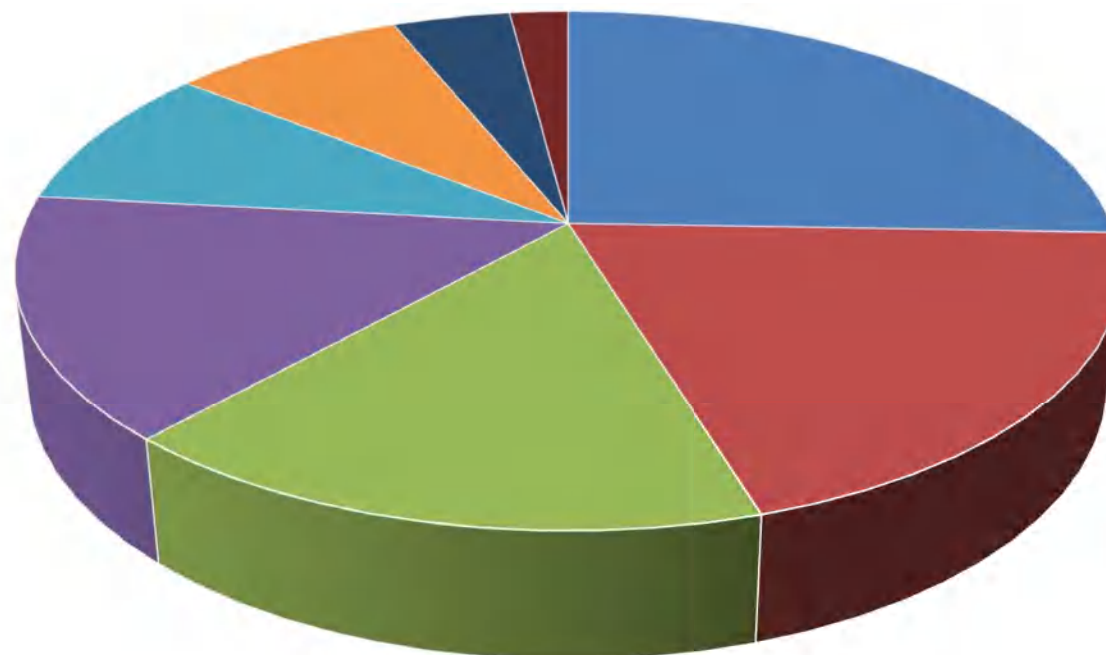
- | | |
|-------------------|--|
| ■ Информирование | ■ Обобщение |
| ■ Оценка | ■ Сравнение |
| ■ Убеждение | ■ Объективация |
| ■ Акцентуализация | ■ Локализация и моделирование субъекта |



Internationalization of medical education



The complex of cognitive strategies of the Russian-language medical discourse



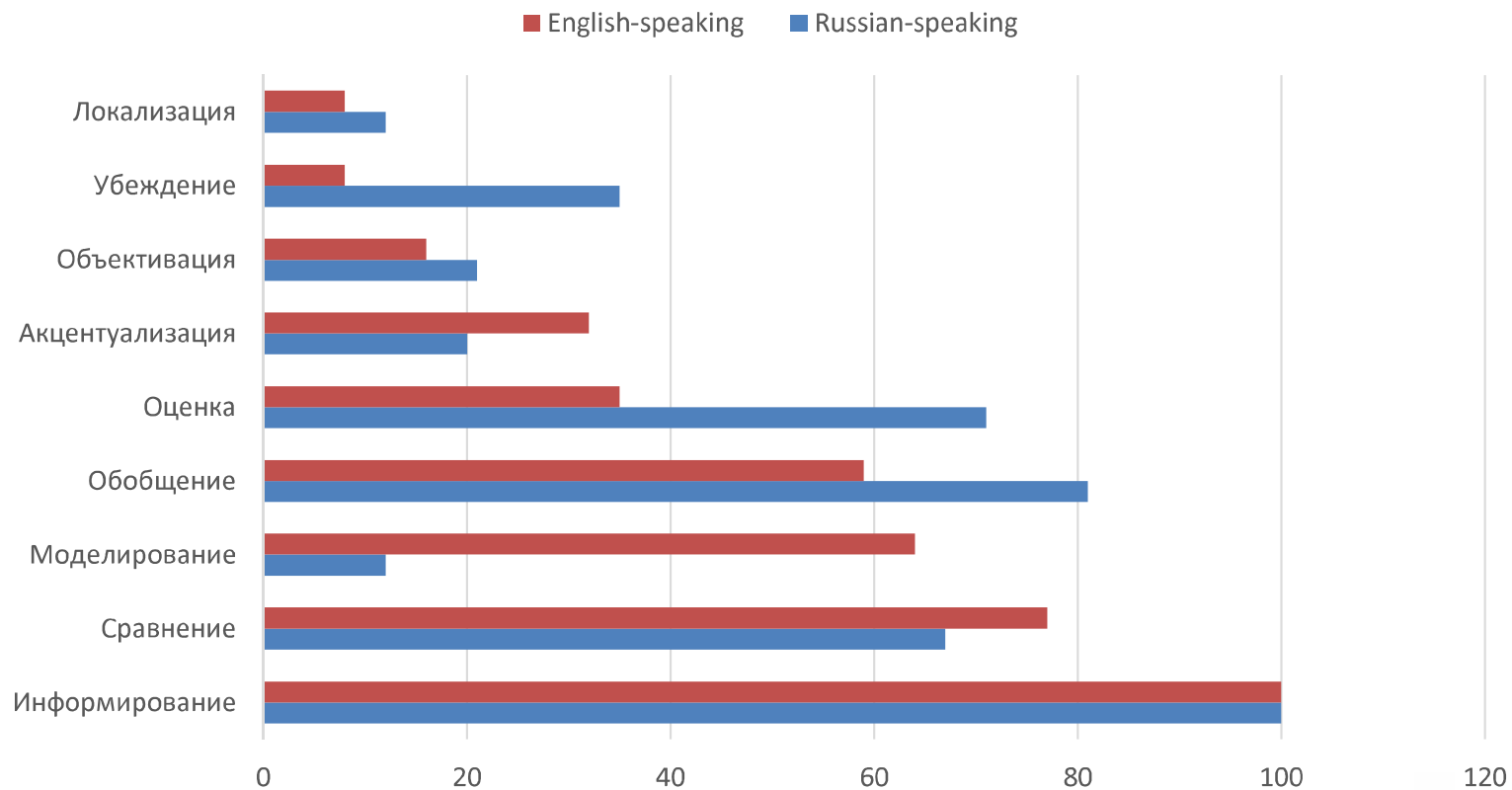
- Информирование
- Сравнение
- Моделирование субъекта
- Обобщение
- Оценка
- Акцентуализация
- Объективация
- Локализация, убеждение



Internationalization of medical education



A comparison of the cognitive strategies of the Russian-speaking and English-speaking medical discourse





It acquires knowledge in the specialty, decoding information

in a medical metalanguage

in a foreign language for itself





≡ Science

Science also accepts a few Research Articles for online presentation. These are expected to present significant research results that cannot be fully presented in the print format and merit the extra length and attention provided by this presentation. The cover letter should indicate why the additional length is merited. The main text can be up to 6000 words, with 4 to 8 display items (which may include videos), and up to 100 main-text references. The methods section runs after the main text as part of the article. Additional **supplementary materials**, which include information needed to support the paper's conclusions, are allowed. Other elements are the same as those for print Research Articles. The full text will be included in all digital versions of *Science*, and a one-page summary will be included in the print version. A PDF of the full article can be downloaded.

In Research Articles, *Science* requires the Materials and Methods section to provide sufficient detail to allow replication of the study. In addition, for papers in the life sciences that involve a method that would benefit from the publication of a step-by-step protocol, we encourage authors to consider submitting a detailed protocol to our collaborative partner **Bio-protocol**.

≡ Science

separate from the contents of the main text.

Supplementary multimedia or large data files that cannot be included in the Supplementary Material file should be uploaded as **Auxiliary Supplementary Materials** (up to 10 files, total size limited to 25 MB) or **Movies** (limited to 50 MB each). Authors should submit video and audio files with clearly identifiable accompanying captions and credit information.

- For video clips, .mp4 files are preferred. Quicktime (.mov) files are acceptable provided that the h.264 compression setting is used. Where possible, please use HD frame size (1920 × 1080 pixels). Animated GIFs are *not* accepted.
- For audio files, please use .wav, .mp3, or .m4a format, with a bit rate of at least 160 kb/s.

Other items that are required at submission and should be uploaded to the **Auxiliary files** section (if applicable) are:

- Any papers by any subset of the authors that are related to the manuscript and are under consideration or in press at other



If you are using LaTeX, please convert your paper into .docx format. If this is not possible, please use our LaTeX template (available [here](#)) and upload a PDF version of your paper.

Use single spacing throughout the text, tables, figure captions, and reference list. Electronic files should be formatted for US letter paper (8.5 by 11 inches). Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables, figures, and references should be cited in numerical order. For best results, use Times New Roman font. Avoid Symbol fonts if possible.

Manuscripts should be assembled in the following order:

(For easy accurate assembly, [download a copy of our Word template here.](#))

Our manuscript submission system will attempt to extract metadata from your paper to facilitate the submission process. To improve machine readability, please identify the parts of your paper, even if you do not use our template. Please begin each section with the specific key words listed below, some of which are followed by a colon. Several of these headings are optional – for example, not all papers will

manuscript should start with a brief introduction describing the paper's significance. The introduction should provide sufficient background information to make the article intelligible to readers in other disciplines and sufficient context so that the significance of the experimental findings is clear. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order. All data must be shown in either the main text or the supplementary materials – or must be available in a permanent, publicly accessible repository. Associated DOIs and repository-specific accession codes should be disclosed in the Acknowledgments. References to unpublished materials are not allowed to substantiate significant conclusions of the paper.

References and Notes are numbered in the order in which they are cited: through (i) the main text, (ii) text boxes (if any), (iii) figure and table captions, (iv) reference notes and acknowledgments, and finally (v) supplementary materials. Place citation numbers within parentheses, italicized: (18, 19) (18–20) (18, 20–22). There should be a single



nature

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Content About Publish



Gigantic map of fly brain is a first for a complex animal

Fruit fly 'connectome' will help researchers to study how the brain works, and could further understanding of neurological diseases.

The mice with two dads: scientists create eggs from male cells

Heidi Ledford & Max Kozlov
News | 09 Mar 2023



Biden calls for boosts in science spending to keep US



Service. All presubmission enquiries must include a cover paragraph to the editor stating the interest to a broad scientific readership, a fully referenced summary paragraph, and a reference list.

Readability

Nature is an international journal covering all the sciences. Contributions should therefore be written clearly and simply so that they are accessible to readers in other disciplines and to readers for whom English is not their first language. Thus, technical jargon should be avoided as far as possible and clearly explained where its use is unavoidable. Abbreviations, particularly those that are not standard, should also be kept to a minimum. The background, rationale and main conclusions of the study should be clearly explained. Titles and abstracts in particular should be written in language that will be readily intelligible to any scientist. Essential but specialized terms should be explained concisely but not didactically.

For gene, protein and other specialized names authors can use their preferred terminology so long as it is in current use by the community, but they must give all known names for the entity at first use in the paper. *Nature* prefers authors to use internationally agreed nomenclature. Papers containing new or revised formal taxonomic nomenclature for animals, whether living or extinct, are accepted conditional on the provision of LSIDs (Life Science Identifiers) by means of registration of such nomenclature with



Артериальная гипертензия

Е.В. Фролова, 2016

Определение артериальной гипертензии.

Классификация

Под термином «артериальная гипертония» подразумевают синдром повышения систолического АД (САД) ≥ 140 мм рт. ст. и/или диастолического АД (ДАД) ≥ 90 мм рт. ст., возникающего в результате необратимых изменений в артериолах либо по неизвестной причине (эссенциальная), либо как вторичное состояние.

Термин «гипертоническая болезнь» соответствует принятому в других странах термину «эссенциальная гипертензия» и может наряду с ним употребляться в медицинской документации и литературе. В основе патогенеза эссенциальной гипертензии лежит изменение стенки артериол — мышечная гипертрофия, артериолосклероз, утрата сократительной функции как мышечного, так и эндотелиального слоя оболочки сосуда.



Артериальная гипертензия

Нейросеть Балабоба

Нейросеть подражает текстам в интернете. Не относитесь к написанному серьезно

Определение.

Под термином «артериальная гипертония» подразумевают синдром повышения систолического АД (САД) ≥ 140 мм рт. ст. и/или диастолического АД (ДАД) ≥ 90 мм рт. ст., возникающего в результате необратимых изменений в артериолах либо по неизвестной причине (эссенциальная), либо как вторичное состояние.

Термин «гипертоническая болезнь» соответствует принятому в других странах термину «эссенциальная гипертензия» и может наряду с ним употребляться в медицинской документации и литературе. Причины, симптомы и лечение артериальной гипертонии.

Артериальная гипертензия - это синдром, который характеризуется повышением систолических и диастолических показателей давления крови в венах и артериях.

Эти показатели определяются в ходе измерения давления.

Гипертония - повышенное артериальное давление.

По статистике Всемирной Организации Здравоохранения (ВОЗ), гипертонии подвержено около половины взрослого населения планеты.

Как правило, это люди в возрасте старше 30 лет.

Нейросеть подражает текстам в интернете. Не относитесь к написанному серьезно

Определение артериальной гипертензии.

Классификация

Под термином «артериальная гипертония» подразумевают синдром повышения систолического АД (САД) ≥ 140 мм рт. ст. и/или диастолического АД (ДАД) ≥ 90 мм рт. ст., возникающего в результате необратимых изменений в артериолах либо по неизвестной причине (эссенциальная), либо как вторичное состояние.

Термин «гипертоническая болезнь» соответствует принятому в других странах термину «эссенциальная гипертензия».

Артериальная гипертензия является одним из наиболее частых заболеваний, поражающих не только взрослых, но и детей и подростков.

В России встречается у 10 % взрослого населения, у 15 % детей и у 40 % подростков.

По данным ВОЗ, частота заболеваемости артериальной гипертонией составляет около 300 случаев на 1000 населения.

Заболеваемость артериальной гипертонией увеличивается с возрастом.



Global cancer statistics, 2012

[Lindsey A Torre](#)¹, [Freddie Bray](#), [Rebecca L Siegel](#), [Jacques Ferlay](#), [Joannie Lortet-Tieulent](#), [Ahmedin Jemal](#)

Cancer constitutes an enormous burden on society in more and less economically developed countries alike. The occurrence of cancer is increasing because of the growth and aging of the population, as well as an increasing prevalence of established risk factors such as smoking, overweight, physical inactivity, and changing reproductive patterns associated with urbanization and economic development. Based on GLOBOCAN estimates, about 14.1 million new cancer cases and 8.2 million deaths occurred in 2012 worldwide. Over the years, the burden has shifted to less developed countries, which currently account for about 57% of cases and 65% of cancer deaths worldwide. Lung cancer is the leading cause of cancer death among males in both more and less developed countries, and has surpassed breast cancer as the leading cause of cancer death among females in more developed countries; breast cancer remains the leading cause of cancer death among females in less developed countries.



1. Author-reader relationship

I suggest - я предлагаю

I argue - я спорю

we discuss - мы обсуждаем

we highlight – мы подчёркиваем

we offer - мы предлагаем

we refer – мы называем

we show – мы показываем

we present - мы представляем

we demonstrate - мы демонстрируем

we elucidate - мы разъясняем

we ensure - мы гарантируем

we address - мы обращаемся

we report - мы сообщаем

we explain – мы объясняем

we describe - мы описываем

we illustrate - мы иллюстрируем

we call for - мы призываем

we performed - мы выступали

we propose - мы предлагаем

we articulate - мы формулируем, выражаем

we solicited - мы просили, привлекали

we are pleased to dedicate - мы рады посвятить

вам



2. Author–research relationship

I adopted (a perspective) - я принял
(точку зрения)

I adopted (an approach to health) - я
принял (подход к здоровью)

we assign - мы назначили

we develop – мы развиваем

we reproduce – мы воспроизводим

we selected - мы выбрали

we outlined - мы наметили

we are entering a phase - мы вступаем в
фазу

we evaluate - мы оцениваем

we paired – мы объединили в пары

we randomized - мы сделали случайную
выборку

we collected - мы собрали

we look at - мы рассматриваем

we deconstruct - мы деконструируем

we conducted - мы провели

we explore - мы исследуем

we established - мы установили



we incorporated - мы включили

we examine - мы исследуем

we find – мы обнаруживаем

we analyzed - мы проанализировали

we focus – мы сосредотачиваемся

we provide - мы обеспечиваем

we can build (field of research) - мы
можем построить (область
исследований)

we use – мы используем

we review - мы рассматриваем

we summarize – мы подводим итоги

we sought (data) - мы ищем (данные)

we emphasise - мы подчеркиваем

we identify - мы идентифицируем

we conclude - мы делаем вывод

we apply – мы применяем

we compare – мы сравниваем

we stratified – мы разделили

we study – мы изучаем



3. Self-presentation of the author

i self-identified - я идентифицировал себя

we foresee - мы предвидим

we want – мы хотим

we do not know – мы не знаем

we aimed - мы стремились

we hope – мы надеемся

we now have a depth of knowledge - теперь у

нас есть глубина знаний

we are beginning to understand - мы начинаем

ПОНИМАТЬ



recycling of information

logical arrangement of components

sequence

succession

frequency

visibility (figures, tables, graphs, diagrams, mind-map)

digital resources
(textometer, national corpus of the Russian language)

CLIL (content-and-language integrated learning)



Textometr





 Текстомётр



Анализ сложности текста

Текстометр помогает бесплатно определить уровень сложности и читабельности текста, посчитать количество слов и знаков, найти среднюю длину слова и предложения, ключевые слова текста, рассчитать коэффициент лексического разнообразия текста, получить список слов текста и рассчитать время его чтения.

Русский как иностранный



Русский как родной

Введите произвольный текст на русском

Результат [Скачать](#)

C2, уровень носителя. IV
сертификационный уровень.

Уровень текста в системе ACTFL Distinguished

Знаков с пробелами 742

Предложений 7

Слов 88

Уникальных слов 62

Лексическое разнообразие 0.74

Ключевые слова

- гипертензия
- эссенциальный
- артериальный
- термин
- мышечный
- изменение

Internationalization of medical education



146

Лексический
список A1
покрывает

27%

Лексический
список A2
покрывает

37%

Лексический
список B1
покрывает

42%

Лексический
список B2
покрывает

52%

Не входит в
лексический
список B2

артериальный

гипертензия

классификация

гипертония

подразумевать

синдром

повышение

систолический

мм ст

диастолический

необратимый

Изучающее
чтение текста
займет

40 сек.

Просмотровое
чтение текста
займет

20 сек.

Возможные
грамматические
темы

Частотный
словарь по
тексту

в	5
и	4
гипертензия	3
термин	3
эссенциальный	3
ад	2
артериальный	2
артериола	2
изменение	2
как	2
либо	2
мм	2
мышечный	2
ст	2
артериолосклероз	1

Internationalization of medical education



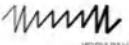
National corpus of the Russian language



Q Меню ENG



Национальный корпус русского языка —
представительная коллекция текстов *на русском языке*
общим объемом *более 1,5 млрд слов*, оснащенная
лингвистической разметкой и инструментами поиска

ИРЯ  Яндекс

[Подробнее о Корпусе](#)

Введите слово или фразу

Обзор возможностей

Поиск по корпусам

Основной (374 млн)	Устный (13 млн)	Параллельные ²⁶ (173 млн)	Поэтический (13 млн)
Газетные ² (790 млн)	Акцентологический (133 млн)	Диалектный (604 тыс)	Русская классика β (17 млн)
Синтаксический (1,5 млн)	Мультимедийный (5,7 млн)	Обучающий (664 тыс)	Исторические ² (14 млн)
	МультиПАРКи ² (458 тыс)	От 2 до 15 (4,4 млн)	Панхронический (383 млн)

все корпуса ²⁵

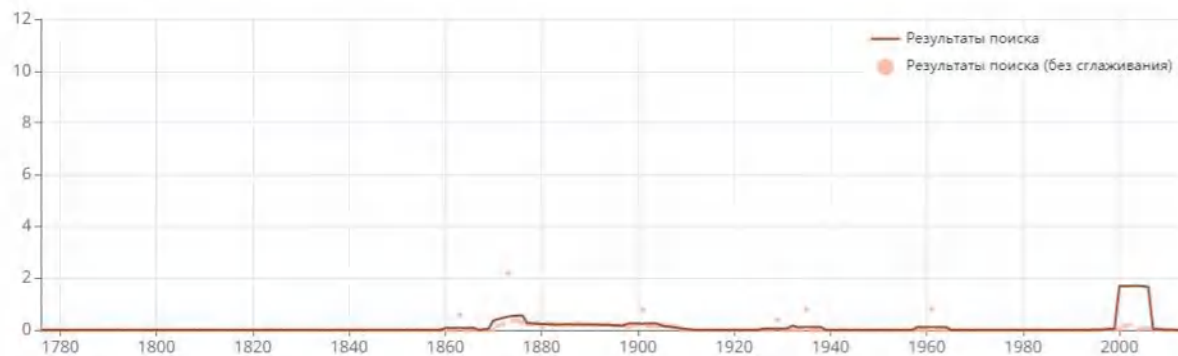


Internationalization of medical education



Панхронический корпус. История употребления сочетания словоформ. ?

Годы с по со сглаживанием



Искать в [Google Books Ngram Viewer](#)

Результаты поиска в панхроническом корпусе

О словах ?

кзати →

Лемма кзати (см. в словаре)

Грамматика н

Семантика основная ders; tdir

Коллокации в выбранном корпусе ?

Ключ	Коллокат	Апр. мера ▼
кзати	сузить	9.78
кзати	расширить	9.68
кзати	и	8.41
кзати	сужаться	8.31
кзати	пластинка	8.26

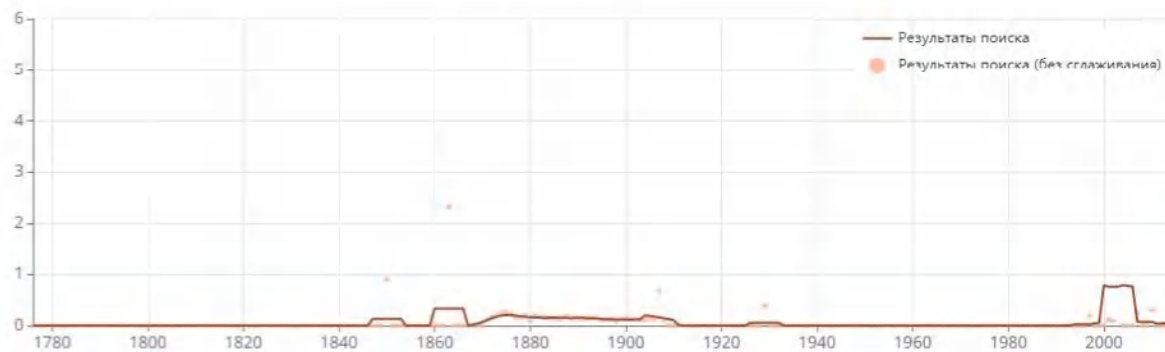
Другие коллокации

Internationalization of medical education



Панхронический корпус. История употребления сочетания словоформ. ?

Годы с по со сглаживанием -



Искать в [Google Books Ngram Viewer](#)

[Результаты поиска в панхроническом корпусе](#)

О словах ?

кпереди →

Лемма кпереди (см. в словаре)

Грамматика н

Семантика основная der:s, tdir

Коллокации в выбранном корпусе ?

Ключ	Коллокат	Агр. мера ▼
кпереди	сужаться	7.39
кпереди	сузить	7.09
кпереди	от	6.97
кпереди	и	6.59
кпереди	эпипрокт	5.66

[Другие коллокации](#)





2023
19(1), 451

Chemical Biology
LETTERS

Global Cancer Statistics 2022: the trends projection analysis

Bhupender S. Chhikara,^{1*} Keykavous Parang.^{2*}

¹Laboratory for Medicinal Chemistry and Molecular Materials, Department of Chemistry, Alfi Mahavidyalaya, University of Delhi, Delhi-110008, India. ²Center for Targeted Drug Delivery, Department of Biomedical and Pharmaceutical Sciences, Chapman University School of Pharmacy, Harry and Diane Rinker Health Science Campus, Irvine, CA 92618, USA.

Submitted on: 02 Sept 2022; Accepted on: 22 Oct 2022; Published on: 02 Nov 2022

ABSTRACT

Cancer is one of the most fatal diseases of recent times that causes several deaths every year. The disease variations in different parts of the world, the impact of available medical facilities, and other socio-economic factors have impacted the proper management of this disease. The comparative statistical data of cancer types like breast, prostate, colon, lung, lymph, blood, brain, and kidney cancers can be used to design treatment strategies and therapeutics development. With the advancement of science, several drugs besides diagnostic methods have emerged to control respective cancer and have assisted in curing this disease to some extent. The comparative statistics analysis for cancer about current prevalence is included here to bring a clear framework for the efforts towards future drug development to manage this disease. The availability of new diagnostics and therapeutics and advanced medical facilities in clinics impact cancer statistics. An evaluation of current trends and statistics of cancer pathology vis-à-vis therapeutics (diagnostics as well as therapeutics) progress with possible application in clinical settings constitutes the core part of the discussion in this review.

Keywords: Cancer trends, Cancer statistics, Cancer types, drug status, clinical drugs, nanotherapeutics.

INTRODUCTION

Cancer, the disease of pathophysiological alterations in the inherent process of cell division,¹ has emerged as a significant disorder responsible for a large number of deaths year by year worldwide.² More than 19.3 million (19,300,000) new cancer cases were diagnosed and reported recently, leading to approximately 10 million deaths in 2020 based on the reported data.³ The continuous emerging incidences of cancer worldwide that causes millions of deaths annually have generated the need and demand for developing potent pharmaceuticals for treating different cancers.⁴⁻⁷

The cancer progression is due to many factors, such as environmental influences, internal stress, or heredity.⁸⁻¹⁰ The

responsible factor varies from patient to patient and depends upon the type of cancer and geographical location.¹¹ The treatment needs are to be established adequately in each respective case. The change in environment (and climate) due to industrialization, along with living and food style, is considered one primary concern for increasing numbers of cancer incidences.¹² However, a proper rational link still needs to be validated to establish any valid conclusive claim.¹³

Approximately 19-20 million people are diagnosed with cancer annually worldwide.

The affected organ of origin identifies the type of cells multiplying inadvertently. Increased prevalence in the different gender or populace has been observed with the occurrence of a particular kind of cancer. For example, breast cancer is most prevalent type of cancer in women worldwide, while lung and

Corresponding Author: Dr. B. S. Chhikara and Prof. K. Parang
Tel: +91-98100-11210 (BS), +91-78103-6499 (KP)
Email: bhupendra@uod.ac.in (BS), parang@chapman.edu (KP)



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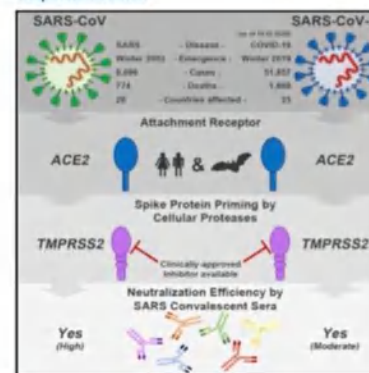
Chemical Biology Letters

Chem. Biol. Lett., 2023, 19(1):451 Page 1

Cell

SARS-CoV-2 Cell Entry Depends on ACE2 and TMPRSS2 and Is Blocked by a Clinically Proven Protease Inhibitor

Graphical Abstract



Highlights

- SARS-CoV-2 uses the SARS-CoV receptor ACE2 for host cell entry
- The spike protein of SARS-CoV-2 is primed by TMPRSS2
- Antibodies against SARS-CoV spike may offer some protection against SARS-CoV-2

Authors

Markus Hoffmann, Hannah Kleine-Weber, Simon Schroeder, ..., Marcel A. Müller, Christian Drosten, Stefan Pöhlmann

Correspondence

mhoffmann@dpz.eu (M.H.), spoehmann@dpz.eu (S.P.)

In Brief

The emerging SARS-coronavirus 2 (SARS-CoV-2) threatens public health. Hoffmann and coworkers show that SARS-CoV-2 infection depends on the host cell factors ACE2 and TMPRSS2 and can be blocked by a clinically proven protease inhibitor. These findings might help to establish options for prevention and treatment.

Hoffmann et al., 2020, Cell 181, 271-280
April 16, 2020 © 2020 Elsevier Inc.
<https://doi.org/10.1016/j.cell.2020.02.052>

CellPress

Internationalization of medical education



152



[облакослов.рф](http://oblacloud.ru)

Internationalization of medical education



154



voyant-tools.org



Grice's Maxims

Quality

Be truthful.
Do not give false
or unsupported
information

Quantity

Say enough
information
but not
too much

Relation

Stay relevant
to the topic &
pertinent to
the discussion

Manner

Be clear, brief &
orderly. Avoid
obscurity and
ambiguity



Maxims for the Politeness Principle- Geoffrey Leech

- Leech developed Lakoff's politeness principles and stipulated 6 maxims.
- **Tact:** minimises cost to listener and maximises cost to speaker, eg: 'Could I interrupt you for a second?'
- **Generosity:** minimises benefit to the speaker and maximises benefit to listener, eg: 'You must come and have dinner with us.'
- **Approbation:** minimises dispraise to the listener eg: 'Yes, I've seen your dress. It's so unusual.'
- **Modesty:** minimises praise of the speaker eg: 'I'm so stupid. I didn't get that, did you?'
- **Agreement:** minimises disagreement, eg: 'Perhaps we should agree to go half way.'
- **Sympathy:** minimises antipathy and maximises sympathy, 'I'm sorry to hear you weren't well.'



***THANK YOU FOR YOUR
ATTENTION***



Resources

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2. Grice G.P. Logic and speech communication // New in foreign linguistics. Issue 16. M.: Progress, 1985. pp. 217 - 237.
3. Deik T. A. van, Kinch V. Strategy of understanding a coherent text. M.: Progress, 1988. 126 p.
4. Karasik V.I. Text linguistics and discourse analysis. Arkhangelsk – Volgograd: Change, 1994. 34 p.
5. Kositskaya F.L., Matyukhina M.V. French medical discourse in the field of professional communication // Bulletin of Tomsk State Pedagogical University (TSPU Bulletin). 2017. Issue 3 (180) – pp. 14-17.
6. Pavlov D.N. On some problems of defining the term "cognitive strategy" // Questions of cognitive linguistics. 2006. No. 2. pp. 62-64.
7. Foucault, M. (1973) The Birth Of The Clinic. London: Tavistock Publications, 1973, . 212 p.

Grateful for the help in preparing the presentation of the teacher of the department Elizaveta E. Galimova



Internationalization of medical education

MODERN TRENDS IN TEACHING FOREIGN STUDENTS OBSTETRICS AND GYNECOLOGY

INDIRA V. SAKHAUTDINOVA, Doctor of Medicine, Professor,

Head of the Department of Obstetrics and Gynecology № 1

E.M. ZULKARNEEVA, Associate Professor of the Department,

Candidate of Medical Sciences

R.I. GROMENKO, Assistant

Department of Obstetrics and Gynecology №1,
Bashkir State Medical University, Ministry of Health Care of Russia

Internationalization of medical education



Foreign students have always been attracted by Russian universities.

Bashkir State Medical University trains students from Arab countries, such as

- Jordan
- Syria
- Palestine
- Yemen
- Israel
- Morocco



Internationalization of medical education



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4th-5th- and 6th-year foreign students of Medical faculty are trained at clinical bases of Obstetrics and gynecology department.

The number of students is annually increasing: the number of 6th-year students makes up 145 people, 5th-year - 144 persons, 4th year students accounts for 168 people.

Internationalization of medical education



In addition, thanks to expansion of international relations, BSMU becomes as well a base of a work practice for foreign students. In particular, at clinical bases of our university students from Kazakhstan, China, Germany are being trained.



Internationalization of medical education



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West Kazakhstan Medical University
n.a. Marat Ospanov

In 2022, after pandemic of new coronavirus infection was over, Bashkir State Medical University and West Kazakhstan Medical University n.a. Marat Ospanov enter the collaboration in the field of science, education, implementation of innovative approaches in educational and scientific activity within the program of academic mobility.

Internationalization of medical education



Within the framework of the program of strategic academic leadership "Priority - 2030" in 2022 4th-year students of the above-mentioned university came to our Department to complete the cycle of "Obstetrics and Gynecology".





The discipline "Obstetrics and gynecology" implies that students possess serious theoretical base in different fields of medicine.

According to the present program the main material on obstetrics and gynecology deals with practical training, analysis of clinical cases, retrospective analysis of case histories of pregnant women, women in labor, gynecologic patients including those with rare pathology.



Internationalization of medical education



Students have an opportunity to train practical skills at the BSMU simulation center (bimanual vaginal examination; internal obstetric measurement of cervical disclosure in labor; Leopold receptions), computer simulation of obstetric bleeding on the Noel obstetric simulator.

Internationalization of medical education



Internationalization of medical education



The latest events have led to the fact that training foreign students can be considered as the significant political resource. This allows the Russian Federation to implement the long-term interests in strategically important regions by training qualified personnel and future representatives of national political elite.

Thus, there is a return to the Soviet experience of training foreign students. And that does not have a commercial implication, it reveals political needs of the state.





Thank you for attention!





Internationalization of medical education

FEATURES OF TEACHING PROPAGDEUTICS OF INTERNAL DISEASES FOR FOREIGN STUDENTS IN THE INTERMEDIATE LANGUAGE

R.H.Zulkarneev, N.Sh.Zagidullin, Yu.G.Aznabaeva,
D.F.Gareeva

Department of Propaedeutics of Internal Diseases



PROBLEMS OF FOREIGN STUDENTS EDUCATION

- communication (linguistic)
- socio-cultural
- psychological
- behavioral difficulties
- insufficient school education
- incorrect expectations





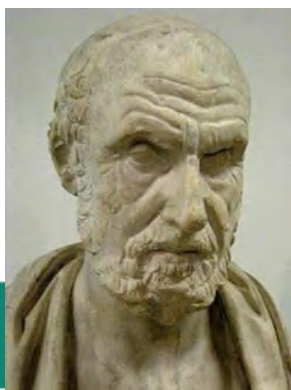
Forming philosophically justified, holistic, balanced worldview of the students on the modern medicine





ETHICAL BASICS OF MODERN MEDICINE

- Hippocratic Oath discussion
- humanistic principles of the Russian national medical school
- critical presentation of pure "technicism" in modern medicine

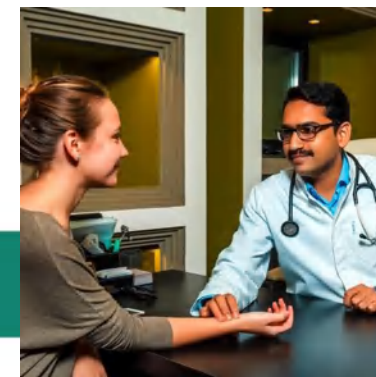
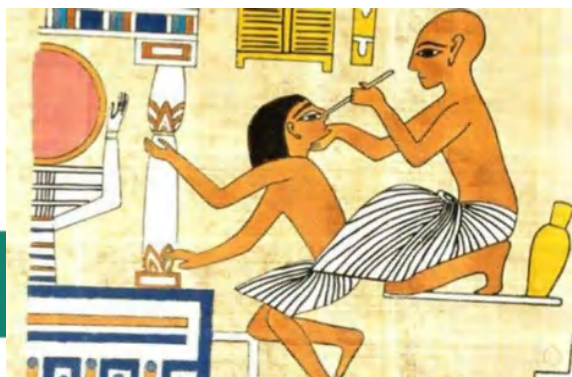




KNOWLEDGE AND UNDERSTANDING OF SOCIO-CULTURAL CHARACTERISTICS OF FOREIGN STUDENTS AND THEIR COUNTRIES

CORRECTION OF STUDENTS' EDUCATIONAL MOTIVATION

Socio-cultural peculiarities of Eastern societies, where family relationships are the strongest. If the student is informed that his family will be disappointed by his academic than student's educational motivation restores effectively.





ELIMINATION OF FOREIGN STUDENTS' PSYCHO-LINGUISTIC BARRIER TO START COMMUNICATING WITH PATIENTS IN RUSSIAN

1. A bilingual discussion of the clinical interviewing is carried out in the training room with the presentation of the "doctor-patient" dialogue in the intermediary language and Russian.
2. Then the teacher initiates a bilingual role-playing game "doctor-patient" with the participation of students.
3. After that, the teacher demonstrates a real dialogue "doctor-patient" in the hospital ward.
4. Then students individually interview patients in the presence and with the support of the teacher.
5. Clinical discussions should be widely used. The presentation of student's educational case history is also carried out in the form of a clinical discussion. Also significant assistance in solving this problem may be provided by bilingual guidelines, textbooks, training programs.



ACTIVE INVOLVEMENT OF FOREIGN STUDENTS IN CLINICAL WORK

- Daily brief tests of the initial knowledge.
- Collective manual skills training with the active participation of each student.





PREPARING FOREIGN STUDENTS FOR REAL MEDICAL CONDITIONS OF SOME COUNTRIES

- a) high prevalence and outbreaks of infectious diseases - malaria, Ebola, cholera, typhoid, HIV, etc.,
- b) medical implications of military conflicts and natural disasters such as floods, droughts, earthquakes with a large number of victims,
- c) insufficient resources and logistical provision of regional health care, extremely intensive further work as a doctor

Internationalization of medical education



ACTIVE INVOLVEMENT OF FOREIGN STUDENTS IN THE STUDENT'S CLINICAL RESEARCH

Organization of intermediate language / bilingual students' scientific conferences and sessions

Publications of students' research results in a medical journal





CONCLUSION

Language, psychological and socio-cultural problems are the main ones in clinical training teaching foreign students. Their prevention and timely solutions are necessary for the effectiveness of medical education.



“Faculty therapy experience in the organization of modern educational technologies in the foreign students professional training



Internationalization of medical education



Main problems of medical professional studying



- Long terming period of studying (6-7 years)
- Difficult and intensive character
- Dependence of level of basic education
- It`s effectivity in great part depends on students motivation

Particularities of international professional education

In spite of the great advantages, including possibility of getting much modern special information, chance to introduce with foreign countries, peoples and nationalities,

-

There are many problems, associated with

- necessity of studying foreign language (Russian is rather difficult in this case)
- climate and domestic problems of foreign countries (as a rule these conditions are uncomfortable)
- Different mentality (Indian, Arabian, African etc), causing some psychological problems

The problems of teaching

- Basing on our experience, we have to notice, that the most difficulties for teachers as a rule are
 - ❖ low discipline of foreign students (missing lectures and practical lessons, often being late)
 - ❖ English language in many students is not clear due to national dialects
 - ❖ Their motivation for study is not adequate
 - ❖ Certainly, all of us try to solve these problems

Experience of facultative therapy department

Our department has more than 5-years experience of teaching facultative therapy for foreign students. For today 8 teachers has adequate potential for working with them. Thou, its considered that first 3-years of studying Russian is enough for future work, in practice we found, that still on 4 course some of students need communication in English as a mediator language.



Methodological support

To help our students for study we prepared full learning complex of facultative therapy in English – 18 lectures, 24 methodical recommendations, complects of daily control tests, situational tasks, multimedia complects of rentgenograms and ECG, 700 tests for intermediate control, and special tickets for exams.

Simultaneously, we tried to train our students in Russian, paying special attention to professional medical language

The lecture is one of the oldest and most important forms of education at the university



The use of information technologies

- such as the Microsoft Teams platform opened great opportunities for implementing not only distance learning, but also organizing the practice of students in the conditions of the spread of the new coronavirus infection COVID-19.

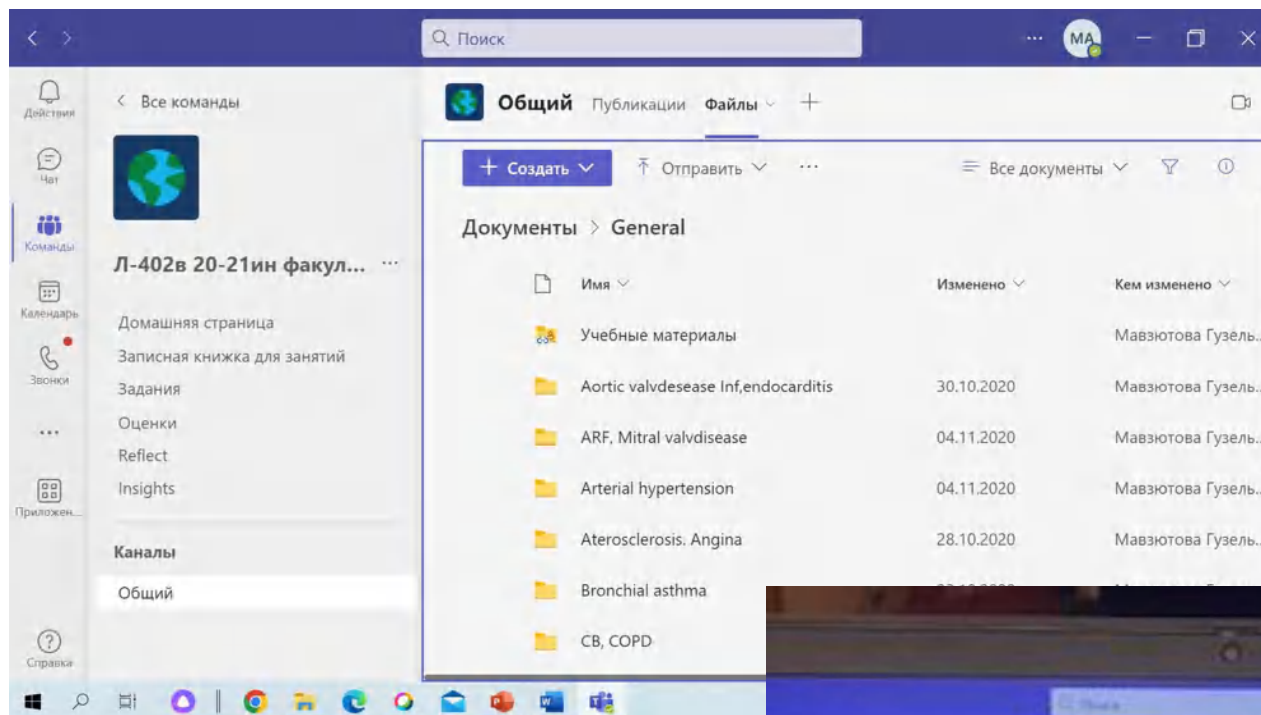
With the help of the Microsoft Teams platform, it is possible to maintain operational communication with students, provide information and shared access to files and documents, send messages and announcements to everyone at once at the same time.

The use of information technologies

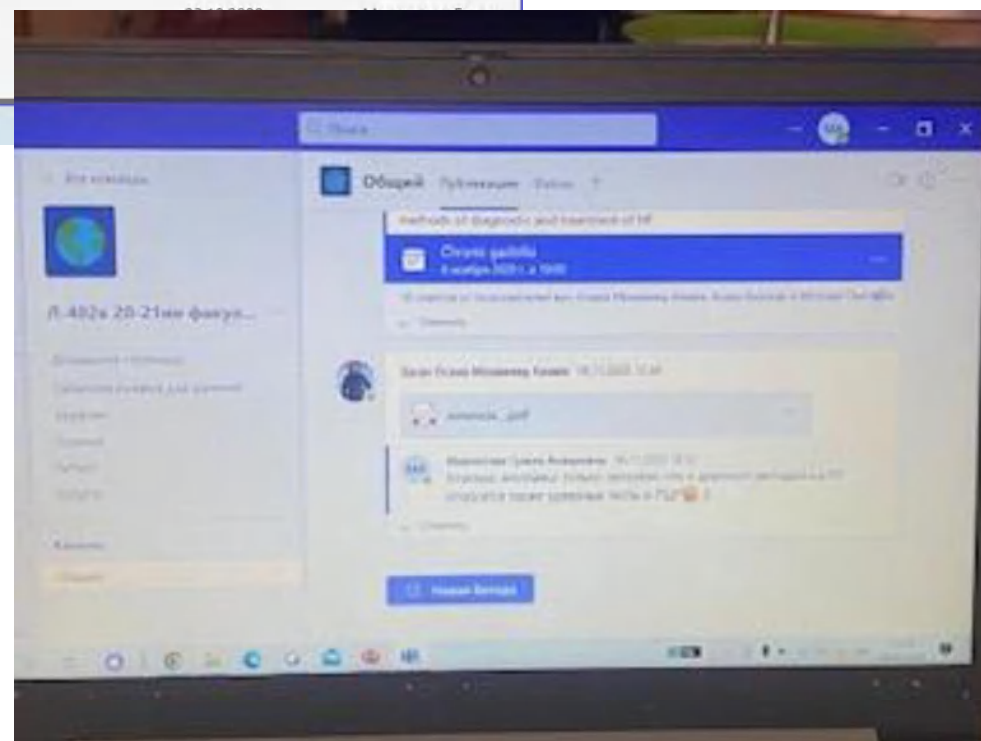
Students can also send photo and video reports from their workplaces, especially it is convenient when students are undergoing practical training in remote areas of the republic.

In addition, IT make it possible to conduct scientific student conferences online in an unfavorable epidemiological situation. You can connect to the platform both from a computer and from a phone, and in general there were no problems when using Microsoft Teams, especially since students have already learned how to work in this program

Internet also gives the opportunity to get rapid renewed information while preparing home task



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The use of information technologies

- It is important to note that **the timely implementation of the platform allowed to continue the educational process for foreign students** who, due to a number of circumstances, found themselves outside of Russia.
- From our own experience, we can admit that this fact did not affect the motivation of students to continue their education. Classes were held according to the schedule, students attended both lectures and practical classes. Some of them at home had to travel to the nearest place where there is Internet access for an hour or more.

Practical lesson off-line is the best



Student`s practice – indicator of educational effectivity

- This year we started teaching our subject to students of the 3d course of dentistry faculty
- We performed new kind of intermediate practice of Russian and foreign students in winter period
- The results of it showed that such kind of practice can improve the motivation of students for learning and allows them to get important skills

Practical skills

Work in the admitting department



Practical skills

Work in the
manipulative
room, training in
preparing of
infusomates



Practical skills

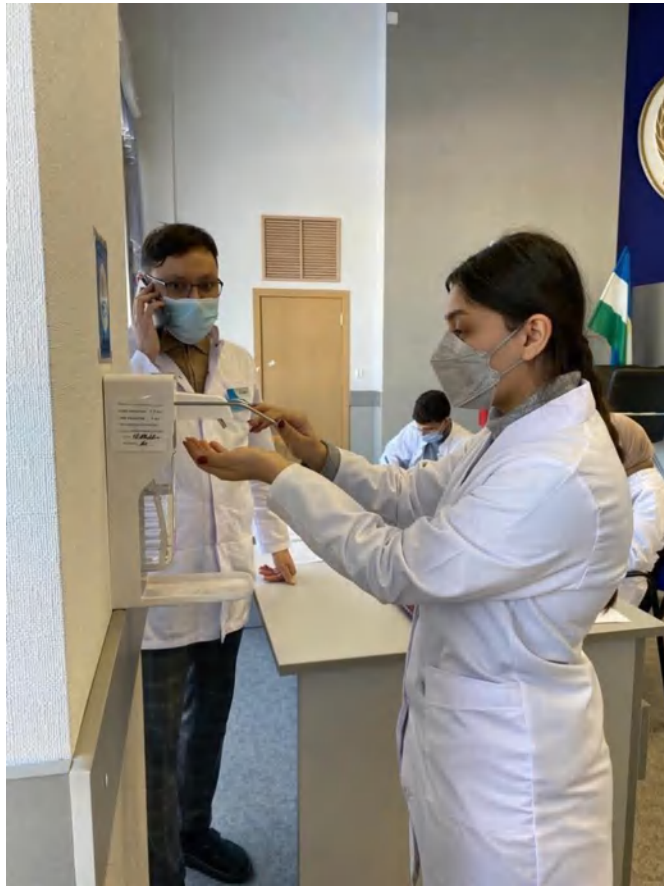
- Working with medical cards, laboratory data



Work with patients



Students practice. Demonstration of knowledge and medical skills



Students practice. Attestation showed good results



Friendly attitude to students at the department
is the secret of success!



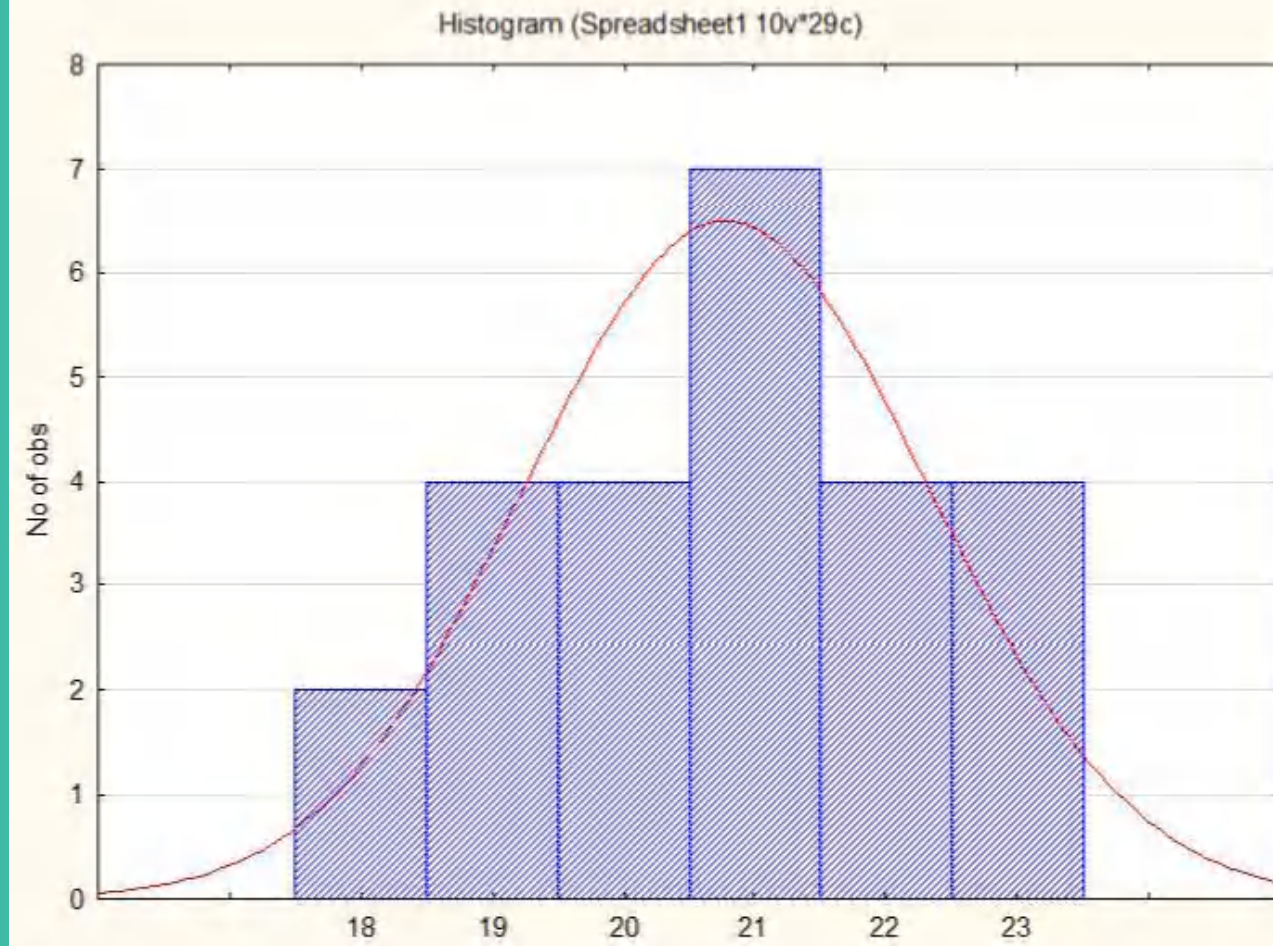
Foreign languages and clinical disciplines education



Dep of trauma

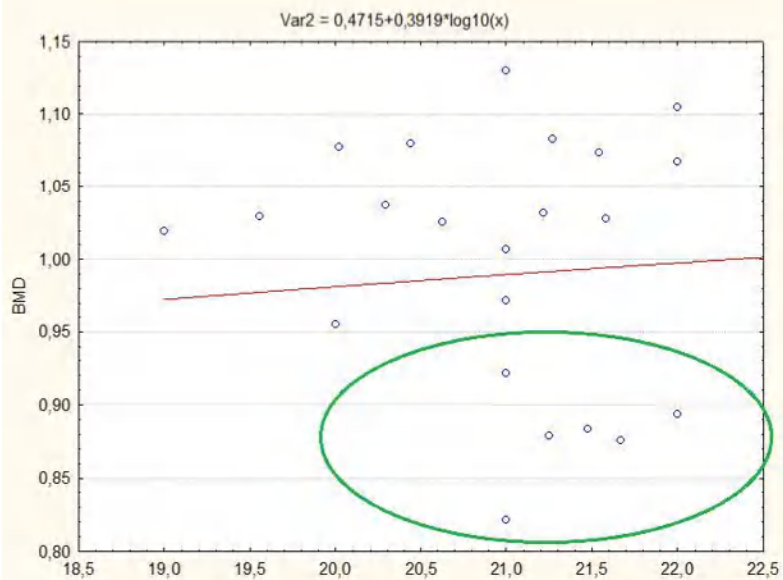


MEAN case 1-25	20,76
MEDIAN case 1-25	21
SD case 1-25	1,535144
VALID_N case 1-25	25
SUM case 1-25	519
MIN case 1-25	18
MAX case 1-25	23
_25th% case 1-25	20
_75th% case 1-25	22



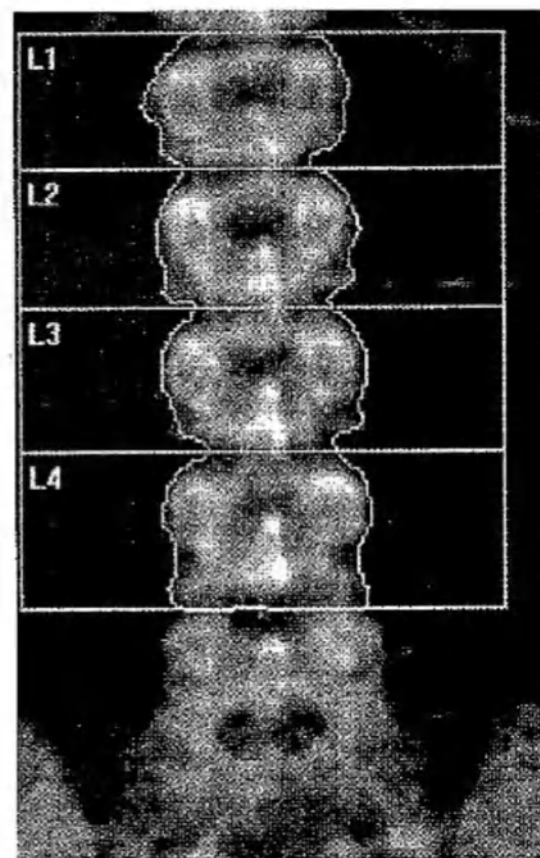
N – 25, 22 – male, 3 female

Aim – analyze hip and spine BMD

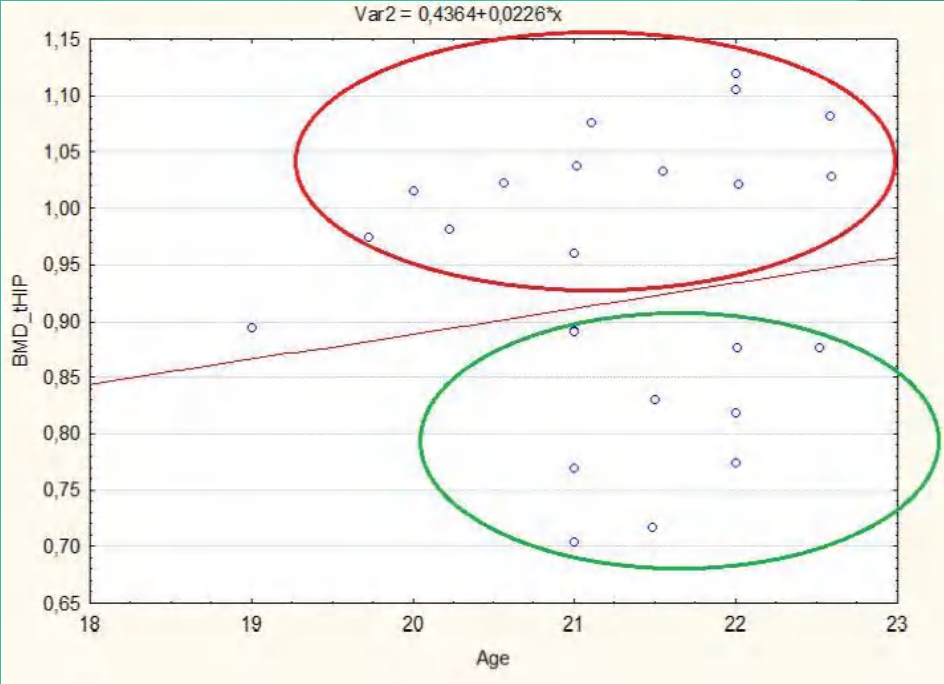


Non VEGs

VEGs

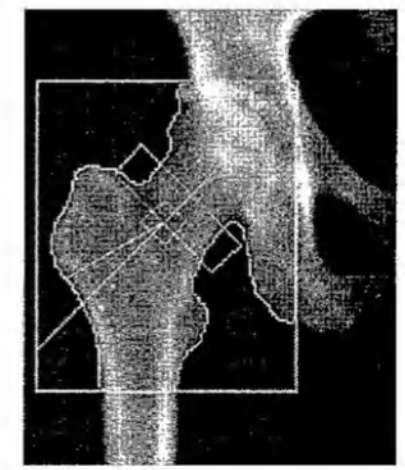


k = 1.142, d0 = 42.9
116 x 137



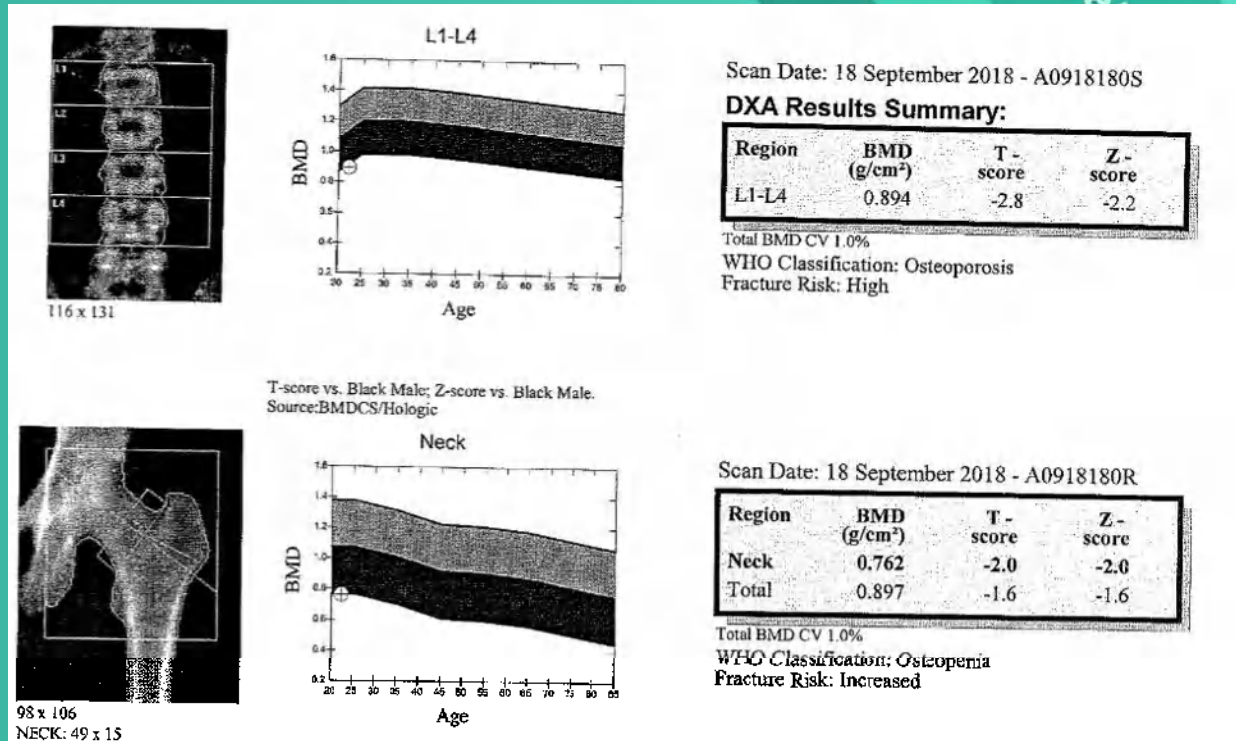
Non VEGs

VEGs



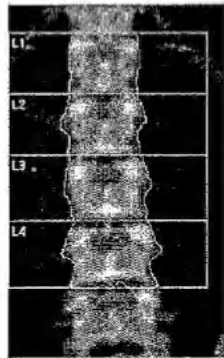
89 x 105
NECK: 49 x 15

Veg 22 y.o. WHO – osteoporosis

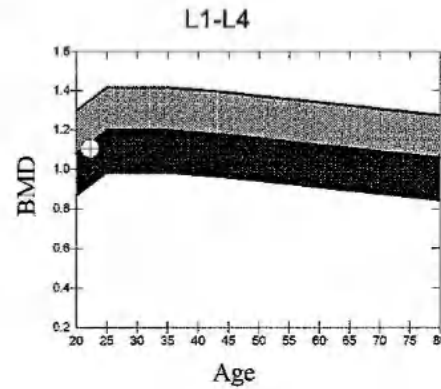


Medical education

Non Veg 23 y.o. WHO – normal



116 x 146



Scan Date: 18 September 2018 - A09181800

DXA Results Summary:

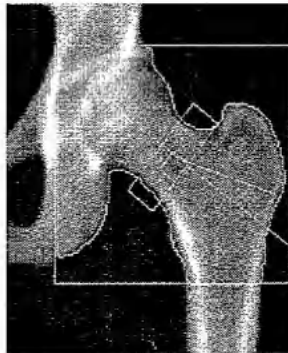
Region	BMD (g/cm ²)	T-score	Z-score
L1-L4	1.105	-0.8	-0.3

Total BMD CV 1.0%

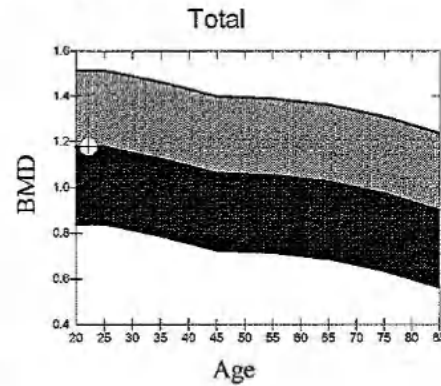
WHO Classification: Normal

Fracture Risk: Not Increased

T-score vs. Black Male; Z-score vs. Black Male.
Source:BMDCS/Hologic



105 x 105
NECK: 49 x 15



Scan Date: 18 September 2018 - A0918180N

Region	BMD (g/cm ²)	T-score	Z-score
Neck	1.120	0.3	0.3
Total	1.178	0.0	0.0

Total BMD CV 1.0%

WHO Classification: Normal

Fracture Risk: Not Increased

Conlcusion

- BMD of Veg students decreases for 10 – 15% from population age level.
- Veg students need additional calcium(1000mg)and vit D (800 IU daily) intace
- Veg students need more physical activity (6000 st daily)



Internationalization of medical education

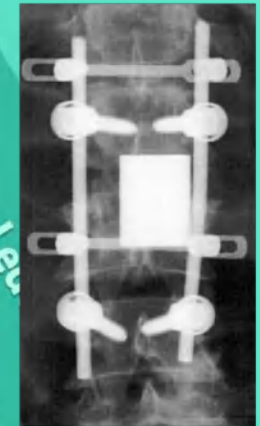
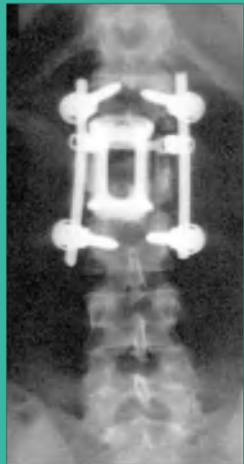
Classification of bones fractures

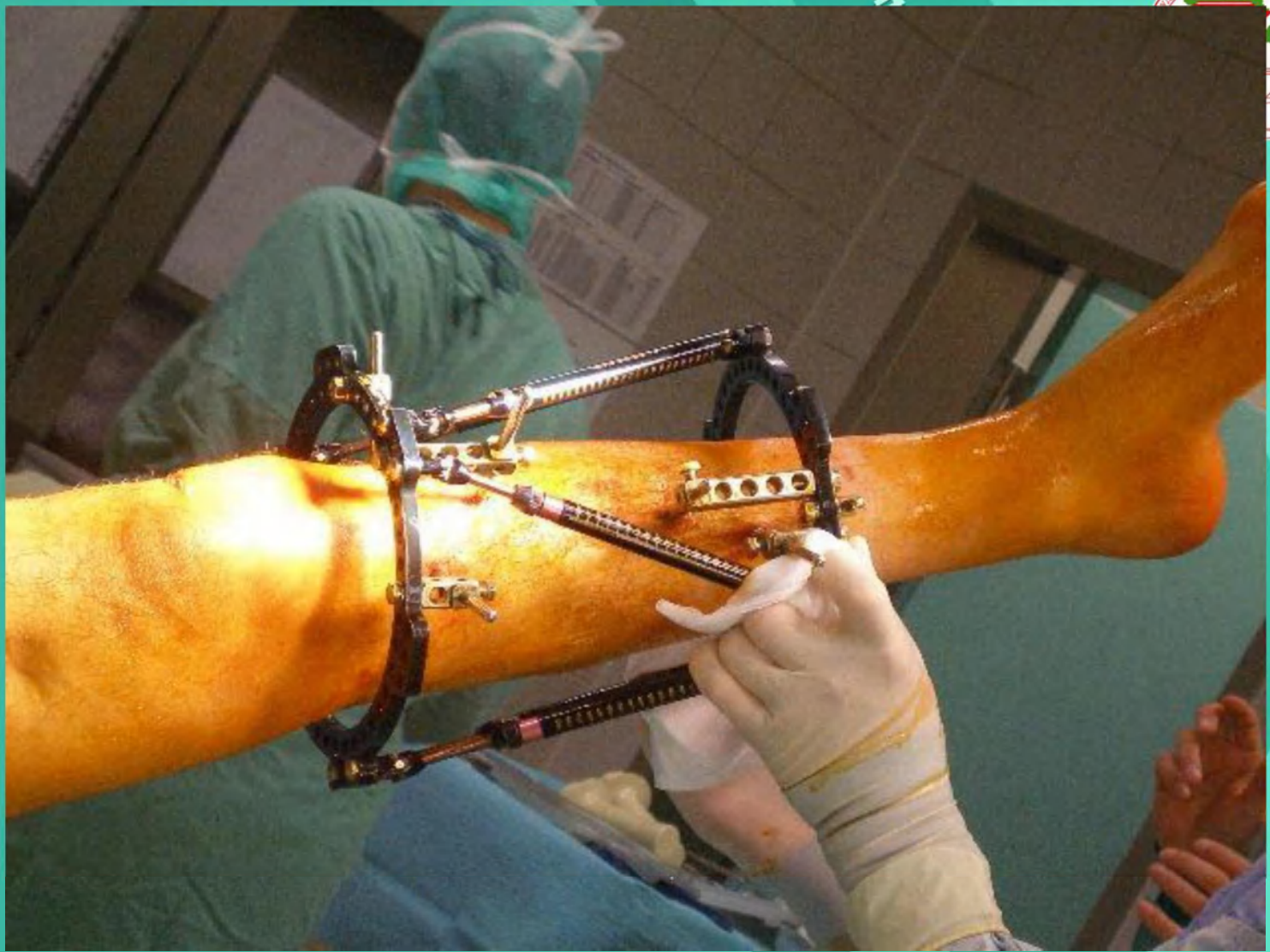
AO/ASIF

Arbeitsgemeinschaft für Osteosynthesefragen/
Association of the study of Internal Fixation
1958

Internationalization of medical education



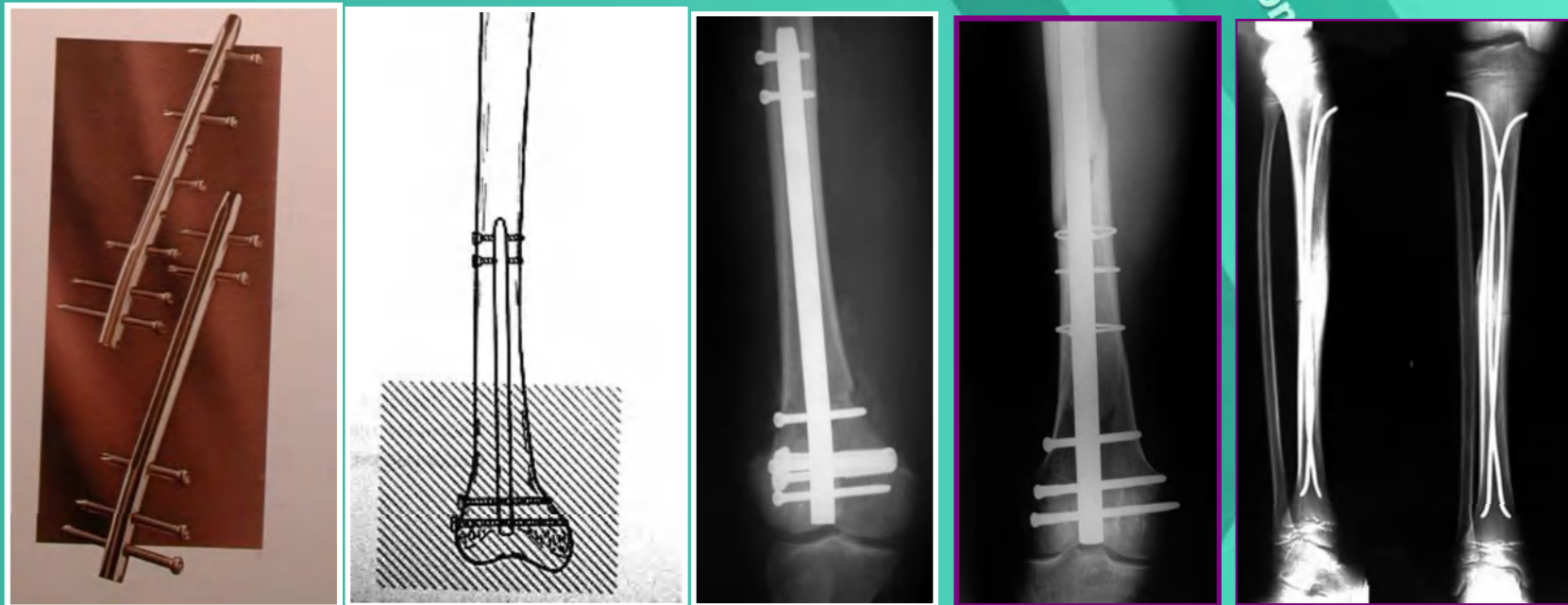




IM nailing with locking screws



Internationalization



standard for **Diaphysial** fractures

Professor Michael Wagner

International



*With best regards to my friend
Dr. Minasov Timur*

Michael Wagner

SYNTHES
Оригинальные инструменты и имплантаты, разработанные
Международной ассоциацией остеосинтеза - AO/ASIF



new AO operative philosophy. "As conservative as possible and as operative as necessary"





Competency-based approach in teaching biochemistry to foreign students

G.M. Abdullina, N.T. Karyagina, Sh.N. Galimov

*Department of Biochemistry
Bashkir State Medical University*

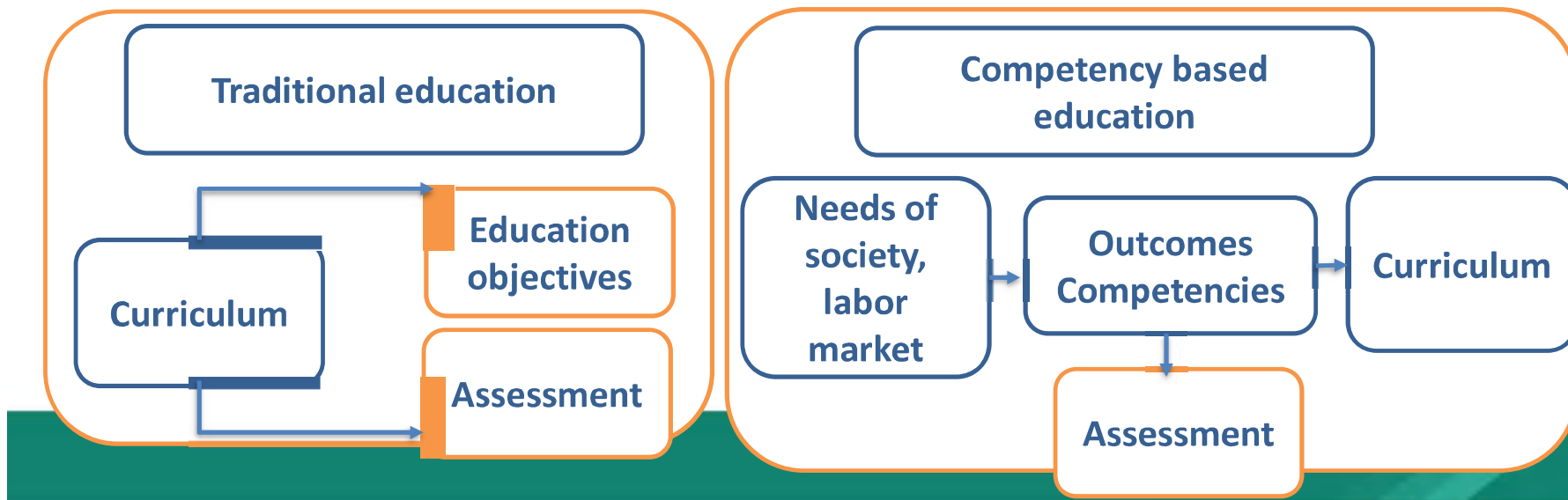
Ufa-2023

Internationalization of medical education



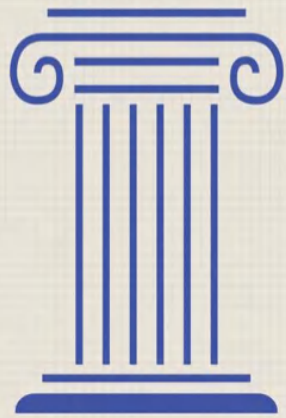
Competency – based medical education Definition

Outcomes-based approach to the design, implementation, and evaluation of education programs and to the assessment of learners across the continuum that uses competencies or observable abilities (*Frank JR, Snell LS, Ten Cate O, et al., 2010*).

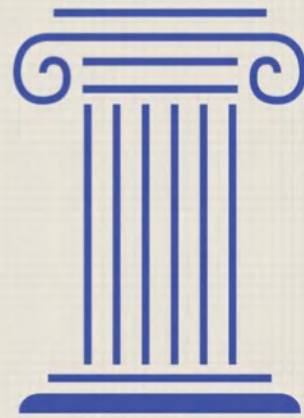




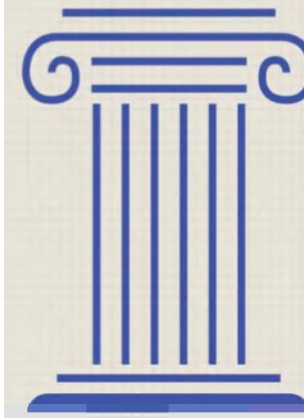
Implementation of competency-based medical education



● 1) identifying the outcomes



● 2) defining performance levels for each competence



● 3) developing a framework for assessing competencies



1) Identifying outcomes



FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"BASHKIR STATE MEDICAL UNIVERSITY" OF THE MINISTRY OF HEALTHCARE OF
THE RUSSIAN FEDERATION



EDUCATIONAL PROGRAMME OF HIGHER EDUCATION

Education level - higher (Specialty)
Specialty 31.05.01 General Medicine
Qualification – General Practitioner
Mode of study - Full-time
Duration - 6 years

Ufa-2021

•EXPECTED OUTCOMES OF MASTERING EDUCATIONAL PROGRAM (COMPETENCIES)

•As a result of mastering the given EP in Specialty 31.05.01 General Medicine faculty graduate will develop

•the following competencies:

•Universal competencies (UC)

- Able to carry out critical analysis of problem situations on the basis of a systematic approach, to develop an action strategy(UC-1).
- Able to manage the project at all stages of its life cycle (UC-2).
- Able to organize and manage the work of the team, developing a team strategy to achieve the goal (UC-3).
- Able to apply modern communication technologies, including in a foreign language(s), for academic and professional interaction (UC-4).
- Able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).
- Able to identify and implement the priorities of their own activities and ways to improve them on the basis of self-esteem and education throughout life (UC-6).
- Able to maintain the proper level of physical fitness to ensure a full social and professional activity (UC-7).
- Able to create and maintain in everyday life and in professional activities safe living conditions for the preservation of the natural environment, ensuring the sustainable development of society, including the threat and occurrence of emergencies and military conflicts (UC-8).
- Able to use basic defectological knowledge in the social and professional spheres (UC-9).
- Able to make informed economic decisions in various areas of life (UC-10).
- Able to form an intolerant attitude towards corrupt behavior (UC-1 1).



•General professional competencies (GPC):

- Able to implement moral and legal norms, ethical and deontological principles in professional activities (GPC-1)
- Able to carry out and monitor the effectiveness of measures for prevention, formation of a healthy lifestyle and sanitary and hygienic education of the population (GPC-2)
- Capable of counteracting the use of doping in sports and combating it (GPC-3)
- Able to use medical devices provided for by the procedure for the provision of medical care, as well as to conduct examinations of the patient in order to establish a diagnosis (GPC-4)
- Able to assess morphofunctional, physiological states and pathological processes in the human body to solve professional problems (GPC-5)
- Able to organize patient's care, provide primary health care, ensure the organization of work and professional decision-making in emergency conditions at the prehospital stage, in emergency situations, epidemics and in foci of mass destruction (GPC-6)
- Able to prescribe treatment and monitor its efficacy and safety (GPC-7)
- Able to implement and monitor the effectiveness of the patient's medical rehabilitation, including in the implementation of individual rehabilitation and habilitation programs for the disabled, to assess the patient's ability to work (GPC-8)
- Able to implement the principles of quality management in professional activities (GPC-9)
- Able to understand the principles of operation of modern information technologies and use them to solve professional tasks (GPC-10)
- Able to prepare and apply scientific, industrial, design, organizational, managerial and regulatory documentation in the health care system (GPC-11)

Professional competencies (PC):

- Able to carry out a set of measures aimed at preserving and monitoring health and including the formation of a healthy lifestyle, prevention of the occurrence and (or) spread of diseases, as well as aimed at eliminating the harmful environmental factors on the human health (PC-1) Able to conduct preventive medical examinations, medical examinations and carry out dispensary observation (PC-2)
- Able to carry out anti-epidemic measures, organize protection of the population in the foci of especially dangerous infections, in case of deterioration of the radiation situation, natural disasters and other emergency situations (PC-3)
- Able to apply socio-hygienic methods of collection and medical-statistical analysis of information on population health indicators (PC-4)
- Able to collect and analyze the patient's complaints, anamnesis data, examination results, laboratory, instrumental, pathological-anatomical and other studies in order to recognize the condition or establish the fact of the presence or absence of the disease (PC-5)
- Able to determine the patient's main pathological conditions, symptoms, syndromes, nosological forms in accordance with the International Statistical Classification of Diseases and Related Health Problems (PC-6)
- Able to conduct an expertise of temporary disability, participate in the medical and social expertise, ascertain the biological death of a person (PC-7)
- Ability to determine the tactics of managing patients with various nosological forms (PC-8)
- Able to lead and treat patients with various nosological forms on an outpatient basis and in a day hospital (PC-9)
- Able to provide medical care for acute diseases, conditions, exacerbation of chronic diseases that are not accompanied by a threat to the patient's life and do not require urgent medical care (PC-10)
- Able to participate in the provision of emergency medical care in conditions requiring urgent medical intervention (PC-11)
- Readiness for the management of physiological pregnancy, childbirth (PC-12)
- Capable of organizing and participating in the provision of primary health care in emergency conditions at the prehospital stage in emergency situations, epidemics and in foci of mass destruction (PC-13)
- Able to determine the need for the use of natural therapeutic physical factors, drug, non-drug therapy and other methods in patients in need of medical rehabilitation and sanatorium treatment (PC-14)
- Able to apply the basic principles of organization and management in the field of public health protection, in medical organizations and their departments (PC-15)
- Able to participate in the assessment of the quality of medical care using the main medical and statistical indicators (PC-16)



2) Defining performance levels - competence achievement indicators

Education program	Domain of C-s UC	UC-1	UC-1.1	Specialist's program 31.05.01 General Medicine	
			UC-1.2		
			UC-1.3		
		UC-2	UC-2.1		2.2 GPC of graduates and indicators of their achievement
			UC-2.2		
			UC-2.3		
	Domain of C-s GPC	GPC-1	GPC-1.1	GPC-1. Be able to implement moral and legal norms, ethical and deontological principles in professional activities	
			GPC-1.2		
			GPC-1.3		
		GPC-2	GPC-2.1		GPC-1.1. Be able to carry out interaction in the system "medical worker-patient" in accordance with moral and legal norms, ethical and deontological principles
			GPC-2.2		
			GPC-2.3		
	Domain of C-s PC	PC-1	PC-1.1	GPC-1.2. Be able to work with personal data of patients and information constituting medical secrecy, prevents their disclosure	
			PC-1.2		
			PC-2.3		
PC-2		PC-2.1	GPC-1.3. Be able to implement moral and legal norms, principles of ethics and deontology according to the requirements of the discipline		
		PC-2.2			
		PC-2.3			



Biochemistry contributes to development

FEDERAL STATE BUDGETARY
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«BASHKIR STATE MEDICAL UNIVERSITY»
OF THE MINISTRY OF HEALTHCARE OF RUSSIAN FEDERATION
Department of Biological Chemistry

APPROVED by
Rect. /Pavlov V.N./
2021r.

COURSE OVERVIEW FOR THE ACADEMIC DISCIPLINE
Biochemistry
(name of the academic discipline)

Specialty, code 31.05.01 General Medicine

Form of education Full time
(full-time, evening, correspondence)

Duration of completing PEP 6 years
(calendar period of education)

Academic year II	Semester III, IV
Work with the teacher – 192 hours	Examination / credit - 36 hours (IV semester)
Lectures – 56 hours	Total 324 hours (9 credit units)
Practical lessons – 136 hours/credit units	
Independent (extra) work – 96 hours/ credit units	

Ufa
2021

GPC-5. Ability to evaluate morphological, functional, physiological states and pathological processes in the human body to solve professional problems

GPC-5.1.

Be able to take into account morphological and functional features, physiological conditions and pathological processes in the human body when making a diagnosis and prescribing treatment to a patient

GPC-5.2.

Be able to evaluate morphological, functional and physiological indicators of laboratory and instrumental examination of the patient



Biochemistry contributes to development

PC-5. Ability to collect and analyze the patient's complaints, history, the results of the examination, laboratory, instrumental, pathological-anatomical and other studies in order to recognize the state or establish the presence or absence of the disease

PC-5.1. Be able to draw up a plan of laboratory and instrumental methods of examination and substantiate their need and scope taking into account medical indications and counter-indications and in accordance with the current procedures for providing medical care, clinical recommendations (treatment protocols) on the provision of medical care taking into account medical care standards.

PC-5.2. Be able to evaluate results of physical, laboratory and instrumental methods of patient examination and their validity

PC-5.3. Be able to draw up the results of a survey, physical and laboratory-instrumental examination of the patient in accordance with the rules for issuing a medical document (medical record of the patient)

PC-5.4. Be able to interpret the results of examinations of a patient with a degree of morphological and functional, physiological and pathological processes in the body and dynamic changes in the clinical picture, assesses their prognostic significance

Internationalization of medical education



Competencies developed by Biochemistry curriculum (The National Medical Commission of India), 2015

- Be able to interpret to laboratory results and correlate with clinical conditions. Describe clinical importance of various serum enzymes as markers of pathological conditions

- Be able to interpret results of various lab analytes associated with disorders of carbohydrate, lipid and protein metabolism

- Be able to describe biochemical role of vitamins and minerals in the body and explain the manifestations of their deficiency and toxicity

- Be able to describe processes involved in genetics

- Be able to perform and interpret biochemical analysis of urine

- Be able to discuss the regulation, function and integration of carbohydrate, lipid and protein metabolism along with associated disorders.

- Be able to discuss digestion, absorption and importance of nutrients and disorders associated with nutrition like Protein Energy Malnutrition and obesity.

- Be able to describe the processes involved in maintenance of normal pH and electrolyte balance and interpret the Arterial Blood Gas Analysis in various disorders.

- Be able to describe the various tumor markers and biochemical basis of cancer therapy.

- Be able to describe processes involved in vaccine



3) Developing a framework for assessing competencies



Valid and reliable assessment

High quality **assessment tools:**
Clarity, content accuracy,
relevance, appropriateness

Types of tasks:
Multiple choice
Gap-filling
Matching
Cloze
True/false
Error correction
Open-question
Case tasks



Evidence criteria used to judge the quality of performance

GPC-5 development card

Discipline “Biochemistry”

Specialty 31.05.01 General Medicine

GPC-5. Ability to evaluate morphological, functional and physiological states and pathological processes in the human body to solve professional problems

Competence achievement indicators

GPC-5.3. Be able to evaluate morphological, functional and physiological indicators of laboratory and instrumental examination of the patient

GPC-5.4. Be able to take into account morphological and functional features, physiological conditions and pathological processes in the human body when making a diagnosis and prescribing treatment to a patient

Levels of competence development

Threshold

The student has a general idea of the basic biochemical tests, used in clinical diagnostics, can work with the equipment used in clinical and physicochemical laboratories

Basic

The student has a knowledge of metabolism, the laws of the functioning of the body, biochemical indicators used for diagnostic purposes, and the ability to interpret their deviations make it possible to solve professional problems according to well-known algorithms, rules and techniques

Advanced

The student assumes the presence of deep theoretical knowledge of metabolism and laws of the functioning of the body, biochemical indicators used for diagnostic purposes and the ability on the basis of this knowledge to solve professional tasks of increased complexity, atypical tasks, to make professional and managerial decisions in conditions of incomplete certainty, with insufficient documentary and normative methodological support



Planned learning outcomes
Advanced level of development of the GPC-5
Discipline “Biochemistry”

**The level of the
development of the
competence**

Advanced level:

assumes readiness to solve practical tasks of increased complexity, atypical tasks, to make professional and managerial decisions in conditions of incomplete certainty, with insufficient documentary and regulatory methodological support

Planned learning outcomes

to have a knowledge:

the structure, physical, chemical properties and functions of biologically important substances, the main metabolic pathways of metabolism and their regulation, chemical processes underlying vital activity, physical and chemical and methods of analyzing the biological environment of the body

be able to:

- independently work with educational and reference literature;
- use measuring equipment when performing biochemical studies;
- determine the indicators of components of protein, carbohydrate, lipid metabolism in blood and biochemical fluids;
- determine the amount of protein fractions in the blood;
- evaluate the value of various biochemical tests of blood and urine analysis in certain pathological conditions (diabetes mellitus, pathology of the liver, kidneys, heart),

to have practical skills:

conducting laboratory biochemical studies, determining some metabolic parameters; evaluation biochemical parameters in pathological conditions.



Criteria for evaluating learning outcomes (descriptors)

1.

The lack of knowledge of the chemical composition of living organisms, metabolism and chemical processes underlying life activity.

The lack of ability to determine the basic biochemical parameters in the biological environment of the body

The lack of skills of biochemical analysis and inability to interpret deviations of biochemical parameters

2.

The insufficient knowledge about the chemical composition of organisms, metabolism and chemical processes underlying vital activity.

In most cases inability to determine the basic biochemical parameters in the biological environment of the body and interpret deviations from the normal values.

3.

Mistakes are allowed in determining the biological role of biologically important compounds and reproducing the main pathways of metabolism.

The ability to correctly determine only the basic biochemical parameters and knowledge about the basic biochemical constants of the body, allowing errors in the interpretation of deviations
Ability to solve typical tasks.

4.

In most cases, ability to characterize the structural features, the biological role of biogenic compounds, the main metabolic pathways and the chemical foundations of the functioning of the body.

Only single mistakes are allowed when working with biochemical equipment when determining some biochemical tests.
Difficulties in explanation the deviations of biochemical test.

5.

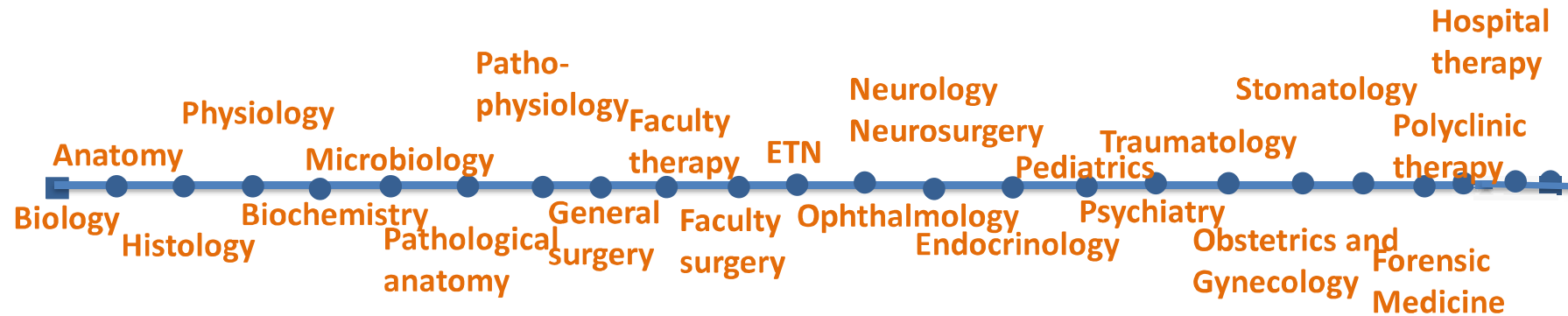
Free and confident operations with biochemical terms and concepts, excellent skills in collecting, analyzing and synthesis of information.

Knowledge of the basic methods of physical and chemical and biochemical analysis, skills to work with biochemical equipment to determine the basic biochemical parameters and correct interpretation of their deviations in various pathological conditions.

Knowledge of typical mistakes and possible difficulties in solving a particular problem and ability to choose and effectively apply an adequate method for solving a specific problem.



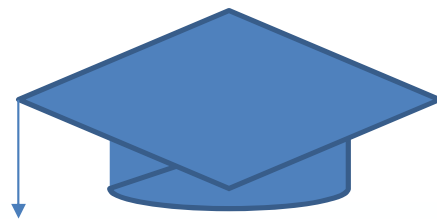
Academic Disciplines contributing to the development of GPC-5





Competency – based medical education

Competent physician





Internationalization of medical education

**FEATURES OF TEACHING DISCIPLINE
"INFECTIOUS DISEASES"
TO FOREIGN STUDENTS**

Internationalization of medical education



The great aim of education is not knowledge but action

Herbert Spencer

Globalization and growing academic mobility in higher education require increasing of the quality and level flexibility of educational services.



Materials and methods of research:

We conducted a study for assess the quality of teaching and to identify the main problems in teaching foreign students. In our study, a survey method was used, in which 100 5th-year of education students who completed the training at our department.

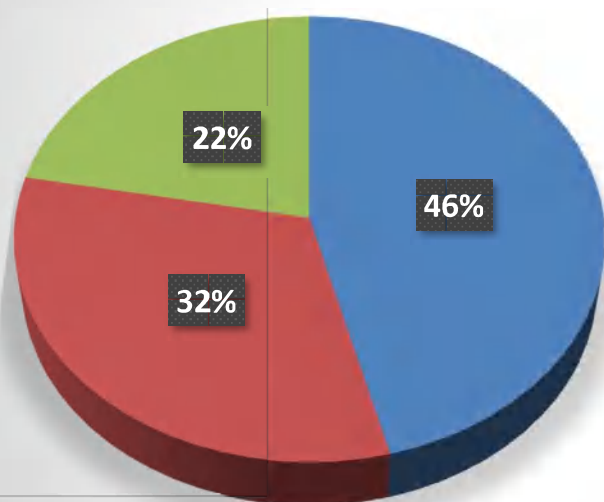
It was hypothesized that the main problems in the learning process are the language barrier, a large amount of information, the need for knowledge of related disciplines.



Results and their discussion:

«What difficulties did you encounter when learning?»

Causes of learning difficulties

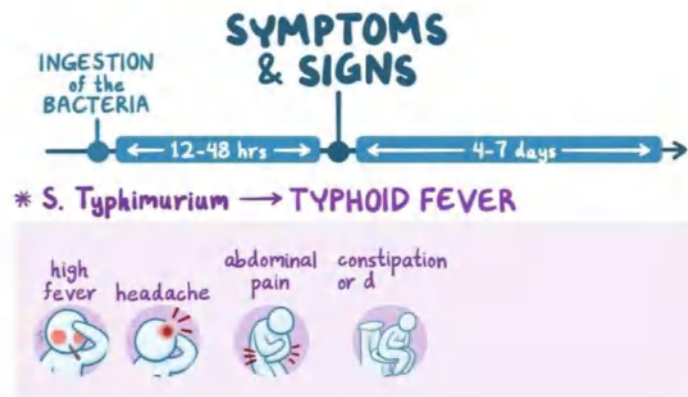


- language barrier
- knowledge of related disciplines
- a large amount of information

Internationalization of medical education



Student education begins with multimedia lectures at our department. They adapt and get used to the discipline. Clear, stylistically colorful text is used on the slides for clarity. There are highlights in color, italics, underscores and inserts - photos of patients, illustrations from the atlas of infectious diseases, special videos, for example, Osmosis Med Video and others.



TREATMENT

- * REPLENISHING BODY FLUIDS & ELECTROLYTES
- * HOSPITALIZATION → IV fluids
- * ANTIBIOTICS TYPICALLY AVOIDED (MAY PROLONG INFECTION)

IF INFECTION is FOCAL or SYSTEMIC, or PATIENT is IMMUNOCOMPROMISED

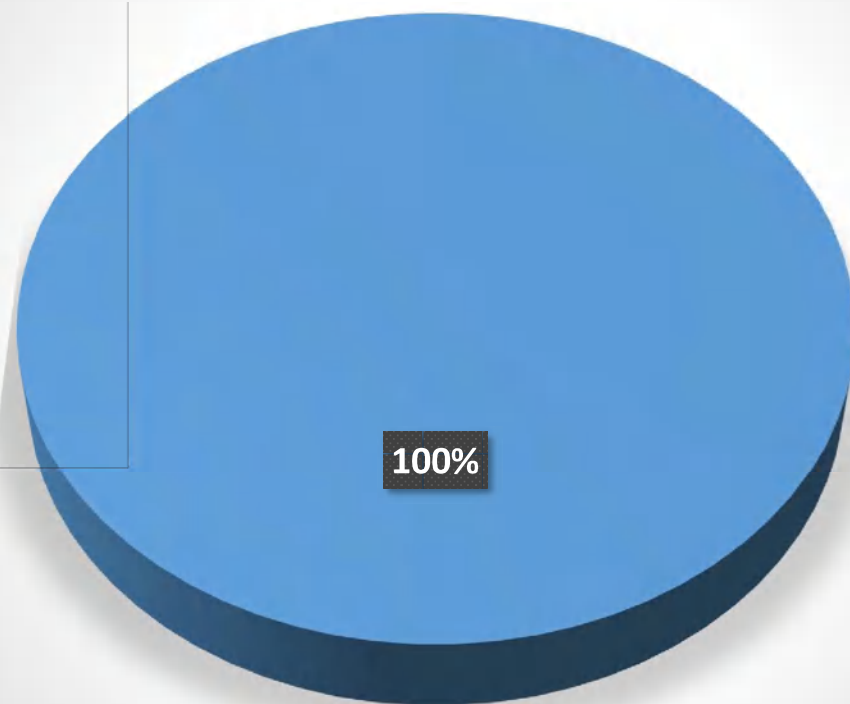
CIPROFLO

Internationalization of medical education



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using English textbooks, portals, websites



■ 1

Internationalization of medical education

We recommend taking notes for better assimilation of new information by foreign students. Foreign students prepare notes or annotations of practical classes in workbooks for high-quality study of the material.

These are brief handwritten notes and diagrams of the infection study – etiology, epidemiology, pathogenesis, main clinical syndromes, differential diagnostic criteria, treatment, prevention. Before studying a new topic, key questions are given to the student in advance and materials for self-study or their sources in the library and the Internet.



Характеризуйте

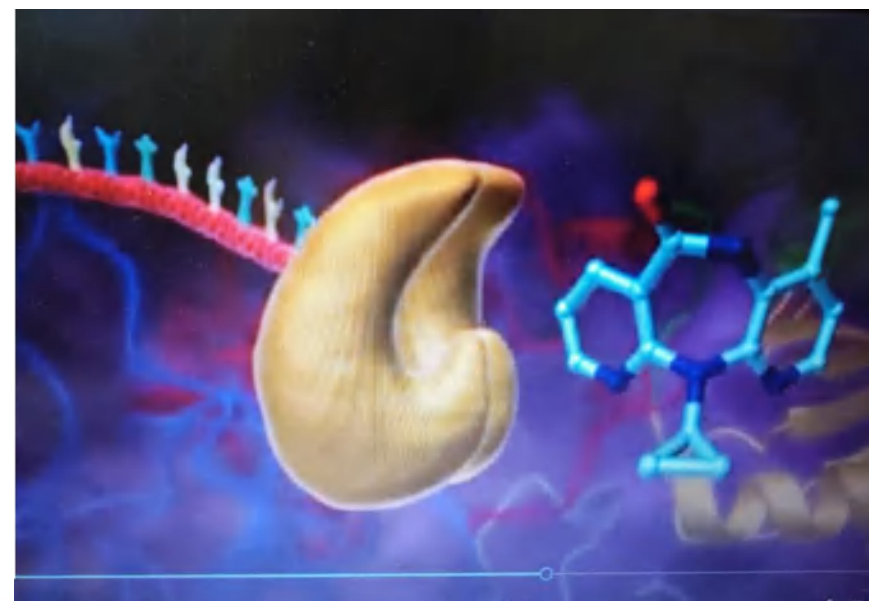
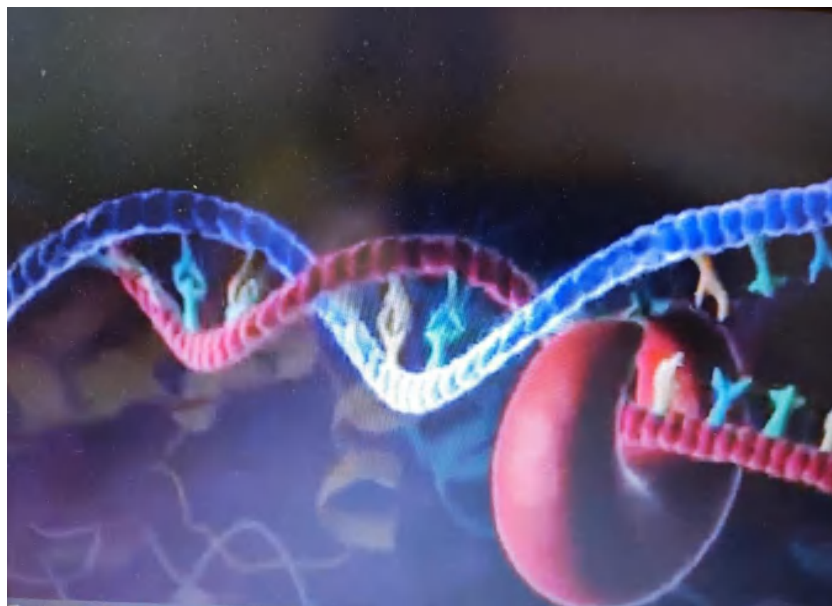
24/06/2020

Diagnosis	Etiology	Pathogenesis	Treatment
Ornithosis: <ul style="list-style-type: none"> Tuberculosis Lymphoma Thyroiditis Malaria 	<ul style="list-style-type: none"> Strep. cells Staph. Staph. and diag. 	<ul style="list-style-type: none"> Staph. test Staph. test Staph. test Staph. test 	<ul style="list-style-type: none"> Amoxicillin Clindamycin Rifampin Tetracycline
Tuberculosis: <ul style="list-style-type: none"> Disseminated Chronic Lymphatic 	<ul style="list-style-type: none"> Staph. test Staph. test Staph. test 	<ul style="list-style-type: none"> Rifampin Clindamycin Staph. test 	<ul style="list-style-type: none"> Amoxicillin Clindamycin Rifampin Tetracycline
Rheumatism: <ul style="list-style-type: none"> Septic Staph. test Staph. test 	<ul style="list-style-type: none"> Staph. test Staph. test Staph. test 	<ul style="list-style-type: none"> Rifampin Clindamycin Staph. test 	<ul style="list-style-type: none"> Amoxicillin Clindamycin Rifampin Tetracycline
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Internationalization of medical education



We use educational films, presentations, atlases in our work.





Another effective method for the training of clinical intellection is the clinical task. The clinical task simulates a real situation with real patient.

We made a role-playing game «Cholera» in English and Russian and use it during practical classes.

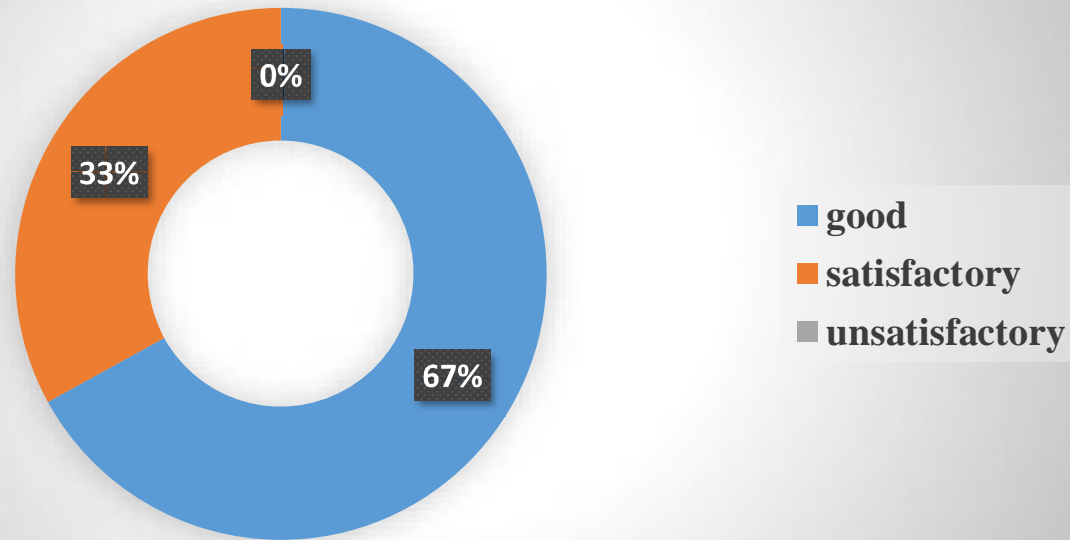
Also, a good way to activate students is to prepare reports and to speak in class or in the form of a presentation, and write abstracts using review articles, clinical recommendations.





Internationalization of medical education

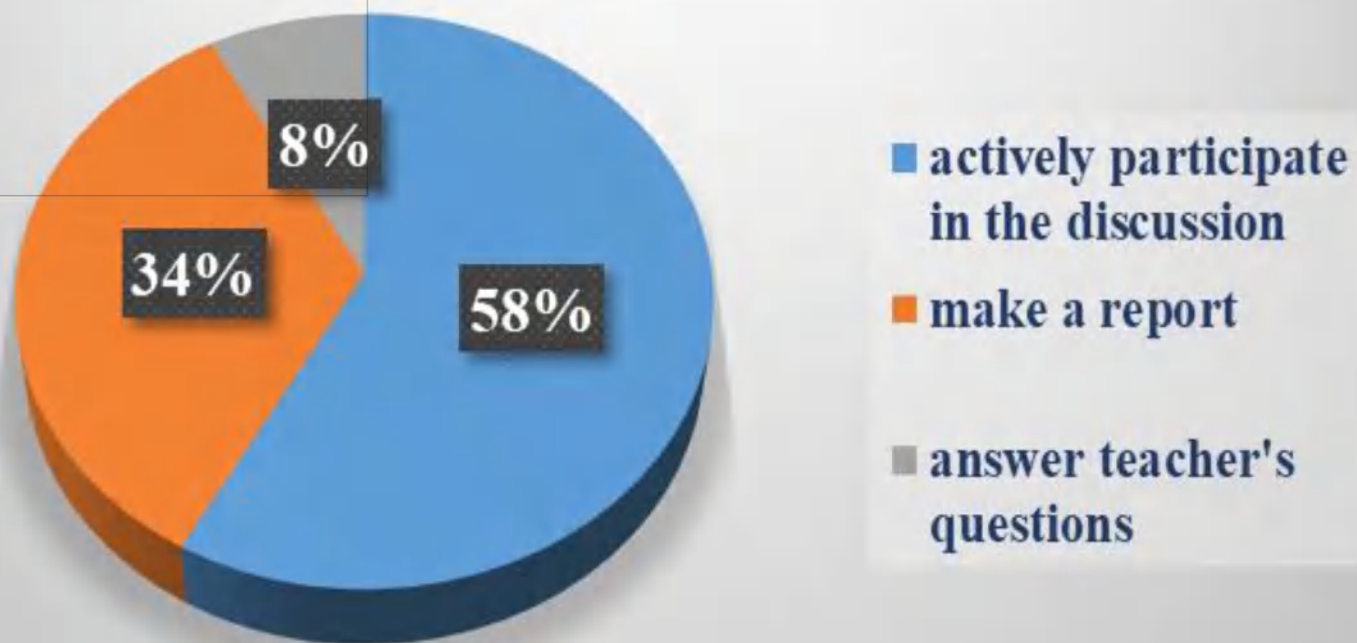
Availability of information



86% of students, according to the survey results, are going to apply their knowledge in practice.



How do you participate in the practical lesson?





Conclusions:

1. The hypothesis was confirmed that the main problems in the learning process are the language barrier, large amount of information, the need for knowledge of related disciplines.
2. To solve these problems, the our department has created conditions for studying disciplines both in Russian and in English. Our professors prepared and used: multimedia lectures, a bank of tests, clinical tasks, videos, training platforms, thematic modules, a role-playing game on especially dangerous infections.

Internationalization of medical education



Thank you for your attention!



«Organization of the educational process with foreign students at the Department of General Surgery»

Department of General Surgery with courses of transplantology and radiology IAPE
BSMU

Garaev M.R., Nartailakov M.A., Pantelev V.S., Mustafin A.H., Musharapov D.R., Kashaev M.Sh., Nuriahmetov R.R., Chingizova G.N., Gumerova G.T., Lukmanov M.I., Akhmetsafina G.R., Fayezev R.R., Sohibnazarov D.N.

Ufa 2023

Internationalization of medical education

The Department of general surgery with courses of transplantology and radiology of the IAPE



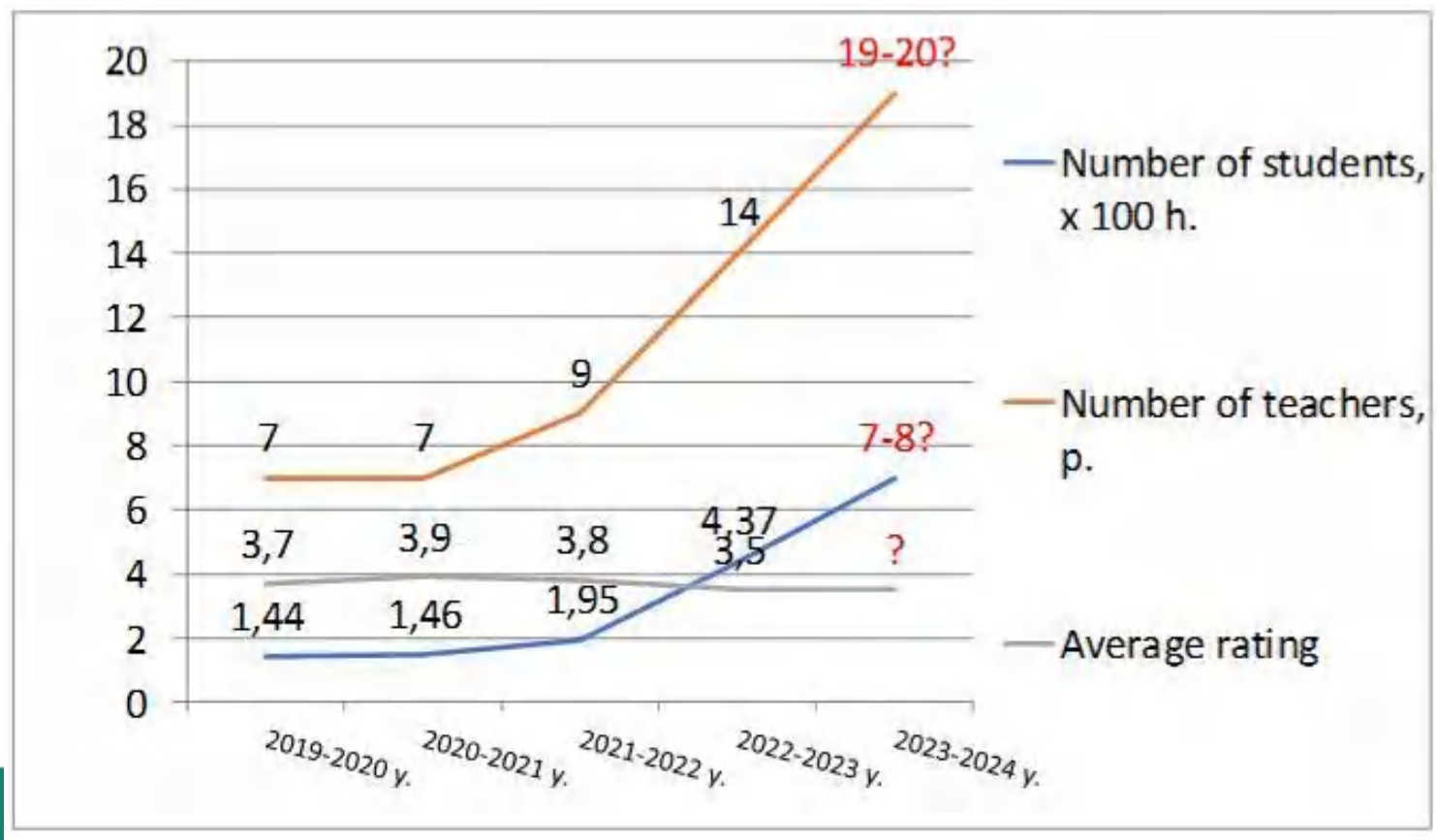
- is the first of the surgical departments for students in the specialty «General Medicine» in our alma mater and provides the knowledge and skills necessary for further in-depth study of surgical diseases in subsequent university courses.



The Department of general surgery with courses of transplantology and radiology of the IAPE

Internationalization of medical education

The number of foreign students and their performance in the discipline "General Surgery" in 2018-2022





PROBLEMS ARISING FROM THE RAPID INCREASE IN THE NUMBER OF STUDENTS

1. **Low discipline** of foreign students, which, in our opinion, is due to the peculiarities of the mentality, the heterogeneity of groups in their native countries, language and level of training; previous years of distance learning and, at the beginning of the academic year, with visa problems.

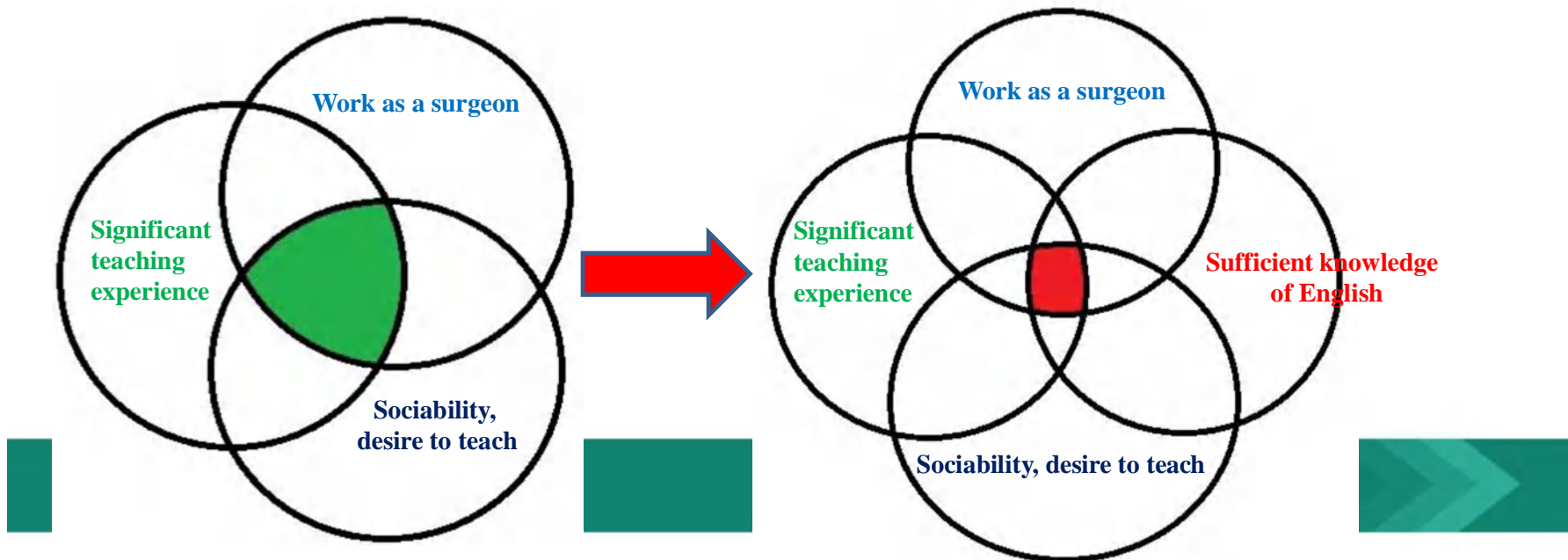


Lecture on general surgery in the fall semester of the 2022-2023 academic year



PROBLEMS ARISING FROM THE RAPID INCREASE IN THE NUMBER OF STUDENTS

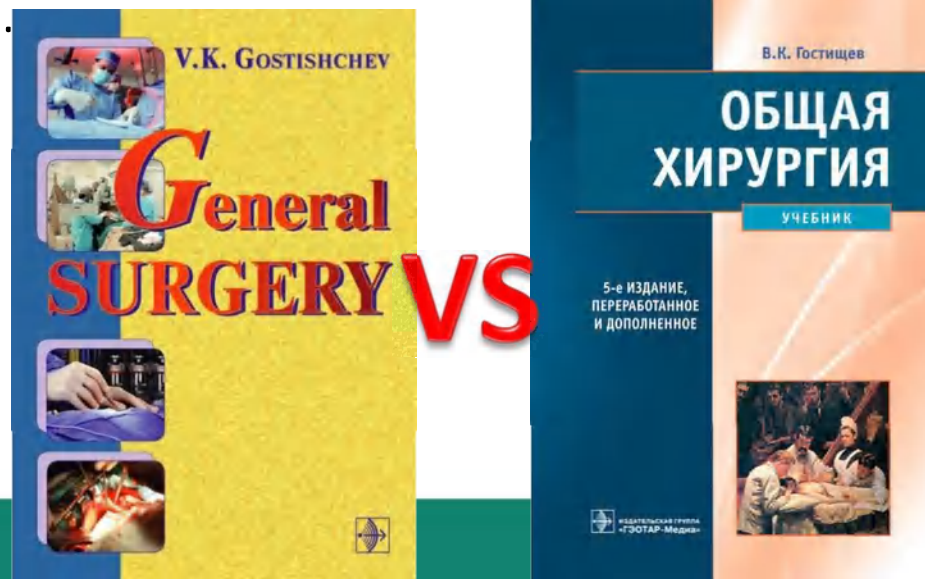
2. **Lack of teachers who speak the intermediary language at a satisfactory level.** This problem is especially relevant for clinical departments, where the traditional shortage of teaching staff (a person must have significant experience, and it is better to work in the discipline being taught and at the same time have the skills, education and desire to teach necessary for teaching) is now exacerbated by the requirements for knowledge of the language.





PROBLEMS ARISING FROM THE RAPID INCREASE IN THE NUMBER OF STUDENTS

3. **Lack of textbooks in English** that correspond to the curriculum and reflect the real level of development of medical knowledge and technology. Currently, the main printed guide for teaching general surgery in most universities is a textbook edited by Viktor Kuzmich Gostishchev, the main (Russian) version of which is updated regularly and the last (5th) time was released in 2022. The English version of the textbook is published less often (the last time in 2015) and much smaller (220 pages versus 736 in the Russian version).





PROBLEMS ARISING FROM THE RAPID INCREASE IN THE NUMBER OF STUDENTS

- 4. Lack of additional training facilities at clinical bases for conducting classes due to a sharp increase in the number of students. Most medical institutions are experiencing a serious shortage of space and are not able to increase the number and area of classrooms in accordance with the growing needs of the educational process.**





PROBLEMS ARISING FROM THE RAPID INCREASE IN THE NUMBER OF STUDENTS

5. **Significantly increased workload on the teaching staff**, as classes with foreign students are in addition to the main workload. Work with foreign students is paid additionally, but constant work in two shifts in the long term leads to emotional burnout of teachers, routinization of the educational process and a decrease in its quality. Some of the teachers, having tried to study with foreigners for the first time, because of the contrast in comparison with Russian-speaking students, ask not to involve them in this work in the future.



Shall we introduce a third shift?



SOLUTIONS - AS WE SEE THEM AND CARRY THEM OUT:

1. On the first point.

1.1 . Regular reports to the dean's office to influence students through the administration, this measure is effective in a short time.

1.2 . Disciplinary measures for those who are often late. So, for example, a mark about being late for a lesson with an assignment for an additional task, upon completion of which the mark is removed or, if not completed, turns into a pass. This measure is effective for only a part of students and, moreover, is controversial from a legal point of view.

1.3. Encouraging punctual students with the opportunity to take a direct part in the work of surgical teams, dressing rooms, etc. The measure is quite effective in relation to motivated students.

Personal daily example is the best teacher.



SOLUTIONS - AS WE SEE THEM AND CARRY THEM OUT:

2. On the second point.

2.1. Recruitment of additional persons from among the current surgeons with a good knowledge of the intermediary language. Unfortunately, there are not many active surgeons with a good knowledge of English, and there are not many who want to work with students in addition to their main activities, and most of them are already involved in the work of the departments.

2.2. Deepening English proficiency among current teaching staff. It is carried out both by participating in courses organized by the Department of foreign languages of the Bashkir State Medical University, and in private with the use of full-time and correspondence courses. Before the teacher begins to fully lead the group, a semester earlier, there is a visit to classes conducted by more experienced teachers. To date, out of 19 teachers of the department working with students, 14 are teaching foreign students.

Give knowledge of English to every teacher!



**SOLUTIONS - AS WE SEE THEM AND
CARRY THEM OUT:**

3. On the third point.

3.1. The use of open sources on the Internet for illustration and as educational materials on individual topics of the discipline.

3.2. Creating your own photo and video materials grouped by topic with comments in both English and Russian, which allows you to convey information to students, consolidate the translation of individual medical terms, gives confidence to teachers with relatively little experience working with foreign students.

3.3. Saturation of lectures with illustrating photo and video materials from practice, creation of short test modules to assess mastery of the topics covered.



Internationalization of medical education

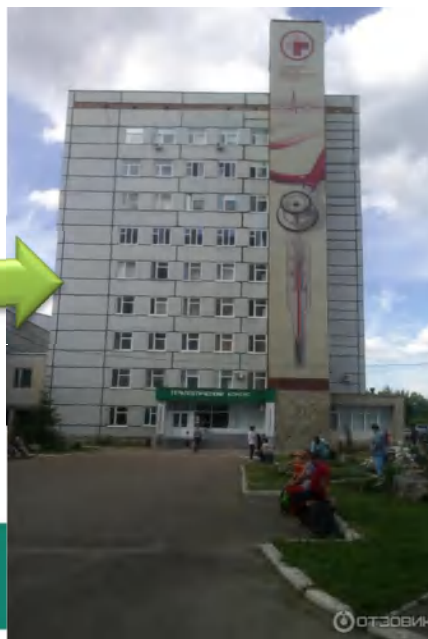
SOLUTIONS - AS WE SEE THEM AND CARRY THEM OUT:



4. On the fourth point.

4.1. Optimization of the use of existing training rooms with their maximum workload in both shifts when scheduling.

4.2. Application of new clinical bases. So the department of general surgery previously based only based on the Republican Clinical Hospital named after G.G. Kuvatov currently works in four medical institutions.



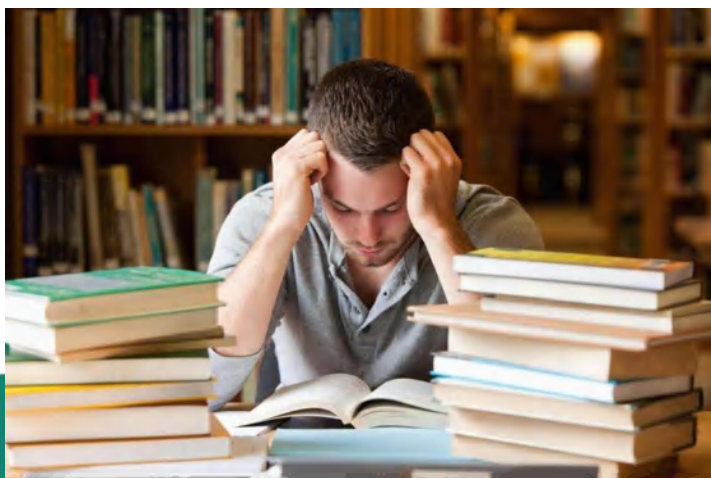


SOLUTIONS - AS WE SEE THEM AND CARRY THEM OUT:

5. For the fifth point:

5.1 Involvement of all teachers who speak an intermediary language in working with foreign students, which reduces the individual workload and makes it possible to maneuver in case of unexpected changes in the work plan due to illness, business trips, etc.

5.2 Stimulation to improve the language by teachers and new employees of clinical bases both for work and for personal development and the possibility of using it for the purpose of additional income.



Internationalization of medical education

Conclusion



The educational process is a complex and dynamic phenomenon, depending on many factors. For its effective and interesting implementation, the coordinated work of all participants, the constant improvement of teaching methods, and the active exchange of positive teaching experience with colleagues and students are required.



Only those who do nothing do not make mistakes.

Internationalization of medical education



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We thank you for your attention !

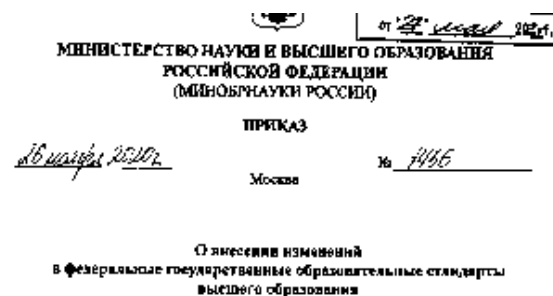


Internationalization of medical education

**FEATURES OF TEACHING THE
DISCIPLINE "INCLUSIVE COMPETENCE"
AT THE DENTAL FACULTY**
L.V. Murzagalina, G.M. Gafarova
Department of Pedagogy and
Psychology



According to the new Federal State Educational Standard, the discipline "Inclusive Competence" will be taught in such medical specialties as "Dentistry", "General Medicine", "Pediatrics", etc. This educational discipline is aimed at forming the universal educational competence UC-9 formulated in the Federal State Educational Standard in the following context: the possibility of applying basic defectological knowledge in social and professional spheres.



Internationalization of medical education



The relevance of this discipline - basic defectological education in future professionals dentists, modeling and organizing social and professional interaction with people with disabilities.

The goal is achieved by acquiring basic knowledge, skills of planning and conducting professional activities with people with disabilities, as well as skills of tolerant attitude towards people with disabilities and readiness for constructive cooperation with them in social and professional circles.



Internationalization of medical education



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Necessary conditions for the successful mastering of the discipline
"Inclusive Competence" by students:



an independent search for scientific literature on topics and participation in training within the framework of the topics stated in the program



active participation in the discussion of problems in practical classes



use of video materials



analysis of the situational tasks described by doctors in the literature



Recommendations for future dentists on professional communication:

For all types of developmental disorders, it is possible to identify the most common patterns that are characteristic of all persons with disabilities:

- reduced ability to receive, process, store and use information,
- difficulty in verbal communication
- slowing down the process of concept formation.





The educational and methodological complex of the discipline "Inclusive Competence" consists of three blocks: legal and software and methodological support of the subjects of interaction in the social and professional spheres, defectological knowledge about the psychological and pedagogical characteristics of persons with disabilities, forms and methods of maintaining tolerant environment, effective interaction of participants in an inclusive environment in the social and professional spheres. A feature of working with foreign students within the framework of this discipline is their active involvement in the terminological field of inclusion, enrichment with the experience of dentists, active communication and discussions on the content issues of inclusion.



Internationalization of medical education



Thank you for your attention



Internationalization of medical education

The using of digital technologies in teaching Chemistry to foreign students

V.V. Korolev, S.A. Meshcheryakova,
I.M. Gabbasova, A.V. Shumadalova,
S.R. Shamsutdinova



The labor market in modern economic conditions is undergoing a fairly noticeable transformation. Due to the spread of digital technology in all areas of life, the application of digital skills becomes very valuable from the point of view of employers.

The aim: to describe the using of digital technologies in teaching Chemistry to foreign students

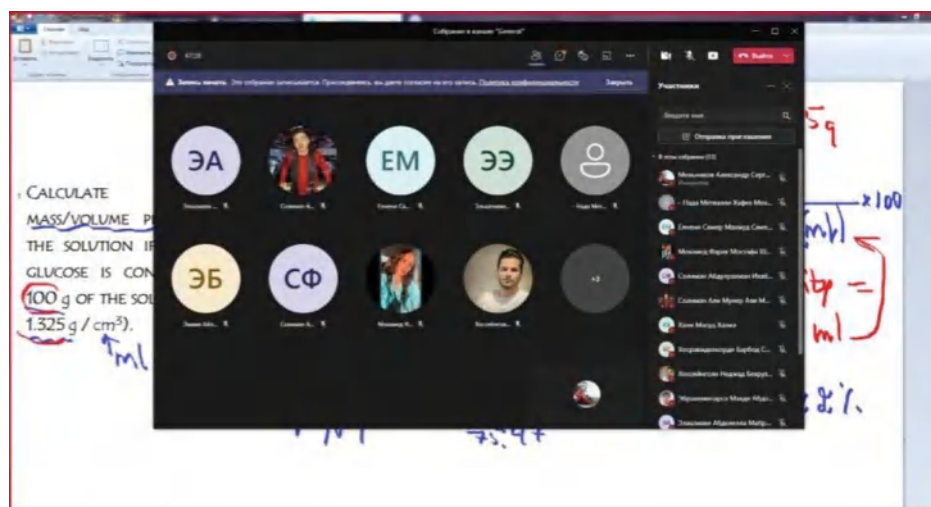


The discipline "Chemistry" according to the curriculum of the specialty 31.05.01 General medicine is carried out in the first semester of the first year. The Department of General Chemistry of Bashkir State Medical University creates learning conditions taking into account the latest achievements in the digital economy. Modern technical technologies and equipment are being actively used in the educational process. So it individualizes the development of disciplines and contributes to the creative approach for both students and teachers.

Internationalization of medical education

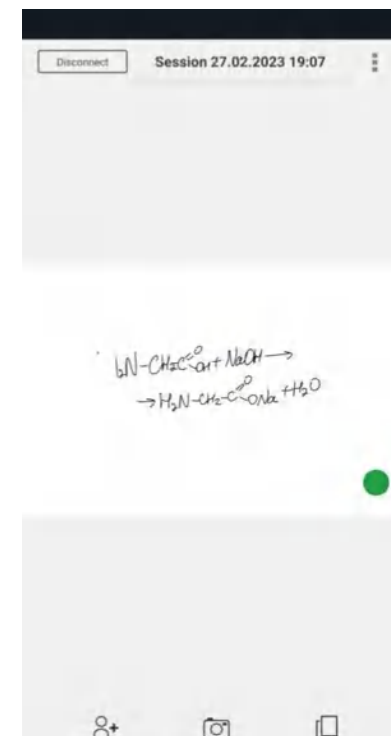
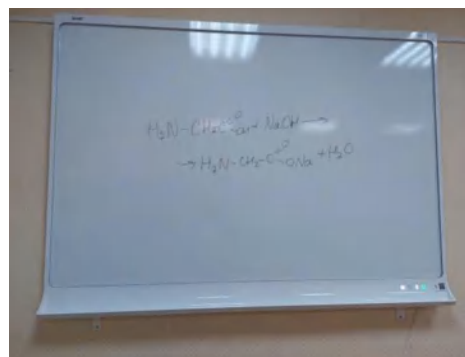


Lectures and classes with foreign students who have encountered difficulties with their arrival in Russia and temporarily staying in their native countries are held in the meeting mode in the Microsoft Teams application.



We use the SMART kapp application with a marker board (flipchart), which allows us to save notes from the board on phone and flash drive, as well as enlarge the image from the board for better visibility.

SMART kapp is an easy to use, modern replacement for traditional dry-erase boards and flipcharts.



Internationalization of medical education

БАНК ТЕСТОВ



Yandex Forms

Educational portal

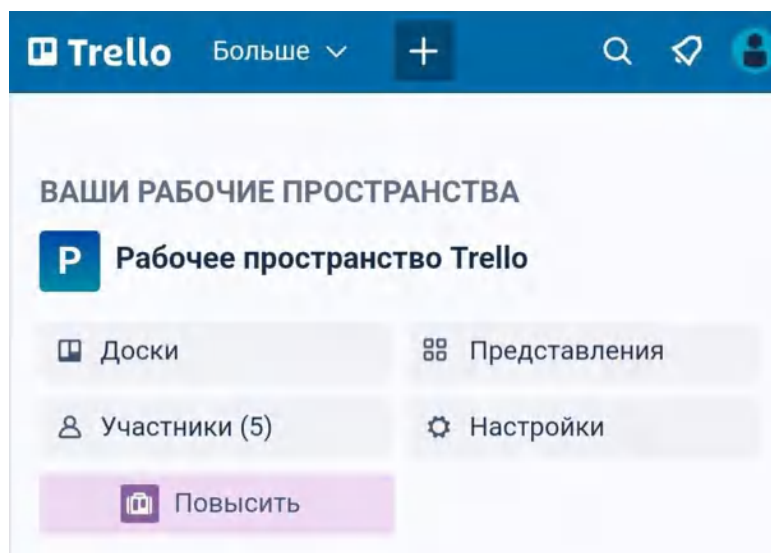


Internationalization of medical education

To manage the work of the group, we used Trello, which allows to track which task the student is doing and which of the tasks have not yet been completed, due to the ability to create checklists and set a deadline for each task.

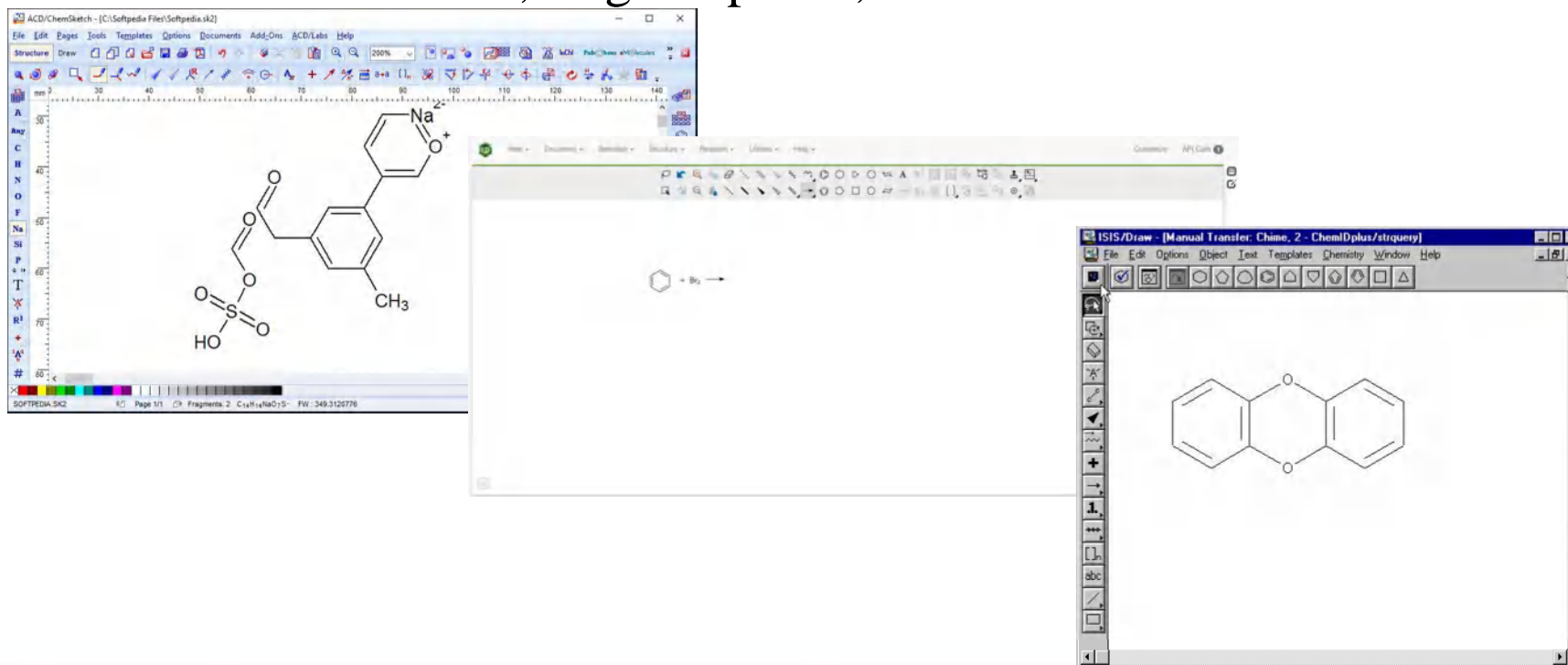


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Internationalization of medical education

In the process of solving problems, students actively get acquainted with free programs for drawing chemical formulas (ISIS Draw, ChemSketch, ChemDraw), which contain convenient radical tables, ring templates, etc.





The most frequently used online service was the Acetyl.ru website. This service makes it possible to show the results of chemical reactions with set coefficients and conditions; quickly calculate the masses and quantities of substances of reagents according to the tasks using a chemical calculator, which simplifies and speeds up the solution of situational problems.

The screenshot shows the Acetyl.ru website interface. The search bar contains "NaOH+ H2SO4". The main content area displays the reaction: "Гидроксид натрия + серная кислота =". Below this, it lists reagents and products: "Запрос: NaOH+ H2SO4", "Первый реагент: гидроксид натрия (едкий натр)", "Второй реагент: серная кислота", and "Найденные продукты: сульфат натрия, вода". The balanced chemical equation is shown as $2\text{NaOH} + \text{H}_2\text{SO}_4 = \text{Na}_2\text{SO}_4 + 2\text{H}_2\text{O}$. The interface also includes a sidebar with navigation options like "Графический редактор", "Химический справочник", and "Химический калькулятор".



Students also get acquainted with the programs for molecular modeling GAUCSSIAN, Q-Chem, which are actively used in computational Biology and chemistry to study both individual molecules and interactions in molecular systems.



Internationalization of medical education



Students get acquainted with PASS online. PASS Online predicts over 4000 kinds of biological activity. To obtain the predicted biological activity profile for compound, only structural formula is necessary; thus, prediction is possible even for virtual structure designed in computer but not synthesized yet.

The screenshot shows the Way2Drug website. At the top, the logo 'Way2Drug' is in blue, with 'PREDICTIVE SERVICES' in smaller blue text to its right. Below the logo is the tagline 'Understanding Chemical-Biological Interactions'. A navigation menu includes links for 'Home', 'Definitions', 'Products', 'Services', 'FAQ', and 'Contacts'. The main content area features the text 'PASS online' in large, blue, stylized letters. To the right of 'PASS' is the text 'Better solutions for your research and development.' Below 'PASS online' is the phrase 'It is easy to use' and a 'GO' button. At the bottom of the screenshot, there is a call to action: 'Get more information about biological potential of your compounds.'

Internationalization of medical education



It was difficult to do experiments in an online learning. The teachers of our department recorded and edited videos of the necessary experiments. Students have the opportunity to watch videos of laboratory work before classes. Students have the opportunity to watch videos, to recall experiments before final test.





Our experience of using digital technologies in education for foreign students shows that the educational process is becoming more dynamic, interesting and flexible. Therefore, in the future we are planning to introduce new digital technologies into education that will help both students and teachers to keep up with the times.



Thank you for attention



OUR EXPERIENCE OF WORKING WITH AN
INTERNATIONAL STUDENT SCIENTIFIC CIRCLE
IN THE PREPARATION AND CONDUCT OF
SURGERY OLYMPIADS, MASTER CLASSES AT
THE DEPARTMENT OF TOPOGRAPHIC
ANATOMY AND OPERATIVE SURGERY.

Hidiyatov I.I., Abdullin U.M., Aria N.,R., Deffo
T.R.

Department of Topographic Anatomy and
Operative Surgery of the BSMU of the Ministry
of Health of Russia.

Speaker: candidate of medical sciences,
associate professor Abdullin Ural Maratovich

Internationalization of medical education



In modern conditions, the export of educational services is increasing in the world, which in a certain way affects the training of students. Internationalization of education affects all areas of the functioning of the university. The Department of Topographic Anatomy and Operative Surgery of BSMU actively operates an international student scientific circle (SSC), which participates in intra-university, All-Russian, international Olympiads in surgery. Students also actively participate in master classes, joint university meetings of circles. International students are provided with an operating room with a laparoscopic stand, a room with microscopes for microsurgical operations. The results of systematic training of foreign students lead to the fact that they often take prizes at various Olympiads as part of an international team. Joint training in the SSC has a fruitful effect on the learning process in the conditions of bilingualism.

- In modern conditions, the export of educational services in various fields of education is increasing due to globalization, which in a certain way affects the quality of students' education. Internationalization of education affects all areas of the functioning of the university. Every year the number of foreign students studying at BSMU increases. New goals and tasks appear before the University and departments - helping students to achieve an understanding of other cultures, acquiring an international worldview, strategies for acquiring professional competencies, adapting the learning process in bilingualism. The increase in the flow of foreign students also affected the work of the student scientific circle of the Department of Topographic Anatomy and Operative Surgery. Since 2015, along with the SSC of the department, the SSC of the international team began to function, which was actively involved in scientific and practical work.

Fig. 1 Master class. Vivisection. Orthotopic liver transplantation is performed at a joint meeting with foreign students. The operation is performed by A.A. Akhiyarova (4th year of the Faculty of Medicine), A.M. Mosoyan (4th year), D.O. Galimov (4th year), V.L. Belozertsev (4th year),



Fig.2 Foreign students perform cadaveric operations ("gastric wound suturing") on a laparoscopic simulator



- The international composition of students is the most diverse: Hindus, Iranians, Tajiks, Egyptians, Palestinians, Uzbeks, etc. More than 20 nationalities. The language of communication is Russian and English. At the department, a responsible teacher was assigned to the international team of the SSC. Additionally, an operating room with a laparoscopic stand, an office for microsurgical operations equipped with 5 microscopes were allocated for the team. From 15 to 30 foreign students attended the SSC monthly. Classes in the international SNC were conducted similarly to the SSC of the department: monthly meetings with reports (or abstract reports), demonstration of various operations on wet preparations (cadaveric operations). It was noted that foreign students also actively attended the SSC of the department and made presentations, operated using a laparoscopic stand, performed microsurgical operations under a microscope on cadaveric preparations and rats. As in every community, active student leaders appeared, who with great interest prepared reports on various topical topics of surgery and attracted new foreign students to study at the SSC . Since 2015, a separate international team has been formed annually, which participated in interdepartmental Olympiads in surgery, and the winners of these Olympiads were included in the main team of BSMU, which participated in regional, All-Russian and international Olympiads. At the same time, foreign students often won prizes at competitions. So, in 2022, the Iranian team of the 3rd year of the Faculty of Dentistry received a cup for a prize-winning place. Foreign students also actively participated in joint circles with students of other universities (Perm Medical Academy, Kursk Medical University).

Foreign students at the Surgical Olympiad at the Perm Medical Academy



Fig.3 Intra-university Olympiad in surgical dentistry. Senior teachers Aria N.R., Defoe T.R. evaluate the practical skills of dental anesthesia in an international team consisting of Iranian students.



- It was noted that every year of study at BSMU, foreign students spoke Russian better. It was also noticed that Russian-speaking students communicated with foreign students with great interest during joint operations (Fig.1, 4), competitions. In recent years, in connection with the "Priority 2030" program, various demonstration operations (master classes) have been performed at the department by invited highly qualified surgeons, cardiac surgeons, urologists, neurosurgeons on animals: nephrectomy, skull trepanation, heart transplantation, hernioplasty, liver transplantation, plastic surgery, cholecystectomy, etc. These operations aroused great interest among international students (Fig.2). Foreign students participated at separate stages during these operations. The captains of the teams of foreign students, after mastering a number of operations, independently conducted demonstration classes for junior students on cadaveric preparations. Foreign teachers make a great contribution to the internationalization of education. Two teachers from India work at the department, dentists are taught by a teacher from the Republic of South Africa (Fig.3), a common language with students from Tajikistan, Azerbaijan. Iran, Iraq, the Emirates, Saudi Arabia, the senior lecturer of the department is an Iranian citizen. (Fig. 3).

Fig.4 An international team performs an indicative operation –prosthetics of the aortic valve of the heart (vivisection). The students are operated by V.V. Plechev and A.H. Tukhtaboev



- Thus, the active involvement of foreign students in classes at the SSC , master classes, Olympiads contributes to the interest in studying at the Bashkir Medical University, which is reflected by prizes at various Olympiads in surgery

- Thank you for your attention



Internationalization of medical education

Methodics of teaching Latin language at medical university for foreign students on the basis of modern remote platforms and implements

*D.A. Aleksandrova, A.A Minnigaleeva
Department of foreign languages with the
course of Latin language*



Annotation: The article discusses the features of teaching Latin language to foreign students; analyzes various methods and approaches in teaching at a medical university.

Key words: *internationalization, professional language, methodology, medical terminology.*

Internationalization of medical education



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Students from many countries accept Russian education, take part in academic mobility, study best practices and actively exchange them.





Studying of Latin language at the medical universities is a very long and deeply rooted tradition. However, there are two different aspects of this discipline: Latin language itself and "Latin and the basics of medical terminology". On the one hand, studying Latin language implies acquaintance with the language, its grammatical system. On the other hand, it also is a major subject which is connected to another fundamental disciplines such as anatomy, pharmacology etc.

Internationalization of medical education



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Starting from 2020, remote teaching opportunities have been discovered, especially on the Microsoft Teams platform, which has made it possible to introduce new teaching methods and optimize teacher tasks.

Mandibula, ae f – lower jaw



Internationalization of medical education



Test tasks were formed by teachers of the Department of Foreign Languages with a Latin language course, based on a textbook for foreign students with the help of the site <https://www.testwizard.ru/>, which allows you to create a task with answer options. The test is successfully passed if the percentage of correct answers is at least 72%.

Vas, vasis n

3rd declension
Вопрос 2 из 12:

- Vessel
- Tooth
- Tendon
- Blood

Следующий вопрос



Conclusion: the teaching foreign students in English is an important and perspective direction in the development of the international educational activities of the university. The fruitful studying is a quintessence of several factors such as creating new methodological materials, educational literature in English, highly qualifies teachers. The fact that students have a deep knowledge and practical training in Latin is an excellent help and basis for studying anatomy and clinical disciplines in senior courses.



Internationalization of medical education

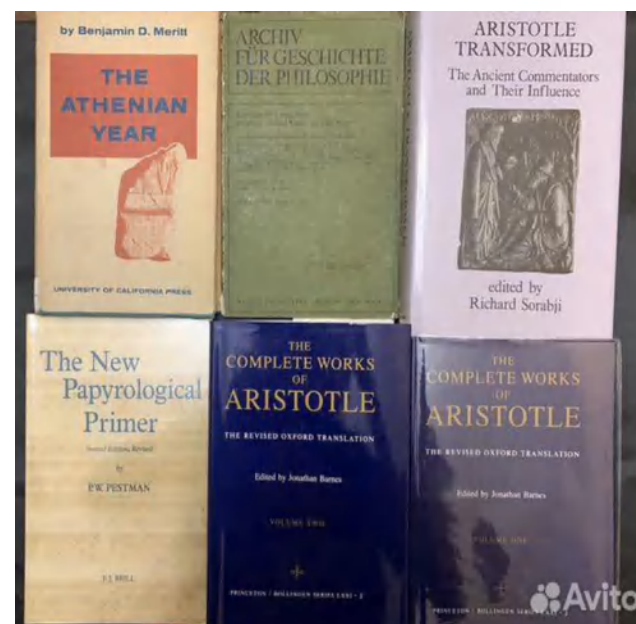
FEATURES OF TEACHING THE PHILOSOPHY COURSE TO FOREIGN STUDENTS AT THE BASHKIR STATE MEDICAL UNIVERSITY: EXPERIENCE AND PROSPECTS

*K.V. Khramova, A.S. Zubairova-Valeeva, Z.R.
Sadykova, D.S. Semenova
Bashkir State Medical University
Department of philosophy*



The relevance of studying the experience and problems of teaching philosophy to foreign students of the Bashkir State Medical University is due to several important factors.

- Firstly, the increasing number of foreign students at the university, associated both with the implementation of a number of federal and regional development programs for Russian universities.
- Secondly, serious questions arise regarding the methodology of teaching philosophy to students in the intermediary language, since it is very different from the methodology of teaching in the countries where our students come from.
- Thirdly, we see the need for continuous improvement of the teaching of "Philosophy" as an academic discipline, as part of a general reorganization of the teaching of social and philosophical sciences.



Internationalization of medical education

The discipline (module) of philosophy is implemented at the Bashkir State Medical University as part of the basic block one "Disciplines (modules)" of the specialist's program. Philosophy, as well as all disciplines (modules) and practices related to the basic part of this program, is mandatory for learning by students.

The thematic plan of the course "Philosophy" in English for foreign students of the Bashkir State Medical University corresponds to the thematic plan of the discipline "Philosophy" given in the standard educational and study programs and contains historical and theoretical sections.

In particular, the main task is to develop the skills of studying primary sources, special literature and other sources of information, as well as acquiring knowledge about the options for solving the main philosophical problems in the history of philosophy and about modern approaches to solving these problems; about the categories of philosophy, about the main forms of thinking, etc.



Internationalization of medical education

It is also important to teach students the methods of philosophical knowledge and methods of scientific knowledge, to study ethical principles in the structure of medical knowledge, the basics of deontology.

The process of studying the discipline is aimed at developing the ability to carry out a critical analysis of problematic situations based on a systematic approach, to develop action strategies (which corresponds to UK-1). Of particular importance in the process of teaching philosophy to foreign students is the formation of the ability to analyze and take into account the diversity of cultures in the process of intercultural interaction (in accordance with UK-5).

Building social and professional interaction of a medical worker in any field of training is not possible without taking into account the characteristics of the main forms of scientific and religious consciousness, business and general culture of representatives of various ethnic groups, confessions and social groups.



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FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER
EDUCATION
«BASHKIR STATE MEDICAL UNIVERSITY»
OF THE MINISTRY OF HEALTHCARE OF RUSSIAN FEDERATION

DEPARTMENT PHILOSOPHY



APPROVED
V. N. Pavlov

COURSE OVERVIEW FOR THE ACADEMIC DISCIPLINE
PHILOSOPHY

Field of study (specialty, code): 31.05.01 "General Medicine"
Form of education: full-time

Duration of completing PEP: 6 years

Academic year I	semester I
Work with the teacher - 71,2 hours	examination (credit - 2 hours (1 semester)
Lectures - 21,0,4 hours	total 24 hours (2 credit units)
Practical lessons - 48,0,8 hours (credit units)	
Independent (extra) work - 24 hours (0,7 credit units)	

Ufa
2021



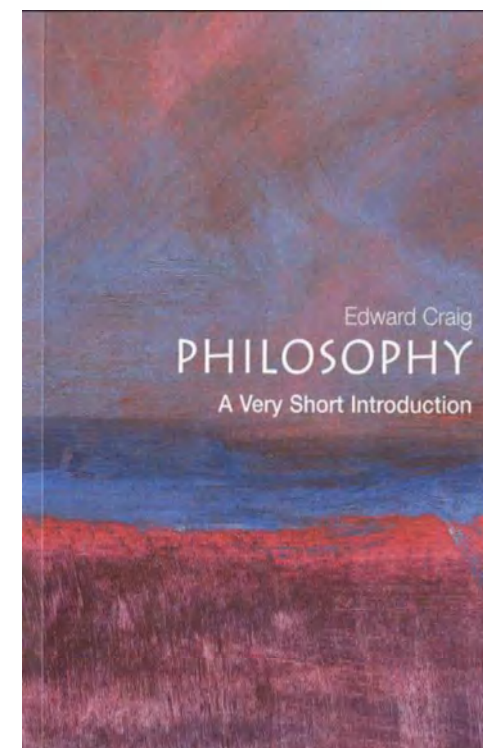
Being one of the first disciplines that young people get to know as soon as they start their studies at the university, philosophy as an academic discipline and as a science that forms the worldview guidelines of the individual, tries to ensure the creation of a non-discriminatory environment and in the process of further joint education of students of various nationalities from more than fifty countries of the world, and their interaction in the performance of future professional tasks.

A feature of the discipline "Philosophy" is the complexity both in the very presentation of the educational material and in the selection of the most appropriate teaching methods, an important goal of which is not only the ability to interest students and be understood by them, but also the ability of students to subsequently apply the acquired knowledge in practice.

Internationalization of medical education

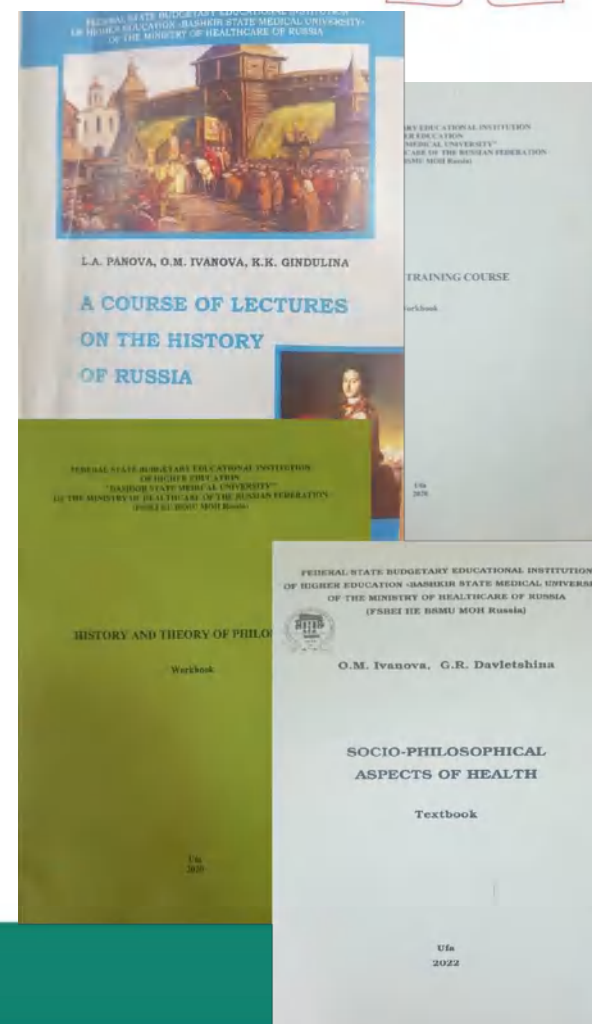
Based on numerous observations, we can conclude that it is considered unacceptable in foreign universities to teach philosophy based on the materials of various textbooks. Primary sources and philosophical texts are considered more significant, as a rule, which are written in a “specific” philosophical language that is difficult to understand, offering for consideration only a specialized narrow theme. Freely available English-language textbooks on philosophy contain their own, different from Russian-language ones, structure and content, emphasizing other points.

On the basis of freely available sources for the course of philosophy, it is necessary to carefully select and critically evaluate any information that allows to fully reflect the "core" of the course. As a rule, historical and philosophical sections, being similar in content to English-language materials, do not cause any particular difficulties in terms of disclosure and presentation, while the theoretical block is perceived by foreign students with certain difficulties due to the lack of certain topics in the subject of foreign literature.



Internationalization of medical education

The most effective forms of conducting a practical lesson with foreign students are considered to be a detailed conversation with elements of a survey, presentations of students with reports, and written work that allows you to control the development of knowledge. Thus, in the process of teaching philosophy to foreign students, a certain list of unresolved issues and problems is revealed, which boil down to the lack of identity in teaching philosophy to Russian-speaking students. The greatest difficulties are associated with the structure of the English-language course of philosophy and its adaptation for foreign students in accordance with the main educational programs of the Bashkir State Medical University, as well as the lack of suitable teaching literature on the subject in English.





Thank you for your attention





Internationalization of medical education

“Experience of holding “Winter and Summer Educational Schools” for foreign students”

Department of surgical dentistry

Izosimov A.A

Nasibullina A.Kh



- Over the past 3 years, Winter and Summer Educational Schools for foreign students have been held at the Bashkir State Medical University. These schools operate during the winter and summer holidays. Students from among foreign citizens attend master classes in therapeutic, pediatric, orthopedic and surgical dentistry throughout the week.



- In recent years, summer and winter schools for students from among foreign citizens of the Federal State Budgetary Educational Institution of Higher Education "Bashkir State Medical University" of the Ministry of Health of the Russian Federation are one of the most effective tools for attracting interest in deepening professional education and honing manual skills among dental students. faculty of BSMU, studying in a foreign language.



- Winter and summer educational schools are one of the new forms that promote self-determination of students in research and medical activities. These schools are organized at the Bashkir State Medical University of the Ministry of Health of the Russian Federation, and combine educational activities and various forms of organization of educational leisure for students. Students of educational schools can be students of the Faculty of Dentistry from among foreign citizens of 1-5 courses.
- Conducting such schools contributes to the acquisition of new knowledge and skills for students in certain areas of training, provides an opportunity to apply and develop the skills of medical, research activities. It also promotes acquaintance with other students and teachers, the development of educational, scientific communication, the emergence of interdisciplinary projects.

students learn different suturing techniques





- At these master classes, teachers of the departments of the Faculty of Dentistry at the beginning of the master class give theoretical knowledge, in the second part, after showing the master class to teachers, all students can learn practical skills on the topic of the master class.

first students study theoretical material



then they proceeded to practical manipulations





- So the topics of preparation of carious cavities were covered; methods of plastic surgery of soft tissues of the oral cavity; anesthesia techniques; preparation for orthopedic constructions and other topics of master classes.

preparation for orthopedic constructions



methods of plastic surgery of soft tissues of the oral cavity





- These "Winter and Summer Educational Schools" allow students to spend their holidays with benefit. During this period, they can master the topics, as well as improve their manual skills.

Internationalization of medical education





- Among the goals of winter and summer educational schools, the following are noted: improving the efficiency of teaching University students, stimulating their interest in scientific activities, systematizing and deepening knowledge, developing and improving skills in specialized disciplines; organization of active, cognitive leisure of students during the holidays, as well as in accordance with the action plan of the educational activities of the dean's office for work with foreign students.

Internationalization of medical education



- Winter and summer schools for students in the mediator language are a form of education that combines educational and cognitive-leisure trajectories.
- The organization of winter and summer schools at the university will not only contribute to the acquisition of new competencies by students, the expansion of knowledge in their subject area, the development of scientific communication with other students, but also contribute to the student's self-determination for professional activities, understanding the personal significance of his education, the emergence of motivation to continue scientific and educational activity.

Federal State Budgetary Institution of Higher Education
«Bashkir State Medical University»
of the Ministry of Healthcare of Russian Federation
Department of Therapeutic Dentistry with IAPE course



Internationalization of medical education

Modern aspects of teaching therapeutic dentistry in the language of the intermediary

Speaker:

*Associate professor, PhD Farkhshatova
Rushana Ramilevna*

Co-authors:

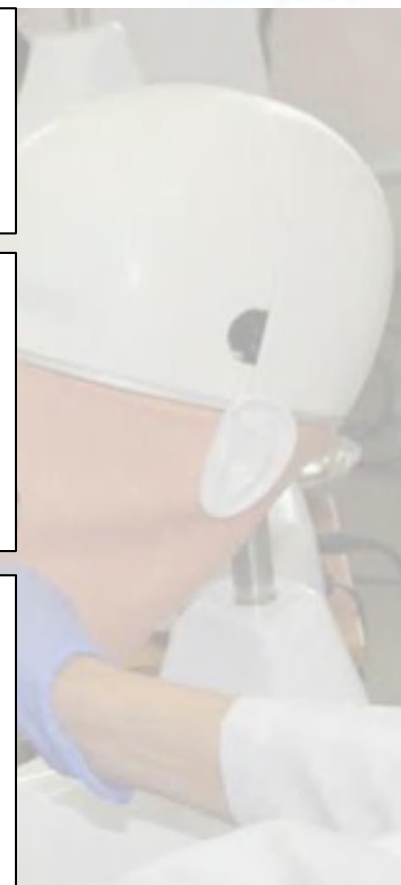
*Professor, MD Gerasimova L.P.
Associate professor, PhD Tuhvatullina D.N.*

Ufa, 2023

Introduction



- Modern reality has sharply outlined the problem of professional training of medical workers. There is an acute shortage of highly qualified specialists everywhere in the industry.
- Therefore, it is natural that one of the main directions in the field of higher medical education is the need to significantly strengthen the practical aspect of training future doctors while maintaining the proper level of theoretical knowledge [1].
- The team of teachers of the Department of Therapeutic Dentistry with the IAPE course of the Bashkir State Medical University of the Ministry of Health of Russia directs its efforts to implement the concept of developing higher medical education in the Russian Federation, based on the best traditions of Russian higher education, using the latest methods and technologies.





Purpose

Studying the features and analyze the current aspects of teaching therapeutic dentistry in an intermediary language.





Main part

(methodology, results)





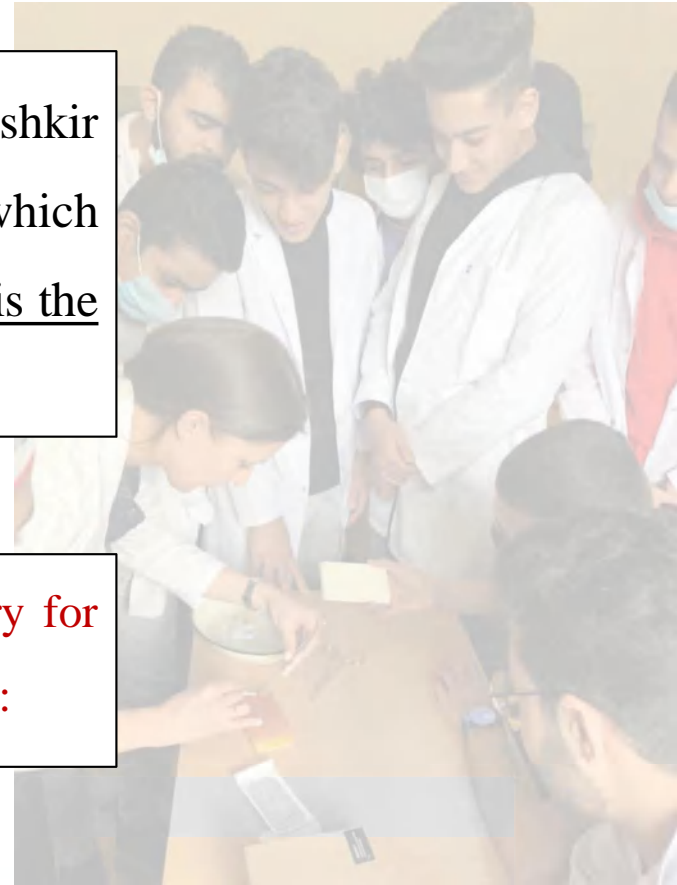
- The Bashkir State Medical University has been teaching foreign students for more than 10 years.
- At the Department of Therapeutic Dentistry, foreign students of the Faculty of Dentistry are trained from 2 to 5 courses.
- Every year, more than 200 foreign students study at the department, and every year the number of students in the intermediary language is growing.
- The teaching load for studying programs at the Department of Therapeutic Dentistry exceeds 3000 hours per year.
- In clinical groups with an English-speaking form of education, 8-10 students study at the same time.





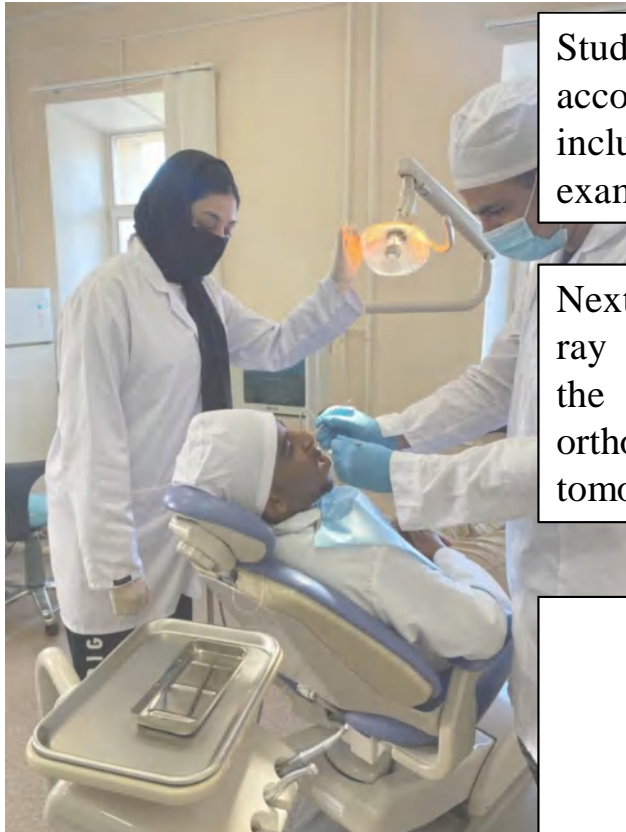
The Department of Therapeutic Dentistry of the Bashkir State Medical University is a clinical department, which means that the main link in the educational process is the mastery of practical skills by students.

- The discipline "Therapeutic dentistry" is mandatory for foreign students and includes the following sections:





Examination of dental patient



Students examine a dental patient according to a certain algorithm, including external examination and examination of the oral cavity.

Next, students learn such additional X-ray examination methods, including the study of RVG images, orthopantomograms and 3D computer tomograms.

In the course of studying the discipline, foreign students are given lectures and practical classes in English.





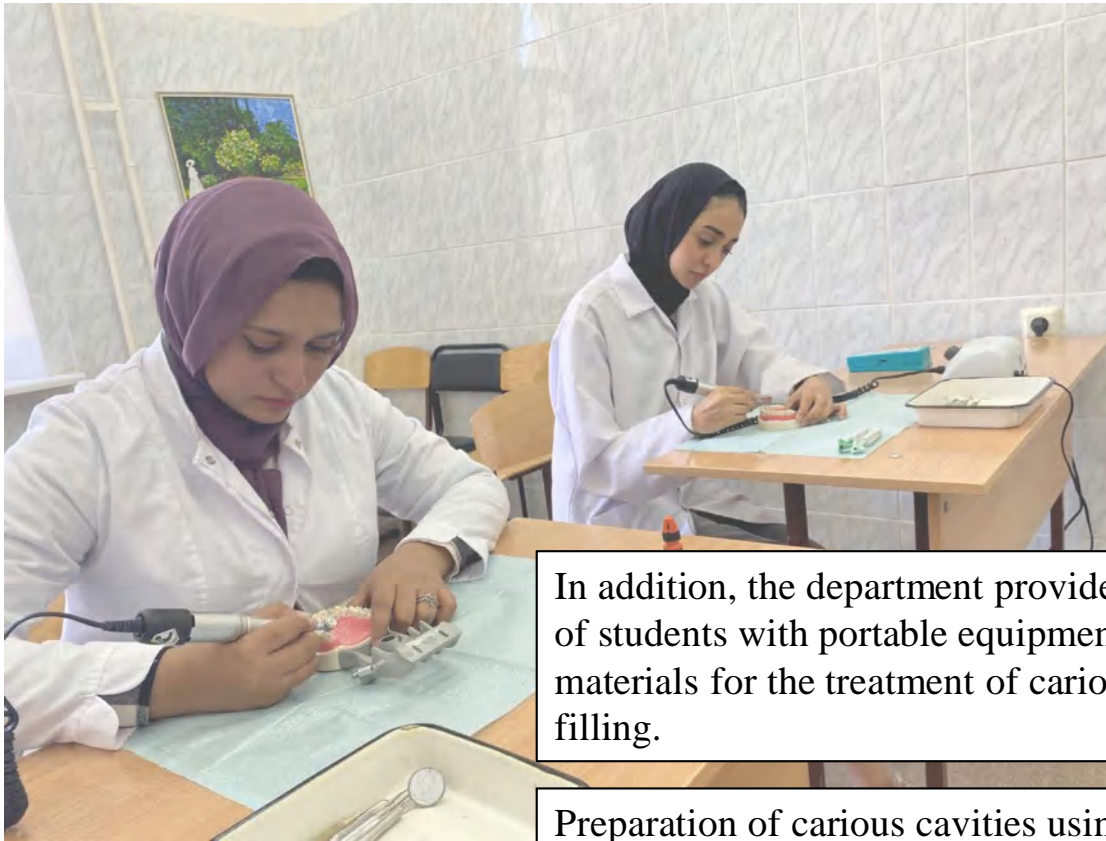
Cariesology

The next necessary aspect of the training of dentists is to equip their workplace - it must be modern. Bashkir State Medical University treats this problem with understanding and the issues of equipping workplaces and practical rooms are resolved as needed. At our department, workplaces for students are equipped with simulators, modern dental units.





Cariesology



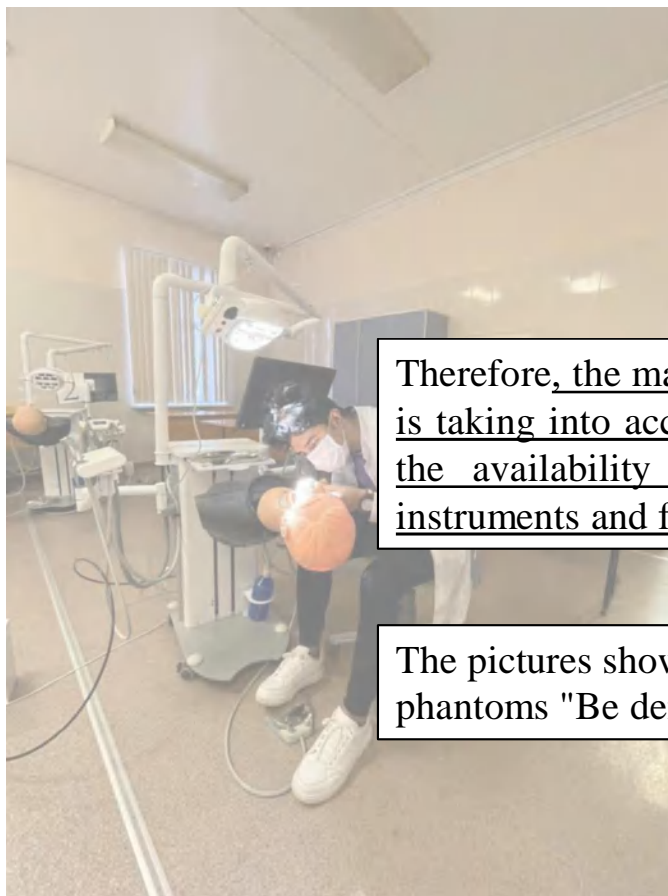
In addition, the department provides an opportunity for practical work of students with portable equipment: micromotors, component tools and materials for the treatment of carious cavities and their subsequent filling.

Preparation of carious cavities using portable drills.





Cariesology



Therefore, the main aspect of improving professional skills is taking into account the real possibilities of workplaces, the availability and a wide range of modern dental instruments and filling materials.

The pictures show the work on the restoration of teeth on phantoms "Be dent skilled" (Spain).

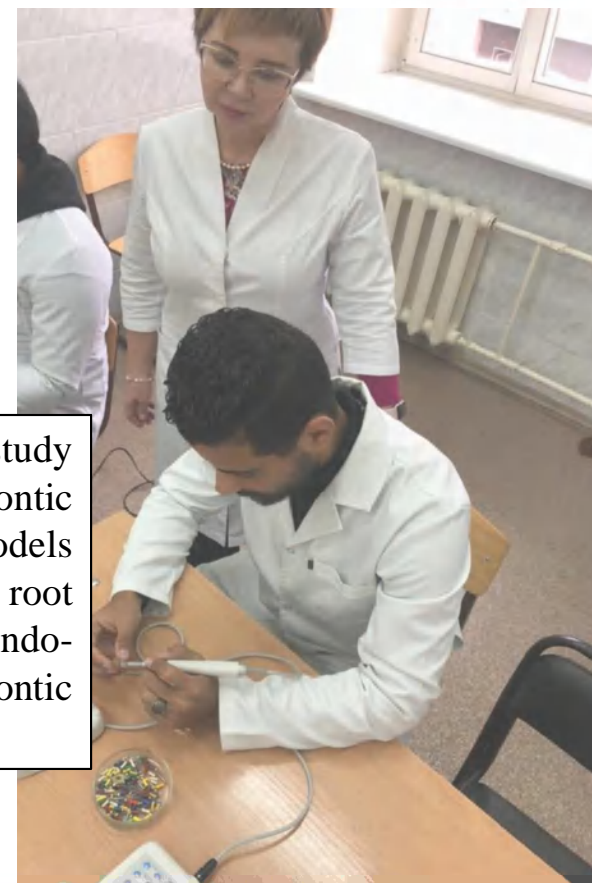




Endodontics



Next, students begin a practical study of the techniques of endodontic intracanal treatment on models (training endoblocks that imitate root canals) using portable endo-micromotors and endodontic machine and hand tools.





Periodontology



A very important part of periodontology is based on surgical treatment and the performance of patchwork operations.

The slide presents practical work on simulation models that imitate the mucous membrane, subcutaneous fat and skin.



Practical school «Dentistry in my passion»



An important aspect of high-quality student learning is the interest and desire of the students themselves to gain knowledge on the lessons.

In order to motivate students of the Faculty of Dentistry studying in the intermediary language (English), at the Department of Therapeutic Dentistry of the BSMU, in addition to the main classes, practical courses and master classes are held during student holidays as part of the educational winter and summer practical school "Dentistry in my passion".



The goals of the educational school "Dentistry in my passion" are:

1. increasing the effectiveness of student learning,
2. stimulating interest in scientific activities,
3. systematizing and deepening knowledge,
4. developing and improving practical skills.



Conclusions

- Thus, at the Department of Therapeutic Dentistry with the course IAPE of the Bashkir State Medical University of the Ministry of Health of Russia, significant work has been done to organize the educational process in English.
- Professional English-language studying of students from among foreign citizens plays a significant role in obtaining practical skills in the work of a dentist.
- Every year the number of foreign students at our department is increasing, in this regard, in order to maintain the high efficiency of the educational process, it is necessary to further expand and strengthen the material and technical base of the department.





Internationalization of medical education

PRACTICE-ORIENTED APPROACH IN TEACHING THE DISCIPLINE EPIDEMIOLOGY FOR FOREIGN STUDENTS

Speaker: assistant D. N. Sharipova
Co-rapporteurs: Head of the department
A.M. Mukhametzyanov, assistant A.G.
Enikeev.

Internationalization of medical education

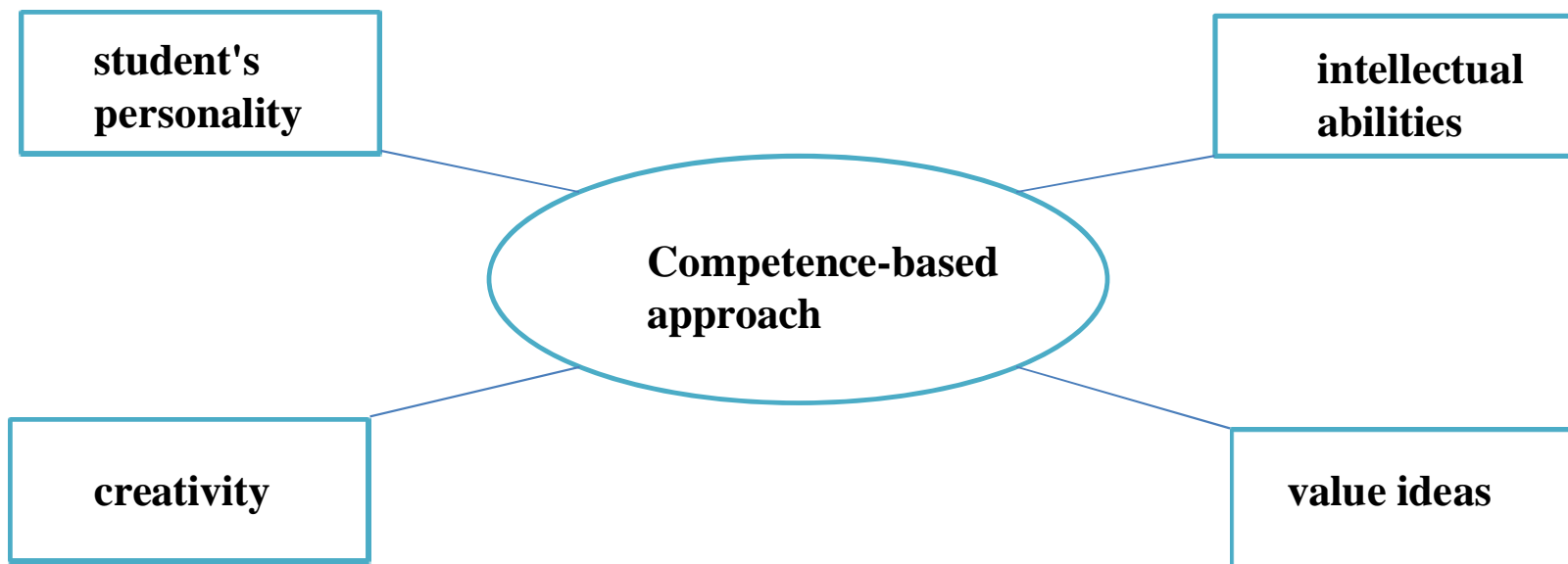


One of the significant factors in the formation of a highly professional specialist in his field is a competence-based approach in his training, which should be practice-oriented.





The competence-based approach in teaching allows to develop the personality of the student, his creative potential, intellectual abilities and value ideas.



Internationalization of medical education



The effective implementation of the competence-based approach in teaching involves the widespread use of various interactive forms of classes, which is one of the most important areas for improving professional training in a modern university.



Internationalization of medical education



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The use of interactive forms of classes contributes to:

- Active involvement of all students in the process of mastering the discipline
- Exchange of knowledge and ideas
- Establishing emotional contacts between students
- Helps to master the skills of effective professional work in a team



Internationalization of medical education



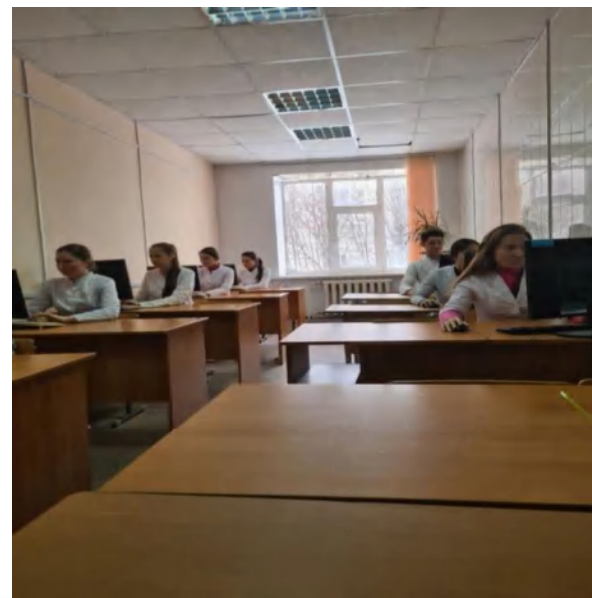
The practice-oriented approach in the training of medical practitioners is actively implemented and permanently optimized by teachers of the Department of Epidemiology of the Federal state budgetary educational institution of Higher Education of the Bashkir State Medical University of the Ministry of Health of the Russian Federation when mastering the discipline "Epidemiology"





One of the types of implementation of the competence-based approach in teaching the discipline "epidemiology" is

- the solution of situational tasks based on scenarios that take place in the future professional activity of a specialist
- performing various practice-oriented individual tasks for working with regulatory documents in the field of sanitary and epidemiological welfare of the population.



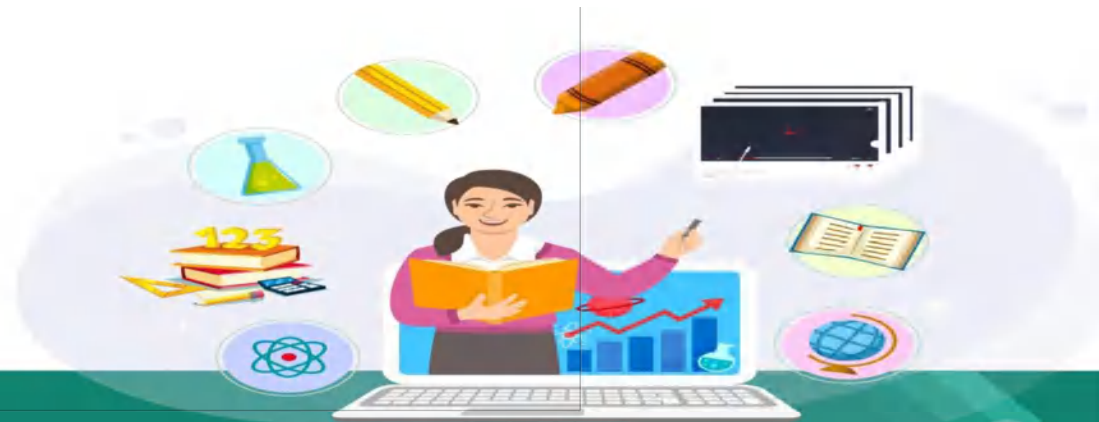
Internationalization of medical education



In the process of solving situational tasks, students systematically continue to form universal, general professional and professional competencies.

Skills are fixed:

- system analysis and interpretation of professional information
- formulation of hypotheses and formulation of proposals for ways to solve specific situations that require a professional approach to obtain results.



Internationalization of medical education



When creating a set of situational tasks and various practice-oriented individual tasks for foreign students by teachers of the department:

- the emphasis is placed on the specifics of the organization and conduct of sanitary and anti-epidemic measures in the countries where our students came from a comparative analysis of the coincident and distinctive aspects of the organization of preventive and anti-epidemic work
- is carried out, emphasis is placed on the causal relationships of the development of morbidity of the population with various risk factors that occur in different countries.



Internationalization of medical education



Educational and methodological materials are systematically updated, using up-to-date information on the existing changes in the epidemiological situation for various infectious and mass non-communicable diseases in various countries and in the world as a whole, taking into account the updating of the regulatory framework in the field of sanitary and epidemiological well-being.



ГЛАВНЫЙ ГОСУДАРСТВЕННЫЙ САНИТАРНЫЙ ВРАЧ
РОССИЙСКОЙ ФЕДЕРАЦИИ

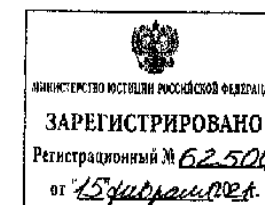
ПОСТАНОВЛЕНИЕ

28.01.2021

Москва

№ 4

Об утверждении санитарных правил и норм СанПиН 3.3686-21 «Санитарно-эпидемиологические требования по профилактике инфекционных болезней»





In practical classes on the discipline "epidemiology" with foreign students, links to electronic resources are used as part of the formation of professional competencies:

Newsletters of the World Health Organization (<https://www.who.int/mediacentre/factsheets/ru>)

World Health Organization Regional Office for Europe (<https://www.euro.who.int/ru/health-topics>)

Centers for Disease Control and Prevention (<https://www.cdc.gov/hai/>)

Healthcare Infection Control Practices Advisory Committee (<https://www.cdc.gov/hicpac/>)

European Center for Disease Control and Prevention (<https://www.ecdc.europa.eu>)

Interactive database of antimicrobial resistance (<https://www.ecdc.europa.eu/en/antimicrobial-resistance/surveillance-and-disease-data/data-ecdc>)

Interactive database on the review of the momentary prevalence of HAI in Europe (<https://www.ecdc.europa.eu/en/healthcare-associated-infections-acute-care-hospitals/surveillance-disease-data/database>)

Internationalization of medical education



A practice-oriented approach in teaching allows students to:

- more fully assimilate information material on various sections of the discipline (general epidemiology, private epidemiology)
- to acquire professional skills in the application of epidemiological research methods, the organization and conduct of preventive and anti-epidemic measures in epidemic foci.

This, of course, has a positive effect on the quality of training of specialists, forming in them the ability of professional logical thinking in the analysis and synthesis of information about the epidemiological state of the population, the adoption of optimal solutions based on normative legal documents of professional tasks for the protection of public health.



Internationalization of medical education



Thank you for your attention!



Internationalization of medical education: experience, problems, prospects

A collection of presentations of reports by participants
of the All-Russian Educational and Methodological Conference
with international participation

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Lenin str.3, Ufa, 450008, Russia
Tel.: +7(347) 272-86-31
FSBEI HE BSMU MOH Russia