

**INTERNATIONAL HIGHER SCHOOL OF MEDICINE**  
**Department of Special Surgical Disciplines**

**SYLLABUS**

**Elective course: Practical Skills in Examining Patients with Surgical Diseases**

2025-2026  
academic year  
for students of medical faculty  
3<sup>th</sup> course 5<sup>th</sup> semester  
2 credits (60h, including auditorial 72h, independent work – 24h)

**Practical  
classes:**

**Sarytaeva M.O.**

996555664185

Email: [sarytai27@gmail.com](mailto:sarytai27@gmail.com)

The National Center of Oncology and Hematology

**Venue:**

**Ibraimov N.I.**

996556879696

Email: [nurchello96@gmail.com](mailto:nurchello96@gmail.com)

The Vedanta clinic;

The Syllabus is considered  
at the meeting of the department of \_\_\_\_\_  
Protocol № \_\_\_\_\_ dated \_\_\_\_\_ 2025  
Head of the department \_\_\_\_\_

**Course Objective:**

Consists in mastering the knowledge and practical skills of history taking, physical examination, recognition of clinical signs in patients with surgical diseases, as well as the ability to integrate findings for preliminary diagnosis and preparation for OSCE.

**After studying the discipline the student must:****Knowledge:**

- Main principles of anamnesis collection in surgical patients.
- Methods of inspection, palpation, percussion, auscultation.
- Clinical signs of acute abdomen, chest, cardiovascular, vascular and musculoskeletal conditions.
- Principles of case-based learning and OSCE assessment.
- Ethical standards in communication with patients.

**Skill:**

- Collect complaints and anamnesis from surgical patients.
- Perform systematic inspection, palpation, percussion, auscultation.
- Identify pathological clinical signs and syndromes.
- Formulate preliminary clinical diagnosis.
- Demonstrate examination skills at OSCE stations.

**Attitude:**

- Professional communication with patients.
- Clinical reasoning and evidence-based decision making.
- Teamwork and tolerance in medical practice.
- Strict adherence to academic ethics and medical deontology.

**Pre-requisites:** anatomy, physiology, propedeutics of internal diseases, general surgery.

**Post-requisites:** general surgery, oncology, urology.

**THEMATIC PLAN OF PRACTICAL CLASSES**

<b>№</b>	<b>Theme of lecture</b>	<b>Hours</b>	<b>Date</b>
<b>Unit № 1</b>			
1	Patient with abdominal pain: history taking	2	According to schedule.
2	General inspection of surgical patient	2	According to schedule.
3	Abdominal exam: ascites, hernia	2	According to schedule.
4	Palpation: liver, spleen, tumors	2	According to schedule.
5	Acute abdomen: peritoneal signs	2	According to schedule.
6	Percussion and auscultation of abdomen	2	According to schedule.
7	Peptic ulcer disease patient. Intestinal obstruction	2	According to schedule.
8	<b>Unit control</b>	2	According to schedule.
<b>Unit №2</b>			
9	Dyspnea: chest inspection	2	According to schedule.
10	Lung percussion: pneumothorax	2	According to schedule.
11	Auscultation: pleuritis, pneumonia	2	According to schedule.
12	Varicose veins examination	2	According to schedule.
13	Arterial exam: limb ischemia	2	According to schedule.
14	Thrombosis and limb edema	2	According to schedule.
15	Soft tissue infections	2	According to schedule.
16	Joint exam	2	According to schedule.
17	Chest and cardiovascular system	2	According to schedule.
18	<b>Unit control</b>	2	According to schedule.

### THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS

Unit №	Theme of independent work	Hour	Date
1	Summarize algorithms of anamnesis and physical exam	24	
2	Essay: Examination of patient with acute abdomen		
3	Case study: intestinal obstruction		
4	Situational tasks: pleuritis, pneumothorax		
5	Summary of heart and vascular exam		
6	Presentation: Heart and vascular examination		
7	Atlas study: limb		

#### Recommended reading for the discipline:

##### 1. Basic

- 1.1 Bailey & Love Short Practice of Surgery. Vol. 1. 27th ed. Norman S. Williams, P. Ronan O'Connell, Andrew McCaskie. 2018
- 1.2 *Manipal Manual of Surgery*. 6th ed. K. Rajgopal Shenoy, Anitha Shenoy. 2023
- 1.3 *Oxford Handbook of Clinical Surgery*. 4th ed. Greg McLatchie, Neil Borley, Joanna Chikwe  
British Library Cataloguing in Publication Data; Printed in China by C&C Offset Printing Co. Ltd 2013

##### 2. Additional

- 1.1 Handbook of Surgery. Kailash R. Gindodia. CBS Publishers & Distributors Pvt Ltd, New Delhi, India. 2023

#### Grading policy and procedures for all types of work

For the period of studying the discipline, the student gains points for the relevant parameters (per unit):

current score - 40 points

independent work - 20 points

control score (final assessment of knowledge per unit) - 40 points

Maximum score - 100 (40+20+40)

#### Grading system for student's achievements

Grading criteria per discipline				
Maximum score	Intervals			
	«unsatisfactory»	«satisfactory»	«good»	«excellent»
Current control - 40	0-23	24-30	31-35	36-40
Interval description	Significant gaps in knowledge of the basic educational material are revealed, fundamental mistakes are made when answering questions.	Knowledge of the educational material in the amount necessary for the further development of the discipline, familiar with the main literature recommended for the lesson. The student makes mistakes, but has the necessary knowledge to eliminate them under the guidance of the teacher.	Full knowledge of the educational material, the main literature recommended for the lesson. The student shows the systemic nature of knowledge in the discipline and is able to independently replenish and update in the course of further educational work and professional activity	Comprehensive, systematic and deep knowledge of educational material, basic and additional literature, the relationship of the basic concepts of the discipline in their meaning for the acquired profession. The manifestation of creativity in the understanding, presentation and use of educational and program material
Independent work - 20	0-11	12-15	16-17	18-20
Interval description	the task is not completed, gross errors are made when answering the teacher's questions, there	if the student finds it difficult to answer, makes mistakes and inaccuracies.	Full knowledge of the educational material, the main literature recommended for the lesson. The student	Comprehensive, systematic and deep knowledge of educational material, basic and additional

	are no student ready-made schemes, charts.		shows the systemic nature of knowledge in the discipline and is able to independently replenish and update in the course of further educational work and professional activity	literature, the relationship of the basic concepts of the discipline in their meaning for the acquired profession. The manifestation of creativity in the understanding, presentation and use of educational and program material
Control work (module) - 40	0-23	24-30	31-35	36-40
The presence of correct answers to questions to the situational task	Correct answers are given to less than 1/2 questions, less than 1/2 tasks have been completed	Correct answers are given to 2/3 questions, 2/3 tasks are completed	All questions have been answered correctly, all tasks have been completed	All questions have been answered correctly, all tasks have been completed
Completeness and consistency of presentation of answers	The answers are short, undeveloped, "random"	Most (2/3) answers are short, not detailed	Sufficient in 2/3 answers	Fairly high in all responses

### Student knowledge evaluation system in class

#### Determination of the rating during testing is carried out as follows:

Testing of each student is carried out according to test items, randomly generated from the discipline questions. The maximum number of points is 40 points.

Each task has one correct answer.

The passing score is 60%, the number of points scored is determined according to the scheme:

60-75% of correct answers are satisfactory;

76-89% of correct answers - good;

90-100% correct answers - excellent;

less than 60% of correct answers - unsatisfactory.

#### **Conduct Policy: (lateness, absence, behavior in the auditorium, late submission of work).**

- Punctuality and completion of tasks.
- Mandatory attendance of classes.
- Attending class in a clean medical uniform.
- Eliminating conversations on a cell phone in the classroom.
- Active participation in the learning process.
- Doing homework on time.
- Academic detention at the time specified by the teacher.

For violations of the Conduct Policy, the total points for discipline might be reduced to 1-5 points.

#### **Academic Ethics Policy.**

- Be tolerant, respect the opinions of others.
- Formulate objections in the correct form.
- Constructively support feedback in all classes.
- Plagiarism and other forms of dishonest work are unacceptable. Plagiarism includes the following: the absence of references when using printed and electronic materials, quotes, thoughts and works of other authors or students.
- Prompting and cheating during tests, exams, classes is unacceptable as well as passing an exam for another student, unauthorized copying of materials.

For violations of the Academic Ethics Policy, the total points for the discipline may be reduced to 1-5 points.

**Recommended reading for the lesson:**

**UNIT 1 — Lesson 1: History taking in surgical patients**

Key questions covered:

1. Structure of history (HPI, PMH, PSH, medications, allergies, family and social history)
2. Pain assessment and red flags (bleeding, sepsis, ischemia)
3. Consent, privacy, and communication etiquette

Recommended reading for the lesson:

Talley & O'Connor. Clinical Examination. 9th ed. — History taking.

Bailey & Love's Short Practice of Surgery. 27th ed. — Surgical patient assessment.

**UNIT 1 — Lesson 2: General inspection & vital signs; primary survey**

Key questions covered:

1. ABCDE approach for surgical patients
2. Infection control and patient safety
3. Documentation standards for surgical notes

Recommended reading for the lesson:

ATLS® core principles (overview).

Bailey & Love — Perioperative assessment.

**UNIT 1 — Lesson 3: Abdominal examination I — inspection**

Key questions covered:

1. Surface anatomy & quadrants
2. Hernias, scars, masses, peristalsis
3. Peritonitis red flags

Recommended reading for the lesson:

Talley & O'Connor — Abdominal exam: inspection.

Schwartz's Principles of Surgery. 11th ed. — GI physical diagnosis.

**UNIT 1 — Lesson 4: Abdominal examination II — palpation**

Key questions covered:

1. Light vs deep palpation; guarding vs rigidity
2. Special signs: Murphy, Rovsing, psoas, obturator
3. Liver & spleen palpation

Recommended reading for the lesson:

Talley & O'Connor — Abdominal palpation.

**UNIT 1 — Lesson 5: Abdominal examination III — percussion & auscultation**

Key questions covered:

1. Liver span; shifting dullness; fluid thrill
2. Bowel sounds; bruits

3. Synthesis into problem list

Recommended reading for the lesson:

Talley & O'Connor — Abdominal percussion/auscultation.

Bailey & Love — Acute abdomen overview.

#### **UNIT 1 — Lesson 6: From bedside to imaging in acute abdomen**

Key questions covered:

1. When to order X-ray/US/CT
2. Radiation safety & contraindications
3. Communicating findings & escalation

Recommended reading for the lesson:

Bailey & Love — Acute abdomen and imaging.

Departmental imaging pathways (local policy).

#### **UNIT 1 — Lesson 7: Chest examination I — inspection & palpation**

Key questions covered:

1. Thoracic landmarks; symmetry; tracheal position
2. Palpation: expansion & tactile fremitus

Recommended reading for the lesson:

Talley & O'Connor — Respiratory exam: inspection/palpation.

#### **UNIT 1 — Lesson 8: Chest examination II — percussion**

Key questions covered:

1. Percussion technique; dullness, stony dullness, hyperresonance
2. Patterns: consolidation, effusion, pneumothorax

Recommended reading for the lesson:

Talley & O'Connor — Respiratory: percussion.

#### **UNIT 1 — Lesson 9: Chest examination III — auscultation**

Key questions covered:

1. Vesicular vs bronchial; added sounds (crackles, wheeze, rub)
2. Bedside interpretation: pneumonia, pleuritis, pneumothorax

Recommended reading for the lesson:

Talley & O'Connor — Respiratory: auscultation.

OSCE respiratory checklists.

#### **UNIT 1 — Lesson 10: Cardiovascular examination I — inspection & palpation**

Key questions covered:

1. Precordial inspection; apex beat; heaves & thrills
2. Peripheral perfusion & pulses

Recommended reading for the lesson:

Talley & O'Connor — Cardiovascular: inspection/palpation.

### **UNIT 1 — Lesson 11: Cardiovascular examination II — auscultation**

Key questions covered:

1. Valve areas; S1/S2; murmurs timing & maneuvers
2. Clinical correlation of common lesions

Recommended reading for the lesson:

Talley & O'Connor — Cardiac auscultation.

OSCE cardiac checklists.

### **UNIT 1 — Lesson 12: UNIT TEST 1 — Abdomen, chest, cardiovascular**

Key questions covered:

1. Written MCQ/SAQ on examined systems
2. Mini-OSCE: abdominal, respiratory, cardiac stations

Recommended reading for the lesson:

Departmental OSCE rubrics and checklists.

### **UNIT 2 — Lesson 13: Peripheral vascular examination I — arterial**

Key questions covered:

1. Pulse examination; ankle-brachial index (ABI) basics
2. Acute limb ischemia — 6 Ps; chronic ischemia signs

Recommended reading for the lesson:

Bailey & Love — Peripheral arterial disease.

Talley & O'Connor — Vascular exam.

### **UNIT 2 — Lesson 14: Peripheral vascular examination II — venous**

Key questions covered:

1. Varicose veins assessment; Trendelenburg/Perthes (concept)
2. Clinical assessment of DVT; Wells criteria (conceptual)

Recommended reading for the lesson:

Bailey & Love — Venous disorders.

Talley & O'Connor — Venous exam.

### **UNIT 2 — Lesson 15: Musculoskeletal examination I — soft tissues**

Key questions covered:

1. Inspection & palpation of swellings
2. Assess neurovascular status in limb infections (abscess/phlegmon)

Recommended reading for the lesson:

Bailey & Love — Soft tissue infections.

OSCE surgery skills — abscess assessment.

### **UNIT 2 — Lesson 16: Musculoskeletal examination II — joints**

Key questions covered:

1. Look-feel-move-special tests framework

2. When to suspect septic arthritis and escalate

Recommended reading for the lesson:

Talley & O'Connor — Joint exam.

Bailey & Love — Bone/joint infection basics.

**UNIT 2 — Lesson 17: UNIT TEST 2 — Vascular & musculoskeletal**

Key questions covered:

1. Theory + bedside skills on vascular and joint/soft tissue examination

Recommended reading for the lesson:

Departmental OSCE checklists.

**UNIT 2 — Lesson 18: Integrated case 1 — Acute abdomen pathway**

Key questions covered:

1. From history to provisional diagnosis; resuscitation priorities

2. Writing surgical notes; structured handover

Recommended reading for the lesson:

Bailey & Love — Acute abdomen chapter.

Schwartz's — Acute care approach.

**UNIT 2 — Lesson 19: Integrated case 2 — Dyspnea & chest pain**

Key questions covered:

1. Differentiate pneumothorax vs pneumonia; rule-out red flags

2. When to involve senior/ICU; escalation thresholds

Recommended reading for the lesson:

Schwartz's — Thoracic emergencies.

OSCE cases — chest pain/dyspnea.

**UNIT 2 — Lesson 20: Integrated case 3 — Painful swollen limb**

Key questions covered:

1. DVT vs cellulitis vs acute ischemia — bedside differentiation

2. Initial orders and safety netting

Recommended reading for the lesson:

Bailey & Love — Vascular emergencies.

Talley & O'Connor — Vascular exam.

**UNIT 2 — Lesson 21: OSCE skills workshop**

Key questions covered:

1. Station design, timing, and communication

2. Simulated stations: history, abdomen, chest, heart, limb

Recommended reading for the lesson:

OSCE in Surgery — practical handbook.

**UNIT 2 — Lesson 22: Final revision clinic**

Key questions covered:

1. High-yield signs, pitfalls, and reasoning patterns
2. Peer-feedback using checklists

Recommended reading for the lesson:

Course compendium; OSCE guides.

**UNIT 2 — Lesson 23: FINAL OSCE (5 stations)**

Key questions covered:

1. History, Abdomen, Chest, Heart, Limb exam — 7–8 min per station

Recommended reading for the lesson:

Departmental OSCE scoring rubric.

**UNIT 2 — Lesson 24: Debrief & competency mapping**

Key questions covered:

1. Individual feedback; remediation plans
2. Mapping achieved skills to course competencies (PC-1...PC-4)

Recommended reading for the lesson:

Departmental competency framework.