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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
NAMED AFTER PATRICE LUMUMBA  
RUDN University**

**Institute of Medicine**

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educational division (faculty/institute/academy) as higher education program developer

**COURSE SYLLABUS**

**Infectious Diseases**

course title

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**Recommended by the Didactic Council for the Education Field of:**

**31.05.01 General Medicine**

field of studies / speciality code and title

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**The course instruction is implemented within the professional education programme of higher education:**

**General Medicine**

higher education programme profile/specialisation title

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2024

## 1. COURSE GOAL(s)

The goal of the course is to increase the knowledge of infectious diseases: A general practitioner should be able to identify or suspect an infectious disease, make a preliminary diagnosis, conduct a complex of diagnostic, medical and preventive measures at the pre-hospital stage and hospital stage, carry out follow-up and rehabilitation, monitor contagious individuals, and follow up patients after recovery.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “Infectious Diseases” is aimed at the development of the following competences /competences in part: GC-1, PC-5.

*Table 2.1. List of competences that students acquire through the course study*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GC-1. Systems and critical thinking	UC-1. Being able to implement critical analysis of problem situations based on systems approach, develop an action strategy	GC-1.1. Analysing scientific and technical literature and regulatory documents of medical institutions.
		GC-1.2. Assessing in a critical way the reliability of information sources, working with contradictory information from different sources.
PC-5	Being able to carry out preventive measures and measures to promote a healthy lifestyle and sanitary and hygiene education among population and monitor their effectiveness	PC-5.2. Being able to organize and monitor the immunization of the adult population against infectious diseases in accordance with the current procedures for the provision of medical care, clinical guidelines (treatment protocols) on the provision of medical care taking into account the standards of medical care.
		PC-5.6. Being able to monitor observing preventive measures.
		PC-5.7. Being able to determine medical indications to introduce restrictive measures (quarantine) and indications for referral to a medical specialist in the event of infectious (parasitic) diseases.
		PC-5.8. Being able to issue and send an emergency notification to the territorial body of the Federal Service for Surveillance on Consumer Rights Protection and Human Wellbeing when an infectious or occupational disease is detected.
		PC-5.9. Being able to carry out anti-epidemic measures in the event of the occurrence of a focus of infection, including quarantine measures when especially dangerous (quarantine) infectious diseases are detected.
		PC-5.11. Being able to assess the

Competence code	Competence descriptor	Competence formation indicators (within this course)
		effectiveness of preventive patient care.

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
UC-1.	Being able to implement critical analysis of problem situations based on systems approach, develop an action strategy	Biology, Immunology, Pathophysiology, Hygiene	Internal medicine, Phthisiology
PC-5.	Being able to carry out preventive measures and measures to promote a healthy lifestyle and sanitary and hygiene education among population and monitor their effectiveness	Histology, Embryology, Cytology, Microbiology, Virology	Advanced Course in Internal Medicine, Clinical pharmacology,

\* - filled in accordance with the competencies and HEP

### 4. THE COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 9 credits (324 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		9	10		
<i>Contact academic hours</i>	228	118	110		
including:					
Lectures (LC)	2	2	-		
Lab work (LW)					
Seminars (workshops/tutorials) (S)	226	116	110		
<i>Self-studies</i>	52	25	27		
<i>Evaluation and assessment (exam/passing/failing grade)</i>	44	12	32		
<b>Course workload</b>	academic hours_	324	182	142	
	credits	9	5	4	

\* To be filled in regarding the higher education programme correspondence training mode.

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types
<b>Module 1</b> Introduction to infectious diseases	<b>1.1.</b> The doctrine of the general pathology of infectious diseases.	LC
	<b>1.2.</b> Organization of care for infectious patients	LC
<b>Module 2</b> Air borne diseases	<b>2.1.</b> Influenza and other respiratory viruses	S
	<b>2.2.</b> Meningococcal diseases.	S
	<b>2.3.</b> Diphtheria and infectious mononucleosis	S
	<b>2.4.</b> Legionella .	S
	<b>2.5.</b> Mycoplasmosis.	S
	<b>2.6.</b> Herpes viruses	S
<b>Module 3</b> Intestinal infections	<b>3.1</b> Enteric fever	S
	<b>3.2</b> Bacillary and amebic dysentery.	S
	<b>3.3</b> Cholera	S
	<b>3.4</b> Food poisoning, non typhoidal salmonella, viral gastroenteritis	S
	<b>3.5</b> Yersinosis	S
	<b>3.6</b> Enteral transmitted hepatitis	S
	<b>3.7</b> Enteroviruses	S
<b>Module 4</b> Blood borne diseases	<b>4.1</b> Malaria	S
	<b>4.2</b> Lyme's diseases	S
<b>Module 5</b> Skin-related infections.	<b>5.1</b> Parenteral hepatitis	S
	<b>5.2</b> HIV infection.	S
	<b>5.3</b> Erysipelas	S
<b>Module 6</b> Zoonosis	<b>6.1</b> Plague Tularemia.	S

Course module title	Course module contents (topics)	Academic activities types
	6.2 Hemorrhagic fever, Anthrax, Tetanus, Rabies	S
	6.3 Brucellosis, Chlamydial infections	S
	6.4 Ornithosis.	S
	6.5 Leptospirosis	S
	6.6 Trypanosomiasis. Leshmaniosis	S
<b>Module 7</b> Helminthiases	7.1 Introduction to helminthology	S
	7.2 Nematodoses	S
	7.3 Cestodoses	S
	7.4 Trematodose	S
<b>Module 8</b> Syndrome diagnosis. Emergency conditions in infectious diseases.	8.1 Differential diagnosis of jaundice.	S
	8.2 Differential diagnosis of diarrhea	S
	8.3 Meningococcal infections	S
	8.4 Differential diagnosis of rashes.	S
	8.5 Critical cases in infectious diseases. Septic and Hypovolemic shock. Cerebral oedema	S

\* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	Auditorium for lectures equipped with a set of specialized furniture; board (screen) and technical means of multimedia presentations.	Academic Activity Type – Lecture/Seminars/Computer Lab/Self-studies Classroom equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release), Skype
Seminar	Auditorium for conducting seminars, group and individual consultations, assessment control and intermediate certification, equipped with a set of	Set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection

<b>Type of academic activities</b>	<b>Classroom equipment</b>	<b>Specialised educational / laboratory equipment, software, and materials for course study</b> (if necessary)
	furniture and technical means for multimedia presentations.	screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release)
Self-studies	Auditorium for self-study (can be used for seminars and student consultations), equipped with set of furniture and computers with access to the virtual materials.	Set of furniture; technical support including Internet access. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release)

\* The premises for students' self-studies are subject to **MANDATORY** mention

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Infectious Diseases: Textbook N. D. Yushchuk, Yu. Ya. Vengerov ISBN 10: 5970455040 / ISBN 13: 9785970455043 Published by Geotar-Media, 2020
2. Oxford Handbook of Tropical Medicine, Second Edition Michael Eddleston, Robert Davidson, Robert Wilkinson and Stephen Pierini Oxford University Press, Oxford, UK, 2004. ISBN 0-19-852509-5. £24.95, 712 pp.
3. Netter's Infectious Diseases. JAMA. 307. 972. 10.1001/jama.2022.243. Book with web access and image download at <http://www.netterreference.com>
4. Edited by Elaine C. Jong, MD, FIDSA, FASTMH and Dennis L. Stevens, MD, PhD 602 pages, Philadelphia, PA, Elsevier-Saunders, 2012 ISBN-9780323711593
5. Harrison's infectious diseases 3rd edition by Dennis Kasper and Anthony S Fauci
6. Essentials of Clinical Infectious Diseases by William Floyd Wright.
7. Medical Microbiology and Infection at a Glance Fourth edition Stephen H. Gillespie Kathleen B. Bamford.
8. Infectious diseases: textbook / Yushchuk N. D., Vengerov Yu. Ya. - Moscow: GEOTAR-Media, 2020. - 464 p. - ISBN 978-5-9704-5504-3.
9. Essential Tuberculosis 1st ed. 2021 Edition Giovanni Battista Migliori (Editor), Mario C. Raviglione.
10. Infectious Diseases, 2-Volume Set 4th Edition. Authors: Jonathan Cohen William Powderly Steven Opal. Published Date: 21st July 2016
11. Human Parasites: Diagnosis, Treatment, Prevention Heinz Mehlhorn
12. Infectious and Tropical Diseases: A Handbook...Tao Sheng Kwan-Gett, Charles Kemp
13. Harrison's Principles of Internal Medicine, 19th Edition Textbook

### *Additional readings:*

1. The lancet infectious diseases- <https://www.thelancet.com/journals/laninf/home>
2. Clinical microbiology and infection <https://www.clinicalmicrobiologyandinfection.com/>

3. Oxford Handbook of Infectious Diseases and Microbiology by Estee Torok , Ed Moran
4. Paniker's Textbook of Medical Parasitology C. K. Jayaram, M.D. Paniker, Sougata, M.D. Ghosh
5. Infectious Diseases in Critical Care Medicine...Burke A. Cunha
6. Infectious Disease Flashcards: Julie Harless
7. Microbial Diseases! All Parts Combined!Philip Carey
8. Infectious Diseases A Clinical Short Course by Frederick S Southwick
9. Treatment and Prevention of Malaria: Antimalarial Drug Chemistry, Action and Use by Sanjeev Krishna
10. Johns Hopkins HIV Guide 2012
11. Understanding Hepatitis James L. Achord, M.D

***Internet (based) sources:***

1. Electronic libraries with access for RUDN students:
  - RUDN Electronic Library – RUDN EL <http://lib.rudn.ru/MegaPro/Web>
  - University Electronic Library» <http://www.biblioclub.ru>
  - <http://www.biblio-online.ru>
  - Student library (consult) [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - Lan <http://e.lanbook.com/>
  - Trinity Bridge
2. Databases and search engines:
  - electronic fund of legal and normative-technical documentation <http://docs.cntd.ru/>
  - Yandex search engine <https://www.yandex.ru/>
  - Google search engine <https://www.google.ru/>
  - abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

*Training toolkit for self- studies to master the course \*:*

1. The set of lectures on the course “Infectious Diseases”
2. The laboratory workshop (if any) on the course “Infectious Diseases”
3. The guidelines for writing a course paper / project (if any) on the course “Infectious Diseases”.
4. ....

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (GC-1, PC-5) upon the course study completion are specified in the

## Appendix to the course syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

### DEVELOPERS:

Associate Professor- Department  
of Infectious Diseases,  
Epidemiology and Phthisiology

position, department

signature

S.L. Voznesenskiy

name and surname

Assistant Professor- Department of  
Infectious Diseases, Epidemiology  
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K. C. Emerole

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### HEAD OF DEPARTMENT:

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### HEAD of the Higher Education Program:

First Deputy Director of MI  
for Academic Affairs

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I.V. Radysh

name and surname