



PATHOLOGY
ANATOMY

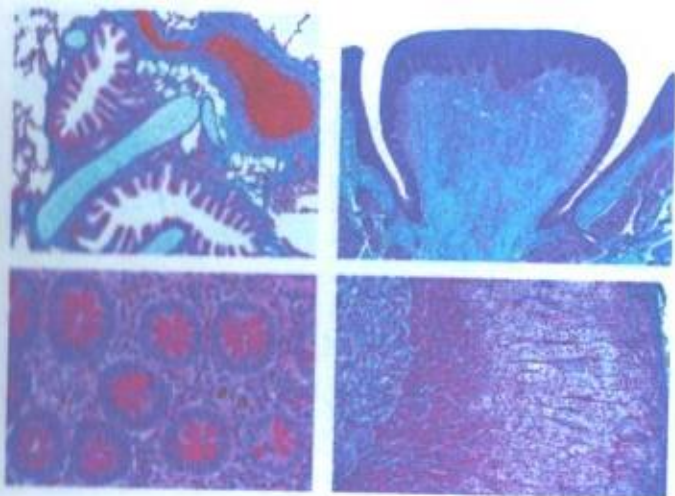
**METHODICAL INSTRUCTIONS FOR
STUDENTS FOR THE DISCIPLINE
"GENERAL PATHOLOGICAL ANATOMY"
USING INTERACTIVE METHODS
(TBL, PBL, CBL)**

MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ
REPUBLIC

OSH STATE UNIVERSITY

INTERNATIONAL MEDICAL FACULTY

**METHODICAL INSTRUCTION FOR STUDENTS FOR
THE DISCIPLINE "GENERAL PATHOLOGICAL
ANATOMY"**



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ББК 52.5
М54

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The program of the discipline and the level of mastering the competence by the student.

The manual defines the motivation, purpose and objectives of the topic of the lesson, presents a list of questions and an algorithm of actions for self-study and compiling a summary of the topic. Test tasks and a list of questions are proposed for self-determination of the initial level of knowledge on the problem under study.

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Introduction.

Methodological development is made according to the Dublin descriptors of the first type with the use of control questions, test tasks and cases, which form the students' ability to solve clinical problems and contribute to the development of problem thinking. Classes will be taught using the new active learning methods: CBL, TBL, PBL, dPBL, dCBL, dTBL and project-based learning methods, in accordance with the educational requirements.

CBL is based on a clinical case (CASE-BASED LEARNING), it is a method of problem analysis, it is a method of situational learning. It forms motivation, independent thinking of students.

TBL (TEAM BASED LEARNING) - a team-oriented learning method in which the students learn to work collaboratively on a problem in the learning process. The advantage of this method is the ability to teach several small groups in the same classroom effectively at the same time. TBL consists of the following stages: 1. preparatory (the student prepares for the lesson by himself, using different sources); 2. control of preparedness:

3. individual test to determine the level of students' preparedness for the class, GRAT (group test, requiring students to work in a team); 4. application of principles of classes: discussion and comparison of answers of test tasks, analysis and comparison of cases and problem situations.

PBL (PROBLEM BASED LEARNING) is a student-centered methodology in which students learn about a subject through the experience of solving an open-ended problem found in the real material. The PBL process does not focus on solving problems with a particular solution, but allows for the development of other desired skills and attributes. This includes knowledge acquisition, extended group interaction, and communication. The process allows students to develop skills that will be used in their professional practice. It improves critical appraisal, literature search, and encourages continuous learning in a team environment.

Another variant of these methods are dTBL, dPBL, dCBL, where the student is given test tasks without a correct answer choice, which develops SOFT skills, leadership skills and determination to find accepted answers.

The project-based method of teaching is an integrative didactic means of learning, development, learning and education, which allows you to develop and develop specific design skills. Project-based activities develop students' creativity, independence, responsibility, forms the ability to plan their work and make decisions. Project work creates conditions for independent acquisition of knowledge with the help of other academic disciplines, experience of adults (teachers and parents).

Topic 1: Pathological anatomy, contents, tasks, objects and methods of a research. The place of pathological anatomy in medical science and practice of health care.

The aim of the lesson: To study methods of pathological anatomy, basic morphological examination of biopsied and surgically removed and sectional material.

Course of study: The lesson is conducted by the method of group discussion of the topic using the methodology TBL.

Evaluation criteria:

Preparation for class	using different sources to prepare for the topic, focusing on questions and assignments.
group skills and professional attitude	demonstrates attendance, reliability and responsibility, helps teammates.
communicative skills	actively listens, shows emotion for the situation, shows respect for other participants, helps resolve conflicts.
Feedback skills	demonstrates a high level of self-reflection, critically evaluates self and colleagues, provides feedback in a welcoming manner.
Critical thinking and effective learning skills	provides relevant examples from life, critically accepts information, draws conclusions, draws charts and tables.

Reference questions:

1. The subject of PA, its content and place in the health care system.
2. Objectives and main directions of PA.
3. The main directions (principles) of PA.
4. Methods of studying PA. The role and importance of autopsy and biopsy.
5. What is a disease, its essence?
6. Basic postulates of the essence of disease
7. The role of structural and functional changes in the development of disease.
8. Structure of pathology service of the country, republic.
9. Historical stages in the development of PA, theories explaining the origin of the disease.
10. Representatives of the Moscow and St. Petersburg schools of pathologists, the contribution of individual scientists in PA.
11. Introduction to the technique of the autopsy, the basic tools and forms of documentation to be completed after the autopsy.

Tests: (IRAT)

1. The concept of "etiology" is:
 - A. the doctrine of the general patterns of development, course and outcome of disease;
 - B. a set of symptoms;
 - C. the doctrine of the causes and conditions of diseases;
 - D. compensatory-adaptive processes;