



### UČNI NAČRT PREDMETA / COURSE SYLLABUS

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|---------------|----------------------|
| Ime predmeta: | Družinska medicina I |
| Course title: | Family Medicine I    |

| Študijski program in stopnja<br>Study programme and cycle | Študijska smer<br>Study option | Letnik<br>Year of study | Semester<br>Semester |
|-----------------------------------------------------------|--------------------------------|-------------------------|----------------------|
| Splošna medicina, enovit magistrski študijski program     |                                | Četrti                  | 8.                   |
| General medicine, Uniform master's degree study program   |                                | Fourth                  | 8th                  |

Vrsta predmeta (obvezni ali izbirni) /  
Course type (compulsory or elective)

obvezni

compulsory

Univerzitetna koda predmeta / University course code:

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial |    |    | Klinične vaje<br>Clinical training | Druge oblike študija<br>Other forms of study | Samost. delo<br>Individual work | ECTS |
|------------------------|--------------------|------------------|----|----|------------------------------------|----------------------------------------------|---------------------------------|------|
| 15                     | 30                 | AV               | LV | RV | 60                                 |                                              | 75                              | 6    |

Nosilec predmeta / Course coordinator:

red. prof. dr. Zalika Klemenc Ketiš  
izr. prof. dr. Ksenija Tušek Bunc (sonosilka)

Jeziki /Languages:

Predavanja / Lectures: slovenski/slovene

Vaje / Tutorial: slovenski/slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites for enrolling in the course or for performing study obligations:

#### Vsebina (kratek pregled učnega načrta):

Študentovo poučevanje bo med študijem zajemalo naslednje:

- osnovne kompetence dela zdravnika družinske medicine,
- osnove dela v ambulantni družinske medicine,
- klinično znanje, aplicirano na probleme prvega stika z bolnikom,
- odnos med bolnikom in zdravnikom, sodelovanje z okoljem, v katerem zdravnik dela.

#### Content (syllabus outline):

During the programme the students will learn about:

- basic competences of family medicine,
- the principles of work in family medicine,
- clinical knowledge in early clinical exposure,
- doctor patient communication and relationship,
- community orientation.

## Temeljni literatura in viri / Reading materials:

### Temeljni viri:

- Kersnik J. **Osnove družinske medicine**. Maribor: Medicinska fakulteta Univerze v Mariboru, 2007.

### Dodatni viri:

- Tušek-Bunc K, ed. Navodila za predmet Družinska medicina I. Maribor: Medicinska fakulteta UM; 2018.
- Klemenc-Ketiš Z, ed. Praktikum družinske medicine. 2. izdaja. Maribor: Medicinska fakulteta Univerze v Mariboru, 2011
- Predavanja
- Petek D, Švab I. Sporazumevanje v družinski medicini. Ljubljana: Katedra za družinsko medicino, 2016.
- Švab I, Rotar Pavlič D. Družinska medicina. Ljubljana: Združenje zdravnikov družinske medicine SZD; 2012.
- Kopčavar-Guček N. Obravnava bolečine v trebuhu pri zdravniku družinske medicine. Med razgl 2010; 49: 461-9.
- Palmu A. Akutne bolečine v trebuhu pri odraslih. V: Kunnamo I. (urednik). Na dokazih temelječe medicinske smernice. Ljubljana: Zavod za razvoj družinske medicine, 2006.
- Anon. Bolečine ginekološkega izvora v spodnjem delu trebuha. V: Kunnamo I. (urednik). Na dokazih temelječe medicinske smernice. Ljubljana: Zavod za razvoj družinske medicine, 2006
- Kersnik J. Problemsko usmerjena dokumentacija v splošni medicini. Med razgl 1994; 33: 223-40
- Klemenc-Ketiš Z, Kersnik J. Bolniki z depresijo v splošni ambulanti: predstavitev različnih bolnikov z depresijo. MED RAZGL 2010; 49:S 1: 25–30.
- Kersnik J. Obravnava duševnih motenj v družinski medicini. Med Razgl 1999; 38(2):265-80.
- Turk H, Kersnik J. Pristop k obravnavi anemij v ambulanti zdravnika družinske medicine. Med Razgl (Suppl 1) 2007; 34.
- Klemenc-Ketiš Z. Odločanje. V: Švab I, Rotar-Pavlič D, (ur.). Družinska medicina. Ljubljana: Združenje zdravnikov družinske medicine 2012: 199-206.
- KERSNIK, Janko. Seznam bolnikov. V: ŠVAB, Igor (ur.), ROTAR-PAVLIČ, Danica (ur.). Družinska medicina. Ljubljana: Združenje zdravnikov družinske medicine, Slovenskega zdravniškega društva, 2002, str. 599-602
- Kersnik J. Kakovost v zdravstvu. Ljubljana: ZZDM SZD; 2010
- Tepeš B. Predlog priporočil za obravnavo bolnikov z dispepsijo v Sloveniji. Zdrav Vestn 2006; 75: 297-302.

### Cilji in kompetence:

Ob koncu predmeta bo študent

- opisal osnovne kompetence družinske medicine,
- pri bolniku uporabil osnovne kompetence družinske medicine,
- opisal elemente medicinske dokumentacije,
- utemeljil pomen vodenja medicinske dokumentacije,
- opisal organizacijo zdravstvenega varstva v Sloveniji,
- utemeljil vlogo zdravnika družinske medicine v slovenskem zdravstvenem sistemu,
- razložil vloge posameznih članov ožjega in širšega tima v družinski medicini,
- pojasnil pomen dela v skupnosti,
- opisal osnovne lastnosti in elemente besednega in nebesednega sporazumevanja,
- pojasnil pomen sporazumevanja med zdravnikom in bolnikom,
- poiskal dejavnike v medosebnem sporazumevanju zdravnik-bolnik,
- razumel empatijo,
- vzpostavil primeren odnos z bolnikom,
- popravil napake oz. premagal ovire v sporazumevanju z bolnikom,
- ovrednotil dele posveta v družinski medicini,

### Objectives and competences:

At the end of the subject, the student will:

- describe main competencies of family medicine,
- use main competencies of family medicine when managing patients,
- describe the elements of medical documentation,
- justify the importance of medical documentation management,
- describe the organisation of health care in Slovenia,
- justify the role of family physician in the Slovenian health care system,
- explain the roles of narrow and wide team members in family medicine,
- explain the meaning of community work,
- describe the elements and features of verbal and non-verbal communication,
- explain the meaning of physician-patient communication,
- find the factors in communication between physician and patient,
- understand empathy,
- establish the appropriate relationship with patient,
- fix errors or overcome obstacles in communication with patient,
- evaluate parts of consultation in family medicine,

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| <ul style="list-style-type: none"> <li>- uporabil elemente vodenja posveta v praksi,</li> <li>- pojasnil celovito obravnavo bolnika,</li> <li>- opredelil vključevanje bolnika v zdravljenje,</li> <li>- pojasnil sodelovanje bolnika pri zdravljenju,</li> <li>- kritično ovrednotil nesodelovanje bolnika pri zdravljenju,</li> <li>- ustrezno vključil bolnika v zdravljenje,</li> <li>- naštel tipe družin,</li> <li>- razložil delitev družin glede na njihovo sestavo,</li> <li>- ugotovil značilnosti družine glede na njene meje,</li> <li>- razložil družinski krog in njegova obdobja,</li> <li>- na primeru utemeljil vpliv družine na zdravje njenih članov,</li> <li>- prepoznal družino kot vir bolezni,</li> <li>- ocenil delovanje družine,</li> <li>- izdelal družinsko drevo za bolnika,</li> <li>- načrtoval oskrbo bolnika glede na družinsko drevo in družinski APGAR,</li> <li>- razložil tri vrste okolij odločanja (gotovo, negotovo, tvegano),</li> <li>- razložil tri načine odločanja (analitično-sintezno, rutinsko, intuitivno),</li> <li>- na primeru utemeljil lastnosti treh načinov odločanja,</li> <li>- analiziral proces odločanja v medicini,</li> <li>- razložil posebnosti odločanja v družinski medicini,</li> <li>- na primeru razložil proces odločanja v družinski medicini,</li> <li>- pojasnil nujnost, vrste in tipe napotitev,</li> <li>- razložil elemente osnovno zdravstvenega pristopa,</li> <li>- pri bolniku uporabil osnovno zdravstveni pristop,</li> <li>- utemeljil pomen odvrnljivo nevarnega poteka,</li> <li>- razložil odprto čakanje,</li> <li>- na primeru uporabil odprto čakanje,</li> <li>- na primeru uporabil zdravilni poskus,</li> <li>- opisal vrste hišnih obiskov,</li> <li>- opredelil hišni obisk,</li> <li>- razložil indikacije za hišni obisk,</li> <li>- opisal potek hišnega obiska,</li> <li>- utemeljil pomen hišnega obiska za delo v družinski medicini,</li> <li>- naštel najpogostejše duševne motnje v družinski medicini,</li> <li>- opisal pristop k duševnemu bolniku v družinski medicini,</li> <li>- ugotovil značilnosti sporazumevanja z duševnim bolnikom,</li> <li>- prepoznal neustrezne odzive med sporazumevanjem z duševnim bolnikom,</li> <li>- na primeru depresije razložil obravnavo duševnega bolnika,</li> <li>- prepoznal lastnosti somatoformnih motenj,</li> <li>- prepoznal lastnosti psihosomatskih bolezni,</li> <li>- opisal elemente celostne oskrbe v družinski medicini,</li> <li>- pri bolniku uporabil načelo celostne obravnave,</li> <li>- kritično vrednotil rabo preiskav v družinski medicini,</li> </ul> | <ul style="list-style-type: none"> <li>- use the elements of consultation in practice,</li> <li>- explain comprehensive management of patients,</li> <li>- identify patient involvement in treatment,</li> <li>- explain patient involvement in treatment,</li> <li>- critically evaluate patient's non-cooperation in treatment,</li> <li>- appropriately involve patient in treatment,</li> <li>- list family types,</li> <li>- explain families according to their structure,</li> <li>- find the features of families according to their boundaries,</li> <li>- explain the family cycle and its phases,</li> <li>- explain by the example the effect of family on the health of its members,</li> <li>- recognise family as a source of illness,</li> <li>- assess the family function,</li> <li>- create a family tree for a patient,</li> <li>- plan the management of patients according to family tree and family APGAR,</li> <li>- explain three types of decision environment,</li> <li>- explain three types of decision making,</li> <li>- justify the features of the three types of decision making with practical examples,</li> <li>- analyse the process of decision making in medicine,</li> <li>- explain the special features of decision making in family medicine,</li> <li>- explain the process of decision making in family medicine with an example,</li> <li>- explain urgency and types of referrals,</li> <li>- explain the elements of primary care approach,</li> <li>- use primary care approach with patients,</li> <li>- justify the meaning of recognising the possibility of worsening of the health status of patient,</li> <li>- explain watchful waiting,</li> <li>- use watchful waiting with patients,</li> <li>- use medication trial with patients,</li> <li>- describe the types of home visits,</li> <li>- define home visits,</li> <li>- explain the indications for home visit,</li> <li>- describe the course of a home visit,</li> <li>- justify the importance of home visits for working in family medicine,</li> <li>- list most common psychological problems encountered in family medicine,</li> <li>- describe the approach to mental patient in family medicine,</li> <li>- find the features of communication with mental patient,</li> <li>- recognise the inappropriate feed-backs when communicating with mental patient,</li> <li>- explain the management of depressive patient,</li> <li>- recognise the features of somatoform problems,</li> <li>- recognise the features of psychosomatic diseases,</li> <li>- describe the elements of holistic approach in family medicine,</li> </ul> |
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| <ul style="list-style-type: none"> <li>- ocenil srčno-žilno ogroženost bolnika,</li> <li>- ocenil pivski status bolnika,</li> <li>- ocenil kadilski status bolnika,</li> <li>- izpolnil obrazec za predpisovanje medicinsko-tehničnih pripomočkov,</li> <li>- izpolnil obrazec delovni nalog,</li> <li>- izpolnil napotnico,</li> <li>- izpolnil recept,</li> <li>- izpolnil obrazec za fizioterapijo,</li> <li>- uporabil obrazec delovni nalog v praksi,</li> <li>- uporabil napotnico v praksi,</li> <li>- uporabil recept v praksi,</li> <li>- zapisal posvet v medicinsko dokumentacijo,</li> <li>- razložil uporabo PEF metra, pršilnika in aparata za merjenje krvnega tlaka,</li> <li>- razložil obravnavo bolnika z nezapleteno okužbo spodnjih sečil v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z okužbo dihal v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z astmo v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z dispepsijo/GERB v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z glavobolom v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z bolečino v križu v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z nespečnostjo v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z depresijo v ambulanti družinske medicine,</li> <li>- razložil obravnavo bolnika z bolečino v prsih v ambulanti družinske medicine,</li> <li>- razložil pojme kakovost, izboljševanje kakovosti, kazalnik, merilo in standard kakovosti,</li> <li>- opisal PDCA cikel,</li> <li>- poznal metode izboljševanja kakovosti,</li> <li>- na primeru prikazal postopek izboljševanja kakovosti,</li> <li>- razpravljaj o pomenu kakovosti v zdravstvu,</li> <li>- definiraj medicinsko nepojasnjena stanja,</li> <li>- razložil obravnavo bolnika z medicinsko nepojasnjenimi stanji v družinski medicini.</li> </ul> | <ul style="list-style-type: none"> <li>- use the holistic approach with patient,</li> <li>- value critically the use of investigations in family medicine,</li> <li>- assess the risk for cardiovascular diseases in patient,</li> <li>- assess the drinking status of patient,</li> <li>- assess the smoking status of patient,</li> <li>- fill the form Delovni nalog,</li> <li>- fill the referral form,</li> <li>- fill the prescription,</li> <li>- fill the form for physiotherapy,</li> <li>- use the form Delovni nalog in practice,</li> <li>- use a referral form in practice,</li> <li>- use a prescription form in practice,</li> <li>- write the consultation in medical documentation,</li> <li>- explain the use of PEF meter, spray and blood pressure measurement device in practice,</li> <li>- explain the management of patient with uncomplicated lower urinary tract infection in family medicine,</li> <li>- explain the management of patient with respiratory infection in family medicine,</li> <li>- explain the management of patient with asthma in family medicine,</li> <li>- explain the management of patient with dyspepsia in family medicine,</li> <li>- explain the management of patient with headache in family medicine,</li> <li>- explain the management of patient with low back pain in family medicine,</li> <li>- explain the management of patient with insomnia in family medicine,</li> <li>- explain the management of patient with depression in family medicine,</li> <li>- explain the management of patient with chest pain in family medicine,</li> <li>- explain the terms quality, quality improvement, quality indicator, quality measure and quality standard,</li> <li>- know the methods for quality improvement,</li> <li>- explain the example of quality improvement,</li> <li>- discuss the meaning of quality improvement in health care,</li> <li>- define medically unexplained symptoms, explain the management of patients with medically unexplained symptoms in family medicine.</li> </ul> |
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#### **Predvideni študijski rezultati:**

##### Znanje in razumevanje:

- pomena in vloge družinske medicine,
- odnosa med zdravnikom in bolnikom,
- vloge sporazumevanja pri obravnavi bolnika,

#### **Intended learning outcomes:**

##### Knowledge and Understanding:

- importance and role of family medicine,
- of physician patient relationship,
- of communication skills in doctoring,
- primary care approach in management of patients' health care problems.

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| <ul style="list-style-type: none"> <li>- pomen osnovno zdravstvenega pristopa pri reševanju zdravstvenih problemov.</li> </ul> <p>Prenesljive/ključne spretnosti in drugi atributi:</p> <ul style="list-style-type: none"> <li>- komunikacija,</li> <li>- vodenje posveta,</li> <li>- praktične veščine,</li> <li>- reševanje kliničnih primerov bolnikov.</li> </ul> | <p>Transferable/Key Skills and other attributes:</p> <ul style="list-style-type: none"> <li>- communication skills,</li> <li>- consultation management,</li> <li>- practice skills,</li> <li>- clinical problems solving.</li> </ul> |
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### Metode poučevanja in učenja:

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| <p>Predavanja<br/>Seminariji<br/>Vaje (v proces poučevanja pri vajah iz sporazumevanja se aktivno vključujejo tudi tutorji študenti pod nadzorom habilitiranih visokošolskih učiteljev)<br/>Praktično delo v ambulanti<br/>Terensko delo</p> |
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### Learning and teaching methods:

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| <p>Lectures<br/>Seminars<br/>Practice assignments (the teaching process in communication skills is enriched by peer assisted learning applied under close supervision of faculty members)<br/>Work in family medicine practice<br/>Field work</p> |
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| Delež (v %) /<br>Share (in %)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                | Assessment methods:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Načini ocenjevanja:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <ul style="list-style-type: none"> <li>- <b>pisni izpit</b></li> <li>- <b>modificiran OSKI</b></li> </ul> <p>ŠTUDIJSKE OBVEZNOSTI ŠTUDENTOV</p> <ol style="list-style-type: none"> <li>1) 80 % prisotnost na vseh vajah (tj. 48 ur).</li> <li>2) 80 % prisotnost na seminarjih (tj. 24 ur).</li> <li>3) 50 % prisotnost na predavanjih (tj. 12 ur).</li> <li>4) Izdelava in/ali oddaja naslednjih izdelkov: <ul style="list-style-type: none"> <li>- oddaja poročila o družini,</li> <li>- oddaja posnetka sporazumevanja,</li> <li>- izdelava 20 zapisov posvetov v ambulanti,</li> <li>- ustno reševanje treh kliničnih primerov (MEQ),</li> <li>- predstavitev enega kliničnega primera.</li> </ul> </li> </ol> <p>POGOJI ZA PRISTOP H KONČNEMU PREVERJANJU ZNANJA</p> <p>Pogoj za pristop k pisnemu izpitu so opravljene vse obveznosti in pozitivne ocene iz obveznosti pod točko 1, 2 in 3.</p> <ol style="list-style-type: none"> <li>1) Pozitivna ocena (opravi/ni opravi) iz: <ol style="list-style-type: none"> <li>a) vaj iz sporazumevanja,</li> <li>b) poročila o družini,</li> <li>c) vaj v ambulanti,</li> <li>d) naslednjih vaj veščin: izpolnjevanje napotnice, recepta, delovnega naloga za patronažno službo in za fizioterapijo, izpolnjevanje naročilnice za medicinsko-tehnični pripomoček, demonstracija pršilnika in inhalerja, uporaba PEF merilca z</li> </ol> </li> </ol> | <p><b>80</b><br/><b>20</b></p> | <p>Type (examination, oral, coursework, project):</p> <ul style="list-style-type: none"> <li>- <b>Written test</b></li> <li>- <b>Modified OSCE</b></li> </ul> <p>ACADEMIC OBLIGATIONS OF STUDENTS:</p> <ol style="list-style-type: none"> <li>1) 80% attendance practice exercise (i.e. 48 h).</li> <li>2) 80% attendance seminar (i.e. 24 h).</li> <li>3) 50% attendance lectures (i.e. 12 h).</li> <li>4) Assignments: <ol style="list-style-type: none"> <li>a. Family report,</li> <li>b. Videotaped consultation,</li> <li>c. 20 records from patient consultations,</li> <li>d. Oral test on 3 MEQs,</li> <li>e. Presentation of one clinical case.</li> </ol> </li> </ol> <p>REQUIREMENTS FOR ACCESS TO INDIVIDUAL KNOWLEDGE CHECKING:</p> <p>Students are admitted to final written exam if they finished all assignments and got positive marks from assignments under Items 1, 2 and 3.</p> <ol style="list-style-type: none"> <li>1) Positive mark (passed/not passed) from: <ol style="list-style-type: none"> <li>a) Communication skills,</li> <li>b) Family report,</li> <li>c) Skills: prescription, referral, physio referral, medical devices prescription, use of inhaler, use of PEF-meter, blood pressure measurement, smoking status, CV risk profile, drinking and smoking status, lab test interpretation.</li> </ol> </li> </ol> |

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| <p>interpretacijo izvida, merjenje krvnega tlaka in določitev pivskega, kadilskega statusa ter srčno-žilne ogroženosti.</p> <p>2) Pozitivna ocena iz ustnega reševanje treh kliničnih primerov (MEQ). Oceniti se kot opravi/ni opravi.</p> <p>KONČNA OCENA</p> <p>Končna ocena je sestavljena iz pozitivnih ocen pisnega izpita in modificiranih OSKI postaj.</p> <p>OSKI modificirane postaje so sestavljene iz 10 nalog, za vsako je možna ena točka.</p> <p>Pisni izpit je sestavljen iz 50 MCQ vprašanj v računalniški obliki, za katere je na razpolago 45 minut. Ocena iz pisnega izpita se določi po naslednjem kriteriju: 47-50 točk: ocena 10; 43-46 točk: ocena 9; 38-42: ocena 8; 34-37: ocena 7; 30-33: ocena 6; &lt; 30 točk: pisni izpit ni opravljen.</p> <p>Končna ocena iz predmeta Družinska medicina I je sestavljena iz dveh ocen, tj. iz pisnega izpita (MCQ) in števila točk modificiranih OSKI postaj. Končna ocena se izračuna po formuli: <math>0,8 \times \text{ocena pisnega izpita} + 0,2 \times \text{števila točk modificiranih OSKI postaj}</math>. V primeru, da ima končni rezultat decimalno končnico 0,5, se ocena zaokroži navzgor. Sicer se do 0,5 zaokroži navzdol, nad 0,5 pa navzgor.</p> <p>V primeru, da študent na pisnem izpitu doseže manj kot 30 točk, izpita iz predmeta ni opravi.</p> <p>Študenti, ki želijo oceno popravljati, lahko ponovno opravljajo pisni izpit. V primeru ponovnega pisnega izpita se vpiše boljša ocena.</p> |  | <p>2) Positive mark from 3 MEQs. The criteria are passed/not passed.</p> <p>FINAL MARK</p> <p>Final mark is composed from the positive marks on OSCE and written test.</p> <p>OSCE test is composed of 10 tasks, each scored 1 point.</p> <p>Written test is composed out of 50 MCQ in electronic format, 45 minutes are available. Criteria: 47-50 points: mark 10; 43-46 points: mark 9; 38-42: mark 8; 34-37: mark 7; 30-33: mark 6; &lt; 30 points: not passed.</p> <p>Final mark is composed from the mark from MCQ test and number of points from OSCE. Final mark is calculated based on the following equation: <math>0.8 \times \text{written test mark} + 0.2 \times \text{OSCE points}</math>. In case of a final mark with 0.5 decimal or more, the mark is rounded to the next higher mark, otherwise it is rounded to the next lower mark.</p> <p>Students wishing to improve the mark, can repeat the written test. In case of repeating of written test a better mark is recognised.</p> |
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