

Established from Department council with Protocol No. 4/13.05.2025.

**ACADEMIC STANDARD FOR
EDUCATIONAL DISCIPLINE
" CLINICAL ALLERGOLOGY"**

1. Purpose on the training in the discipline

The main goal of the training in the discipline "Clinical Allergology" is the acquisition and mastering of knowledge and skills for diagnosis and adequate behavior in patients with allergic diseases. The realization of the main goal of the teaching should be carried out through theoretical and practical training in the following areas:

- absorption on the peculiarities on general and purposeful allergological history and physical status;
- objectification on risks : family burden, exposure on allergens from the external and internal environment, contact with occupational allergens;
- formation on working diagnosis and differential diagnosis;
- basic and specific research tests
- clinical assessment – interpretation on the data from the allergist anamnesis and the allergologist status, laboratory and instrumental research, interpreting the results of specific allergological in vivo and in vitro tests and samples, differential diagnosis, as well as acquiring the skill of correct therapeutic approach;
- behavior at first medical, early specialized help, treatment;
- familiarization with the regulatory documents, national and international consensuses regulating the diagnosis and treatment of the most common allergic diseases in clinical practice /allergic rhinitis, bronchial asthma, urticaria, angioedema/ - ARIA, GINA, etc.
- theoretically and practical training on the students for construction on algorithm for differentiating allergic from non-allergic diseases;
- absorption on knowledge and practically skills regarding the principles for diagnostics allergic diseases;
- training for acquisition on basic skills and competencies on the principles of the expertise of allergic diseases;
- preparation on documentation with allergological specificity;
- application of all modern forms, methods and means for primary (prevention of the occurrence of allergic disease), secondary (early detection of allergic disease) and tertiary (removal of the long-term effects of allergic diseases and improvement of the patient's prognosis) prevention as a set of medical and non-medical measures to achieve better health and quality of life by isolating risk factors (premorbid prophylaxis), preventing diseases and reducing their consequences.

The goal on the training corresponds on:

- the mission and the concept on university ;
- the volume and credit rating on discipline, prominent from the curriculum;
- the qualification characteristic on the specialty;
- about education degree ("master" by specialty "Medicine").

The goal is compliant with the place on the discipline in the specialty by significance and chronologically in the curriculum.

2. Educational content on the discipline

The topics and times for the lectures and the tutorials, the schedule for consultations, the assistants and lecturers, the schedule for conducting the semester exam and the instructions for its implementation are displayed on the information board and on the MU-Plovdiv website. Teaching is in accordance with the schedule for teaching the discipline by streams and groups, which is adopted by the department council and approved by the head of the department for the respective academic year. The study of the discipline is organized so that the lectures precede the topics of the practical exercises in order for students to be able to use already taught material and concepts.

3. Prerequisites

The student should possess the required minimum of theoretical and practical knowledge and skills in "Propaedeutics of Internal Medicine" and "Clinical Immunology", teaching on which precedes the training by "Clinical allergology", as and acquired by the established plan knowledge and skills by the others clinical disciplines for specialty "Medicine".

The students from fifth course of specialty "Medicine" are allow to exam by "Clinical allergology" after laying on the foreseen in the school program practical exercises and lectures, and received certification in the student's book from the assistants and the lecturer.

4. Academic resources

The academic staff of the Department includes 3 habilitated lecturers and 4 non-habilitated lecturers, of which one is a "professor" and a "doctor of medical sciences" in scientific specialty "Immunopathology" and allergology and one "associate professor" with specialty "Clinical allergology". Two from the teachers have acquired specialty by "Clinical Allergology". Non-habilitated lecturers have acquired a broad profile of clinical specialties – "Internal" diseases", "Occupational diseases", "Clinical toxicology", "Anesthesiology and Resuscitation". The qualification, professional competence and extensive clinical experience of the lecturers is a prerequisite for achieving high quality of education and a guarantee for future professional realization.

The lectures are given by habilitated lecturers (associate professor and professor) with the acquired PhD and "Doctor of Medical Sciences".

Practical exercises are led by non-habilitated lecturers (assistants, chief assistant professor).

5. Material resources

The practical exercises are carried out using the material and technical base of the department of occupational diseases with clinical allergology activities, including the doctors' offices, the functional diagnostics office and the reception and consultation office. The hospital rooms are used for clinical work with the students, discussion of patients with allergic diseases, conducting on visitations and solution on practically case studies related to specific patients in the pathology being studied.

6. Lecture training

The lectures are given by the habilitated lecturers in the auditorium complex of university. They are presented in the form of multimedia presentations, which are provided to students upon request electronically, so that they can be used by them in preparation for the practical exercises and the semester exam. The lecture topics correspond to the approved curriculum for the discipline and are updated according to the novelties in the subjects taught. The volume and format of the lectures are the choice of the lead lecturer.

7. Practical tutorials

Their conduct is by groups. For the tutorials is provide methodical instructions, manuals and tests. Individual and team tasks are set. The following is checked:

- the preparation of the student,
- the results (received knowledge and skills) from the specific tutorial.

Like methodical form is gives advantage on work in team, placement and the solution of clinical cases on the topic of the tutorial. The emphasis is placed on the practical learning the rules for working and treating patients with an allergy-laden history. For every student is assigns specific clinical task connected with understanding and working out the diagnostic and therapeutic algorithms for the pathology taught in the tutorial program. An important point in the practical training of students is

the work-out on the rules for discussion and solution on specific clinical cases and the leadership on discussion by certain case studies related with the studied pathology. Special attention is paid of the regulatory framework, mastering the diagnostic and therapeutic algorithms in the clinical pathways related to the diagnosis and treatment of allergic diseases

Comment the current changes in international consensuses for diagnostics and treatment on most often encountered diseases in clinical practice – allergic rhinitis, bronchial asthma, urticaria and angioedema. In the practical exercises in clinical allergology is emphasizes on application on diagnostic and therapeutic algorithms for behavior in emergency admission conditions. Particular attention is paid to the acquisition of diagnostic and therapeutic algorithms for those conditions in allergology that are distinguish with high risk from fatal outcome – heavy asthmatic attack and asthmatic status, Quincke's edema, severe skin reactions of drug intolerance /Stevens-Johnson syndrome, Lyell's syndrome/, anaphylactic shock.

8. Informational resources. Main literature. Sites

The teacher is required to have developed teaching materials for the discipline and, upon request by the student, should provide them for the needs of the theoretical and practical training.

List on recommended literature by the discipline

Main literature – textbooks, manuals, monographs :

1. Clinical allergology for general practitioners doctors / C. Dimitrov, St. Hristova, S. Slavov. – Sofia; "ARSO", 2002 - 174 p.;
2. Allergic diseases : Principles, diagnosis and treatment / C. Dimitrov, Bozhko Bozhkov, Maria Svetoslavova Boykikeva, Em. Petranov / - Sofia; "Arso", 2000 - 271 p.
3. Modern treatment on allergic diseases, Z.Mileva, Ed."Knowledge", 1997 and second edition 1999
4. Clinical allergology. V.Dimitrov, B.Petrunov, A. Kisyova, Sofia, 2009
5. Diagnostic and therapeutic algorithms for acute poisoning and toxoallergic reactions; edited by Svetlan Dermendzhiev; Medical University-Plovdiv Publishing House, Plovdiv, 2018
6. Occupational nervous and allergic diseases, Zlatka Stoyneva, Svetlan Dermendzhiev; Publishing House "Elestra", Sofia, 2015

Additional sources for preparation:

1. KRASTEVA, Zachary and etc. Internal medicine / under the editorial team on Prof. Dr. Zachary Krastev, MD / Sofia 2004, 543 – 561 pp.; Sofia: "ELDO", 2004, 54-77 pp.
2. DERMENDJIEV, Svetlana Mihov. "Comparative" analysis on allergic diseases with general and Occupational character for 10 annual period in Plovdiv region” .Scientific research work for award on educational and scientific degree "Doctor" Svetlan Mihov Dermendzhiev – Plovdiv, MU - Plovdiv, 2011 - 165 p.
3. Occupational diseases.P/r Assoc. Prof. C. Kostova and Assoc. Prof. C. Petkova, S., "Ral" and "Kolobar", 2007 Mr.
- 4.Svetlan Dermendzhiev. Diagnostic and therapeutic algorithms for bronchial asthma. Publishing house “Elestra” Ltd., Sofia, 2017
5. Svetlan Dermendzhiev. Angioneurotic edema Studio Publishing House Grif LLC, Plovdiv, 2018
6. Svetlan Dermendzhiev. Angioneurotic edema. Publ.: Studio Griff Ltd., Plovdiv, 2018
- 7.Svetlan Dermendzhiev. For angioneurotic swelling and urticaria.Published by "Studio" "Griff" Ltd., Plovdiv, 2018
- 8.PATTERSON, Roy and etc. Allergic diseases : Diagnostics and treatment / Roy Patterson, LK Grammer, Paul A. Greenberger. - Moscow: GEOTAR-MED, 2000 - 768 p.
9. ATLAS of allergies / Ed. Philip Fireman, Raymond G. Slavin. - 2nd ed.- St. Louis : Mosby - Wolfe, 1996 - 301 p.
10. ALLERGIES: Principles & practice : In 2 v. / Ed. Elliott Middleton, Charles E. Reed et al. - 5th ed.- St. Louis: Mosby, 1998

9. Control works:

Students must work dynamically and intensively during the semester. It is based on the presumption that the way in which knowledge and skills are acquired is an important factor in their depth, durability and applicability. Ongoing control of students' knowledge is carried out through tests at least three times per semester, written development of specific questions on the topic of the exercise, answers to questions orally asked by the teacher and an interview on the topic. Students are provided with timely information and explanations of the results of the control (in the next tutorial), which will help their further preparation. After the results are announced, the student has the right to familiarize himself with his work.

The results from these checks enter as component in the final assessment for the semester.

10. Independent preparation and extracurricular work of the student:

Independent work is supervised by the lecturer (assistant), who guides the student both in literary sources and in the methods of their assimilation.

11. Collaboration between the teachers and the students

This cooperation is expressed in:

- The teacher's commitment to the student and his/her prior preparation, ongoing difficulties by absorption on the material and opportunities with individual program on learning to achieve more.
- Use of the hours for consultations.
- Distribution of the students in teams by scientific tasks, research, projects and etc.

12. Exams

The forms on evaluation knowledge and the skills on the students are in compliance with the approved program for studying the discipline and include the following elements:

Current evaluation, solution on tests, making an abstract. A final draft is being formed for the current grade for the semester.

The final current grade for the semester is recorded by the assistant in each student's personal academic record. It is formed based on the following criteria:

- solution on tests
- control written works by the topic on the tutorial
- orally set question/s on the topic
- execution on personally placed clinical task
- in part from the student discussion of the topic of the tutorial
- and processing on abstract

The training by the discipline ends with laying on semester exam by "Clinical Allergology" within the time regulated by the Dean of the Medical University.

The exam includes solving an entrance test, a written development of a question from the syllabus, and an oral exam.

13. Standards for evaluation

Successful study of the discipline "Clinical Allergology" from the curriculum is assessed as a value of grades, when assigning which the levels of reproduction are taken into account. and use on knowledge from the students and is founded on developed clear standards.

The levels of reproduction and use of knowledge by students are defined as information-reproductive, technological-productive, problem-productive, innovative-creative.

The final exam grade is based on the following criteria and standards:

- A weak (2) score is given to a student with scant knowledge that cannot serve as a basis for the next levels of training - preclinical and clinical disciplines.
- Average (3) is given to a student who reproduces knowledge in a "ready-made scheme", missing key points from the topic being developed; lacks readiness to independently use the acquired knowledge and professional competencies; terminology is not mastered, the presentation is characterized by poor language;
- Good (4) is awarded to a student who develops the topic descriptively, reproductively, using typical situations; limited independence in using the knowledge gained and the professional competencies acquired; in the presentation, although there is a good linguistic culture, inaccuracies are allowed in the concepts used;
- Very good (5) is awarded to a student who develops the topic independently, productively, non-standardly, seeking a new algorithm and analysis of the literary data used; makes attempts to derive and justify his/her thesis; adequately uses concepts from the scientific field of the discipline studied, has good language skills;
- Excellent (6) is awarded to a student who independently, logically, with a creative element presents the topic; justifiably and originally uses and interprets the literature related to the issue being addressed; formation and readiness to use the acquired knowledge and professional competencies are observed; accuracy and rich linguistic culture of the presentation.

At the beginning of classes, students should be familiar with the assessment standards, procedures for conducting ongoing control, and opportunities for receiving feedback on their progress throughout the semester.

14. Formation on the final rating:

The final grade determines the extent to which a given student has achieved the learning objective set. in the beginning. It is multicomponent and includes assessment from written exam, final oral exam grade and ongoing control grade.

For each component participating in the final assessment, a significance coefficient (from 0 to 1) is determined, as the general the amount on the coefficients must always 1. The ultimate assessment is obtained as the sum of the six-point scores from the various components multiplied by the relevant odds on significance.

Extreme assessment = k1Q Rating from current control + k2Q Rating from test + k3Q Rating from written exam + k4Q Oral exam score

k1 = 0.10; k2 = 0.10; k3 = 0.50; k4 = 0.30

If one from the components on the final exam is weak 2, the final assessment follows also weak 2.

The components involved in forming the score and the significance coefficients for each discipline is determine from The academic advice with acceptance on the present academic standard of the discipline.

15. Documentation, storage on the results and control on the activity on evaluation :

- Assessed students have the right and obligation to inform themselves about the regulations, procedures and the results from the assessment, to have claims and complaints for non following of these rules.
- right under the previous point is valid in cases of established technical gaps or errors (for example at calculation or application on the assessments), as well as in case of serious grounds for discrepancy between the actually demonstrated knowledge, skills and competencies and the received final assessment for them.
- Allowed corrections to the assessments in the cases of the previous paragraph in the student booklet, the exam report or in the batch in the general ledger only by the holder of the discipline
- Any disputes and claims by students are addressed in writing to the evaluation team, which should provide a reasoned response by the end of the next working day.
- Established and proven cases of serious violation of the student's rights in the assessment of their knowledge, skills and competencies are referred to the Vice Rector for Academic Affairs by means of a written complaint.

The examination materials are stored and students are given the opportunity to familiarize themselves with them and the grounds for assessment according to the order and procedure announced in advance. The period in which is provides access on the students to the exams materials and results is no longer from 3 (three) business days after the exam date.

The course description is provided to the student at the beginning of the course. This is in accordance with Higher Education Act Art. 56. Para. 1 "Teachers are obliged to develop and publish in an appropriate manner a description of the lecture course they lead, including titles and sequence of topics from the curriculum, recommended literature, method of formation of assessment and a form of testing knowledge and skills.

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