**FacultY OF MEDICINE II**

**STUDY PROGRAM 0912.1 MEDICINE**

**DEPARTMENT OF RHEUMATOLOGY AND NEPHROLOGY**

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| APPROVEDat the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum facultyMinutes No.\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_Chairman professor, doctor, PhDSuman Serghei \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | APPROVEDat the Council meeting of the Faculty Medicină 2Minutes No.\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dean of Faculty, professor, doctor, PhD Mircea Betiu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| APPROVEDapproved at the meeting of the chair Rheumatology and NephorologyMinutes No.3 of 01.12.2017Head of chair, professor, doctor, PhD Liliana GROPPA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SYLLABUS**

**special issues of differential diagnosis in rheumatology**

Integrated studies

**Type of course: Optional discipline**

Chisinau, 2017

1. **INTRODUCTION**
* **General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program**

Special issues of differential diagnosis in rheumatology are the appropriate ground for integration and implementation of additional knowledge (diagnostic criteria, novel diagnostic and treatment methods) in clinical practice. Throughout this discipline, along with the study of etiology, pathogenesis, clinical picture, evolution, treatment and prophylaxis of rheumatic disease, the future specialist gains practical skills of patient investigation and assessment of the obtained results.

* **Mission of the curriculum (aim) in professional training**

Special issues of differential diagnosis in rheumatology aim at gaining knowledge and development of necessary skills for diagnosis, treatment and social reinsertion of patients with rheumatic diseases.

* **Language of the course:** english;
* **Beneficiaries:** students of the 4th year, faculty of Medicine II
1. **MANAGEMENT OF THE DISCIPLINE**

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| --- | --- |
| Code of discipline | **S.08.A.079**  |
| Name of the discipline | **Special issues of differential diagnosis in rheumatology** |
| Person(s) in charge of the discipline | **dr. hab. șt. med., prof. univ., Liliana Groppa** |
| Year  | **IV** | Semester/Semesters | **VII/VIII** |
| Total number of hours, including: | **30** |
| Lectures | **20** | Practical/laboratory hours | **-** |
| Seminars | - | Self-training | **10** |
| Practical training | **-** |
| Form of assessment | **C** | Number of credits | **1** |

1. **TRAINING aims within the discipline**

# *At the end of the discipline study, the student will be able to:*

* *at the level of knowledge and understanding:*
	1. To know the basics of pathology, physiopathology, pharmacology, semiology;
	2. To know and adequately use the specific terms for special issues of differential diagnosis in rheumatology**;**
	3. To know the biological laws to a level, necessary for the study of the issue of human disease, as well as for the facilitation of correlation between pathological and clinical aspects.
* *at the application level*:
1. Theoretical knowledge: knowledge of clinical and therapeutic aspects of diseases of musculoskeletal disease;
2. Practical skills:

- Clinical assessment of the patient with rheumatic disease (Appendix nr.1 Practical Skills)

- practical aspects of interpreting imaging studies of the musculoskeletal system, assessment of acute phase reactants, the study of immune markers, tender joint count, swollen joint count, DAS28 Index, study of synovial fluid, computed tomography and MRI of the musculoskeletal system, ultrasound examination of the musculoskeletal system, skeletal scintigraphy, bone densitometry.;

* *at the integration level:*
1. To assess the importance of special issues of differential diagnosis in rheumatology in the context of medicine;
2. To creatively address the topics of clinical medicine;
3. To deduce relationships between rheumatology and other clinical specialties;
4. To master skills of implementing and integrating clinical knowledge;
5. To be able to assess and auto-assess objectively the current knowledge;
6. To be able to assimilate gained achievements in clinical disciplines.
7. **provisional terms and conditions**

Special issues of differential diagnosis in rheumatology are the appropriate setting for integration and implementation of fundamental branches of medicine (anatomy, human physiology, microbiology, pathophysiology, etc.) in clinical medicine. Together with the study of etiology, pathogenesis, clinical picture, evolution treatment and prophylaxis of rheumatic disease, the future specialist gains practical skills in investigating the patient assessing the obtained results.

A separate role is given to rheumatology in establishing the basics of clinical rationalizing, which will ensure a correct diagnosis, adequate treatment and solving emergencies in rheumatic diseases.

1. **Themes and ESTIMATE ALLOCATION of hours**

***Lectures and self-training****:*

| **No.****d/o** | **ТHEME** | **Lectures** | **Self-training** |
| --- | --- | --- | --- |
|  | Psoriatic arthritis | 4 hours | 2 hours |
|  | Osteoporosis | 4 hours | 2 hours |
|  | Osteoarthritis | 4 hours | 2 hours |
|  | Acute rheumatic fever | 4 hours | 2 hours |
|  | Gout | 4 hours | 2 hours |
| **Total**  | **30** |

1. **REFERENCE OBJECTIVES of CONTENT UNITS**

| **Objectives** | **Content units** |
| --- | --- |
| **Theme (chapter) 1. PSORIATIC ARTHRITIS** |
| * To define psoriatic arthritis
* To know the diagnostic criteria for psoriatic arthritis
* To demonstrate the role of etiological factors in the development of psoriatic arthritis
* To possess the knowledge related to treatment in psoriatic arthritis
 | 1. Definition |
| 2. Epidemiology |
| 3. Etiopathogenesis |
| 4. Diagnostic criteria |
| 5. Clinical manifestations |
| 6. Laboratory and instrumental investigations |
| 7. Management strategy |
| 8. Evolution |
| 9. Treatment |
| 10. Prognosis |
| **Theme (chapter) 2. OSTEOPOROSIS** |
| * To define osteoporosis
* To know the diagnostic criteria for osteoporosis
* To demonstrate the role of etiological factors in the development of osteoporosis
* To possess the knowledge related to treatment in osteoporosis
 | 1. Definition |
| 2. Epidemiology |
| 3. Etiopathogenesis |
| 4. Diagnostic criteria |
| 5. Clinical manifestations |
| 6. Laboratory and instrumental investigations |
| 7. Management strategy |
| 8. Evolution |
| 9. Treatment |
| 10. Prognosis |
| **Theme (chapter) 3. OSTEOARTHRITIS** |
| * To define osteoarthritis
* To know the diagnostic criteria for osteoarthritis
* To demonstrate the role of etiological factors in the development of osteoarthritis
* To possess the knowledge related to treatment in osteoarthritis
 | 1. Definition |
| 2. Epidemiology |
| 3. Etiopathogenesis |
| 4. Diagnostic criteria |
| 5. Clinical manifestations |
| 6. Laboratory and instrumental investigations |
| 7. Management strategy |
| 8. Evolution |
| 9. Treatment |
| 10. Prophylaxis |
|  |
| **Theme (chapter) 4. ACUTE RHEUMATIC FEVER** |
| * To define acute rheumatic fever
* To know the diagnostic criteria for acute rheumatic fever
* To demonstrate the role of etiological factors in the development of acute rheumatic fever
* To possess the knowledge related to treatment in acute rheumatic fever
 | 1. Definition |
| 2. Epidemiology |
| 3. Etiopathogenesis |
| 4. Diagnostic criteria |
| 5. Clinical manifestations |
| 6. Laboratory and instrumental investigations |
| 7. Management strategy |
| 8. Evolution |
| 9. Treatment |
| 10. Prophylaxis |
| **Theme (chapter) 5. GOUT** |
| * To define gout
* To know the diagnostic criteria for gout
* To demonstrate the role of etiological factors in the development of gout
* To possess the knowledge related to treatment in gout
 | 1. Definition |
| 2. Epidemiology |
| 3. Etiopathogenesis |
| 4. Diagnostic criteria |
| 5. Clinical manifestations |
| 6. Laboratory and instrumental investigations |
| 7. Management strategy |
| 8. Evolution |
| 9. Treatment |
| 10. Prognosis |

1. **PROFESSIONAL (specific (Sc)) and TRANSVERSAL (Tc) COMPETENCES AND STUDY OUTCOMES**
* **Professional (specific) (SC) competences**
* SC1. - To identify the etiology, pathophysiology, clinical manifestations, laboratory and instrumental reports and treatment of rheumatic diseases. To have both knowledge and good understanding of various pathophysiological aspects, in order to be able to develop a wide array of skills, including research, investigation, analysis, as well as to be able to confront and solve problems, plan communications and exhibit team spirit.
* SC2. - To have knowledge in selecting types of analyses and methods of clinical, paraclinical and instrumental investigation, necessary for a correct evaluation of the patient, and conversely, correct diagnosis and treatment of the patient. To understand the importance of a correct assessment of the obtained results in evaluating the functional status of organs and organ systems in the context of a team consisting of a physician, lab technician and pharmacist.
* **Transversal competences (TC)**

TC1. Autonomy and responsibility

* Development of moral milestones, professional and civic attitude, which would allow students to be correct, honest, non-conflictual, cooperative, understanding, with a will to help people and develop the community;
* To know, respect and contribute to the development of moral values and professional ethics;
* To learn to recognize a problem when it occurs and offer responsible solutions for their resolution.
* **Study outcomes**

Student education in a spirit of strictness of the medical act and understanding the dominant role of fundamental sciences for the given level, as well as their professional development. Gain of practical skills related to the correct execution of certain functional investigations, based on understanding not only the procedures, but the explored phenomena as well, together with the implied technical specifics. Theoretical knowledge and practical skills necessary to assimilate information and diagnose rheumatic diseases.

**Note.** Study outcomes are deduced from the professional competencies and formative valences of the informational content of the discipline.

1. **STUDENT'S self-training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Expected product**  | **Implementation strategies** | **Assessment criteria** | **Implementation terms** |
| **1.** | Patient rounds | Examination of the patient and establishment of a presumptive diagnosis, further recommendations for complex investigation and treatment recommendations. | The ability to form conclusions, quality of medical reports. | During the course |
| **2.** | Presentations, posters and reports | Selecting the research topic, development of the plan and implementation term.Establishing the components for the Power Point presentation, poster or report – topic, objective, results, conclusions, practical importance, and references.  | The degree on project insight, degree of scientific evidence, quality of conclusions, creativity elements, development of personal attitude, coherence of presented information and scientific accuracy, graphical representation and type of presentation.  | End of course |
| **3.** | Applying various learning techniques |  | Volume of work, degree of insight into the essence of various subjects, level of scientific evidence, quality of conclusions, creativity elements, proof of issue understanding, development of personal attitude. | During the course |

1. **METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-assessment**
* ***Teaching and learning methods used***

Special issues of differential diagnosis in rheumatology is an optional course and is thought according to classical university standards: courses, practical seminar. Course holders hold the theoretical course.

***The discipline reserves the right to hold the practical seminars and courses in an interactive manner.***

The algorithm of a practical lesson in special issues of differential diagnosis in rheumatology – 2 academic hours (90 min):

* 1. Answers (teacher) to topic related questions – 10 min.
	2. Topic discussion using didactic and illustrative materials – 10 min.
	3. Discussion of situation based clinical cases with laboratory and instrumental investigations – 60 min
	4. Assessment of gained knowledge/skills, conclusions – 10 min.
* ***Applied teaching strategies / technologies*** *(specific to the discipline)*

Try to understand the key-definitions, explained by the teacher, without relying on methods of assessment, learn not towards the goal of passing the tests and be admitted for the exam, but for gaining useful knowledge for other disciplines.

The course is destined to provide for the students’ needs of formation and professional development in the field of rheumatology. Ask the teacher, that each provided information is backed up by examples, applications, theoretical and practical problems, thus ensuring an active way of learning.

Use various methods of engaging in active reading and resources, which challenge critical thinking towards the goal of solving situation based problems, which contribute to the students’ systematization capacity.

„Try to be a teacher”, explain to your colleagues the key points of the studied topic, give your own examples, explain difficult moments, listen to their opinions. The ability to explain the studied material to your colleagues will develop your ability to think and express yourself.

Presentation of the clinical cases – teaching method based on the analysis of a clinical scenario of a virtual or real patient, role based interaction “patient – student – teacher”, which will allow connecting theoretical knowledge with practical skills, thus serving as a platform for clinical teaching.

* ***Methods of assessment (including the method of final mark calculation)***

**Current**

During each practical lesson, the student’s skills at the patient’s bedside and topic-related report are assessed without a mark.

**Final**

The final assessment is represented by a differentiated examination without a mark.

 The assessment of knowledge is rated with marks from 10 to 1, without decimals, as follows::

* Mark 10 or “excellent” (ECTS equivalent - A) will be rated for possessing 91-100% of material;
* Mark 9 or “very good” (ECTS equivalent - B) will be rated for possessing 81-90% of material;
* Mark 8 or “good” (ECTS equivalent - C) will be rated for possessing 71-80% of material;
* Marks 6 and 7 or “satisfactory” (ECTS equivalent - D) will be rated for possessing 61-65% and 66 – 70% of material respectively;
* Mark 5 or “poor” (ECTS equivalent - E) will be rated for possessing 51-60% of material;
* Marks 3 and 4 (ECTS equivalent - FX) will be rated for possessing 31-40% and 41 – 50% of material respectively;
* Marks 1 and 2 or “unsatisfactory (ECTS equivalent - F) will be rated for possessing 0-30% of material.

**Method of mark rounding at different assessment stages**

|  |  |  |
| --- | --- | --- |
| Intermediate marks scale (annual average, marks from the examination stages)  | National Assessment System | ECTS Equivalent |
| **1,00-3,00** | **2** | **F** |
| **3,01-4,99** | **4** | **FX** |
| **5,00**  | **5**  | **E** |
| **5,01-5,50**  | **5,5**  |
| **5,51-6,0**  | **6**  |
| **6,01-6,50**  | **6,5**  | **D** |
| **6,51-7,00**  | **7**  |
| **7,01-7,50**  | **7,5**  | **C** |
| **7,51-8,00**  | **8**  |
| **8,01-8,50**  | **8,5**  | **B** |
| **8,51-8,00**  | **9**  |
| **9,01-9,50**  | **9,5**  | **A** |
| **9,51-10,0**  | **10**  |

*Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.*

1. **RECOMMENDED literature:**

*A. Compulsory:*

1. [[Kelley's textbook of rheumatology,](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO002521740&indx=1&recIds=373SUO002521740&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F)](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO000196942&indx=9&recIds=373SUO000196942&recIdxs=8&elementId=8&renderMode=poppedOut&displayMode=full&frbrVersion=2&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F) [2013.](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO002521740&indx=1&recIds=373SUO002521740&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F)
2. [[Harrison's rheumatology](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO002521740&indx=1&recIds=373SUO002521740&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F)](http://81.180.66.9:1701/primo_library/libweb/action/display.do?frbrVersion=2&tabs=detailsTab&ct=display&fn=search&doc=373SUO000194335&indx=4&recIds=373SUO000194335&recIdxs=3&elementId=3&renderMode=poppedOut&displayMode=full&frbrVersion=2&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F)[, 2013.](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO002521740&indx=1&recIds=373SUO002521740&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F)
3. [Handbook of rheumatology](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO002521740&indx=1&recIds=373SUO002521740&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F), Vlad, Adrian, 2016.
4. Harrison’s Principle of Internal Medicine,18th Ed. (Access Medicine).

*B. Additional:*

1. [Oxford handbook of rheumatology](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO000171533&indx=2&recIds=373SUO000171533&recIdxs=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&vl(28063018UI3)=00&mode=Advanced&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349712019&frbg=&rfnGrpCounter=1&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F), Hakim, Alan J. 2006
2. [Principles of internal medicine (cardiology, rheumatology, nephrology) Study guide for 5th course students](http://81.180.66.9:1701/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=373SUO002542173&indx=12&recIds=373SUO002542173&recIdxs=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(31050169UI5)=books&vl(28063017UI3)=00&vl(28063027UI2)=AND&vl(28063016UI3)=An&dscnt=0&vl(1UIStartWith0)=contains&vl(28063027UI0)=AND&vl(1UIStartWith2)=contains&vid=373SUO_V2&mode=Advanced&vl(28063018UI3)=00&vl(31756584UI1)=any&rfnGrp=1&tab=usmf&vl(freeText1)=&vl(31756688UI2)=any&dstmp=1523349847658&rfnGrpCounter=1&frbg=&vl(28063019UI3)=An&vl(D28063030UI4)=all_items&vl(28063014UI3)=00&tb=t&vl(1UIStartWith1)=contains&vl(28063027UI1)=AND&fctV=eng&srt=rank&vl(31755669UI0)=sub&fctN=facet_lang&Submit=C%C4%83utare&vl(freeText2)=&vl(28063015UI3)=00&dum=true&vl(freeText0)=%D1%80%D0%B5%D0%B2%D0%BC%D0%B0%D1%82%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F), 2016.