

SYLLABUS

INTERNATIONAL EUROPEAN
UNIVERSITY



SCHOOL OF
MEDICINE

INTEGRATED MEDICAL PRACTICE
WITH A CLINICAL SIMULATION
WORKSHOP

2023



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Discipline		INTEGRATED MEDICAL PRACTICE WITH A CLINICAL SIMULATION WORKSHOP		
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Profile of the teacher(s)		https://medicine.ieu.edu.ua/kafedra-vnutrishnoyi-medytsyny-z-kursom-akusherstva-ta-hinikolohiyi		
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Form of final control		offset	differentiated offset	exam
		☐	☒	☐



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1 Brief summary of the discipline

Practical training of higher education students "Integrated medical practice with clinical simulation integrates and deepens the knowledge, skills and abilities acquired by the student during the five years of study, and is the final discipline that prepares the applicant for the USQE and for work in the relevant position.

The integrated medical practice with clinical simulation workshop involves the completion of practical training in the following sections:

"Integrated medical practice";

"Clinical simulation workshop.

2 Aims and objectives of the discipline

The purpose of the practical training of higher education students "Integrated Medical Practice with Clinical Simulation Workshop" is to enable students to solve complex problems and solve problems in the field of health care with the formation and acquisition of special competencies of a doctor, skills, abilities and understanding in professionally oriented disciplines for further professional activity.

3 Competences and learning outcomes

PLO-1	Have a thorough knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integrating knowledge. To be responsible for professional development, the ability to further professional training with a high level of autonomy.
PLO-3	Specialised conceptual knowledge that includes scientific achievements in the field of healthcare and is the basis for research, critical thinking in the field of medicine and related interdisciplinary issues.
PLO-6	To establish the final clinical diagnosis by making an informed decision and analysing the obtained subjective and objective data of clinical, additional examination, differential diagnosis, following the relevant ethical and legal standards, under the supervision of a supervising physician in a healthcare facility (according to list 2).
PLO-7	Prescribe and analyse additional (mandatory and optional) methods of examination (laboratory, functional and/or instrumental) (according to list 4), patients with diseases of organs and body systems for differential diagnosis of diseases (according to list 2).
PLO-8	Determine the main clinical syndrome or what causes the severity of the victim's/injured person's condition (according to list 3) by making an informed decision and assessing the person's condition in any circumstances (in a healthcare facility, outside it), including in an emergency situation and hostilities, in the field, in conditions of lack of information and limited time.
PLO- 9	Determine the nature and principles of treatment of patients (conservative, surgical) with diseases (according to list 2), taking into account the patient's age, in a health care facility, outside it and at the stages of medical evacuation, including in the field, based on a preliminary clinical diagnosis, observing the relevant ethical and legal standards, by making an informed decision according to existing algorithms and standard schemes, if necessary, expand the standard scheme, be able to justify personalised recommendations under the supervision of a medical supervisor



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Компетентності та результати навчання

PLO- 14	Determine the tactics and provide emergency medical care in case of emergencies (List 3) in a time-limited environment in accordance with existing clinical protocols and treatment standards.
PLO- 16	Form rational medical routes for patients; organise interaction with colleagues in their own and other institutions, organisations and agencies; apply tools for promoting medical services on the market, based on an analysis of the needs of the population, in the conditions of functioning of a healthcare institution, its unit, in a competitive environment.
PLO- 17	Perform medical manipulations (according to list 5) in a medical institution, at home or at work on the basis of a preliminary clinical diagnosis and/or indicators of the patient's condition by making an informed decision, in compliance with the relevant ethical and legal standards.
PLO- 21	Find the necessary information in professional literature and databases from other sources, analyse, evaluate and apply this information.
PLO- 24	Organise the necessary level of individual safety (own and those he/she cares about) in the event of typical hazardous situations in the individual field of activity. and those he/she cares for) in the event of typical hazardous situations in the individual field of activity.
PLO- 25	Clearly and unambiguously communicate own knowledge, conclusions and arguments on healthcare and related issues to specialists and non-specialists.
PLO- 28	Make effective decisions on healthcare issues, assess the resources required, and consider social, economic and ethical implications.

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Structure of the discipline| SECTION "INTEGRATED MEDICAL PRACTICE"

Name of the practical session	Practice	Individual work
Topic 1: Modern comprehensive concepts of diagnosis, treatment and prevention of therapeutic diseases in adults. Features of examination of patients and the clinical course of internal diseases, their differential diagnostic features, methods of treatment and prevention using modern means and methods. Peculiarities of providing care in emergency conditions. Prevention of internal diseases at the level of the individual and society.	5	5
Topic 2: Modern comprehensive concepts of diagnostics, treatment and prevention of surgical diseases in the work of a general practitioner. Differential diagnostic features of surgical diseases of the chest and thoracic cavity. Traumatic injuries of the abdominal cavity, head, thoracic cavity, gunshot wounds. Surgical purulent infection, methods of treatment and prevention. Surgical gastroenterology, differential diagnostics, peculiarities of treatment and prevention with the use of modern means and methods. Surgical diseases of arterial and venous vessels, thyroid gland, urinary system. Peculiarities of providing assistance in emergency conditions. Prevention of surgical diseases at the level of the individual and society.	6	5
Topic 3: Modern comprehensive concepts of paediatrics. Diseases of young children. Diseases of the respiratory system in children. Allergic diseases in children. Cardiorheumatology of childhood. Diseases of the digestive system in children. Diseases of the urinary system in children. Neonatology. Diseases of the blood system in children. Diseases of the endocrine system in children. Differential diagnostics, peculiarities of treatment and prevention of paediatric diseases using modern means and methods. Peculiarities of providing assistance in emergency conditions. Prevention of diseases in children at the level of the individual and society	5	5



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Topic 4: Modern comprehensive concepts of infectious diseases and epidemiology as a component of public health care. Infectious diseases with faecal-oral mechanism of transmission in adults and children. Infectious diseases with airborne transmission in adults and children. Viral hepatitis. HIV infection. Infectious diseases with a vector-borne mechanism of transmission. Infectious diseases with wound and multiple mechanisms of transmission. Tuberculosis. Features of differential diagnosis, treatment and prevention in adults and children. Providing assistance in emergency conditions.	5	5
Topic 5: Modern comprehensive concepts of obstetric and gynaecological care in the practice of a general practitioner. Organisation of medical care for pregnant women, women in labour and new mothers in Ukraine. Physiological and pathological labour, diagnostics and management tactics, treatment of complications of pregnancy, childbirth, and the postpartum period in an obstetric hospital. Gynaecological pathology and management of patients with diseases of the genital organs. Providing care in emergency situations.	6	5
Topic 6: Modern comprehensive concepts of oncology as a component of medical care. Etiology and epidemiology of cancer. Theories and pathogenesis of carcinogenesis. Typical clinical manifestations of cancer. Methods of diagnosis and treatment of malignant tumours, rehabilitation of cancer patients. Features of differential diagnosis and prevention of neoplasms. Providing assistance in emergency conditions.	5	5
Topic 7: Modern integrated concepts of hygiene and ecology in the work of a general practitioner. Environmental hygiene. Water hygiene and water supply. Soil hygiene and cleaning of settlements. Air hygiene. Nutrition hygiene. Study of the impact of environmental factors on the human body and public health and their evaluation.	5	5
Topic 8: Modern concepts of public health. Features of analysis and evaluation of state, social and medical information using standard approaches and computer information technologies. Biostatistics. Statistics of population health. Healthcare organisation. Research, analysis and evaluation of public health indicators, development of evidence-based recommendations for the prevention and elimination of harmful factors and improvement of the organisation of medical care to the population	5	5
Topic 9: Modern comprehensive concepts of evidence-based medicine in the practice of a general practitioner. Selection of treatment and diagnostic methods based on the principles of evidence-based medicine.	5	7
Topic 10: Final examination	3	8
Total hours:	50	55

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Content of practical classes| SECTION "INTEGRATED MEDICAL PRACTICE"

Topic 1: Modern comprehensive concepts of diagnosis, treatment and prevention of therapeutic diseases in adults.

"Modern complex ideas about diagnostics, treatment and prevention of diseases of therapeutic profile in adults".

The role of the discipline in the training of a general practitioner. Features of the use of complex systemic clinical knowledge in the diagnosis and treatment of infectious and non-infectious diseases.

Solving practical problems of using comprehensive systemic knowledge about the course of infectious and non-infectious pathology in the diagnosis and treatment of therapeutic and specialised diseases.



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Topic 2. Modern comprehensive concepts of diagnostics, treatment and prevention of surgical diseases in the work of a general practitioner

"Modern complex concepts of diagnostics, treatment and prevention of surgical diseases in the work of a general practitioner".

Solving practical problems of using comprehensive systemic knowledge of surgical pathology in the diagnosis and treatment of major surgical diseases.

Topic 3. Modern comprehensive concepts of paediatrics

"Modern comprehensive concepts of paediatrics"

Solving practical problems of using comprehensive systemic knowledge of paediatrics in the diagnosis and treatment of childhood diseases.

Topic 4. Modern comprehensive concepts of infectious diseases and epidemiology as a component of public health care.

"Modern comprehensive knowledge of infectious diseases and epidemiology"

Solving practical problems on the use of comprehensive systemic knowledge of infectious diseases and epidemiology as a component of medical care for the population in the diagnosis and treatment of infectious diseases.

Topic 5. Modern comprehensive concepts of obstetric and gynaecological care in the practice of a general practitioner.

"Modern comprehensive concepts of obstetric and gynaecological care in the practice of a general practitioner".

The organisation of medical care for pregnant women, women in labour and new mothers in Ukraine. Physiological and pathological labour, diagnostics and management tactics, treatment of complications of pregnancy, childbirth, and the postpartum period in an obstetric hospital.

Gynaecological pathology and management of patients with diseases of the genital organs.

Topic 6. Modern comprehensive concepts of oncology as a component of medical care for the population.

"Modern complex concepts of oncology"

Solving practical problems of using comprehensive systemic knowledge of oncology as a component of medical care for the population, in the diagnosis and treatment of cancer

Topic 7. Modern comprehensive concepts of hygiene and ecology in the work of a general practitioner.

"Modern comprehensive concepts of hygiene and healthcare organisation in the work of a general practitioner".

Solving practical tasks on the use of comprehensive systemic knowledge of hygiene and ecology for sanitary and epidemiological supervision of objects and components of the national economy, planning of anti-epidemic measures, and sanitary protection of the population.

Topic 8: Modern concepts of public health.

"Modern concepts of public health"

Solving practical problems of using comprehensive systemic knowledge of public health and the basics of evidence-based medicine in implementing measures aimed at protecting public health.

Topic 9: Modern comprehensive concepts of evidence-based medicine in the practice of a general practitioner.

Solving practical problems of using comprehensive systemic knowledge of evidence-based medicine when choosing methods of treatment and diagnosis of patients with various pathologies.

Topic 10. Final control



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Types of independent work of students

№	Types of independent work	Number of hours	Types of control
1	Preparing for practical training	27	Current control
2	Performing individual work: supervising patients, writing and defending medical records	22	Current control
3	Preparing for the final control	6	Differential offset
	Total	55	

7 Structure of the discipline| SECTION "CLINICAL SIMULATION PRACTICUM"

The Clinical Simulation Workshop section consists of 4 modules:

Module 1 "Internal Medicine"

Module 2 "Paediatrics"

Module 3 "Obstetrics and gynaecology" Module 4 "Surgery"

The information volume of the section is 3 ECTS credits (90 hours).

TOPICS OF PRACTICAL CLASSES

Module 1: Internal Medicine		
№	Name of topics	Number of hours
1.	Examination of the patient: taking anamnesis and physical examination (palpation, percussion, auscultation of the chest cavity (heart, lungs) and abdominal organs).	7
2.	Simulation of circulatory and respiratory arrest (indirect heart massage, artificial lung ventilation, defibrillation)	7
3.	Modelling of adult emergencies (hypertensive crisis, fall blood pressure, shock, acute respiratory failure)	7
4.	Modelling of rhythm and conduction disturbances (haemodynamically stable and unstable), ECG recording	7
Module 2 "Paediatrics"		
5.	Modelling of emergencies in paediatrics: acute respiratory failure, options and basics of selection of ventilator parameters	7
6.	Simulation of cardiopulmonary resuscitation in children of different ages	7
Module 3: Obstetrics and Gynaecology		
7.	Modelling emergency conditions in gynaecology	7
Module 4 "Surgery"		
8	Laparoscopic surgery for acute abdominal pathology. Puncture of the of the pleural cavity.	7
9.	Modelling of emergency conditions in surgery	7
10.	Differential credit	5
	Total	68

TOPICS OF INDEPENDENT WORK FOR MODULE 1

№	Topic names	hours
1	Work in the departments of medical institutions, including laboratories and functional diagnostics rooms; interpretation of data from laboratory and instrumental research methods in internal pathology;	8
2	Learning practical skills using phantoms and working with patients	8



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3	Total	16
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TOPICS OF INDEPENDENT WORK FOR MODULE 2

	Topic names	hours
	Blood transfusion in paediatric practice.	3
	Seizure syndrome: diagnosis, emergency care	4
	Lumbar puncture: indications, rules of conduct	4
	Sternal puncture: indications, rules of conduct	3
	Total	14

TOPICS OF INDEPENDENT WORK FOR MODULE 3

Nº	Topic names	hours
1	Study of educational and methodological literature on the topic of the class.	2
2	Mastering the methods of external obstetric examination of pregnant women (Leopold-Levitsky techniques, pelviometry, auscultation of the fetal heartbeat).	1
3	Mastering the methodology of internal obstetric (vaginal) examination in full-term, postponed pregnancy and preterm birth.	2
4	Establishing the gestational age (based on anamnesis and objective examination), determining the expected date of delivery.	1
5	Determination of the gestational age of the fetus and its weight.	2
6	Evaluation of the results of amnioscopy, amniocentesis, interpretation of CTG, ultrasound.	1
7	Performing a combined external/internal obstetric turn, fetal extraction by the pelvic end.	2
8	Amniotomy, episiotomy, perineotomy.	1
9	Mastering the methods of obstetric and gynaecological examination (mirror, bimanual, rectal, rectovaginal).	2
10	Evaluation of the results of clinical, biochemical, immunological and cytological ⁶ histological, bacteriological, and parasitological tests.	1
11	Analysis of instrumental examinations (colposcopy, colpocytology, tests for diagnosing the functional state of the ovaries).	2
12	Emergency care at the pre-hospital stage: uterine bleeding, rupture of an ovarian tumour, ovarian apoplexy, etc.	1
	Total	18

TOPICS OF INDEPENDENT STUDIES FOR MODULE 4

Nº	Topic title	Hours
1	Place and importance of simulation training in the system of medical education	4
2	History of the emergence and application of simulation training in the medical education system	4
3	Necessary equipment and peculiarities of its use when performing laparoscopic operations	4
4	Types of ultrasonic diagnostic transducers and ultrasonic diagnostic devices.	3
5	Interventional and navigation techniques under RCD control	4
	Total	19



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Teaching methods

According to the sources of knowledge, teaching methods are used: verbal - narration, explanation, lecture, instruction; visual - demonstration, illustration; practical - practical work, problem solving. According to the nature of the logic of cognition, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive. According to the level of independent mental activity, the following methods are used: problematic, search, research.

1. Verbal methods: conversation;
2. Visual methods: illustration, demonstration, demonstration at the patient's bedside; training.
3. Practical methods: practical work and solving situational tasks for the development of skills; simulation training.
4. Independent work of students on comprehension and assimilation of new material.
5. Use of control and educational computer programmes.
6. Innovative teaching methods: : Case-based learning (learning through the analysis of a clinical case, situation); brainstorming; educational discussion; educational debate; role play; team-based learning; think-pair-share.

The types of training sessions according to the curriculum are: practical classes; independent work of students.

9

Control methods

Current control is carried out on the basis of control of theoretical knowledge, practical skills and abilities. The forms of current control are: oral questioning (frontal, individual, combined), interview; practical testing of the formed professional skills (conducted on the basis of the results of solving clinical cases, working with medical documentation, performing practical skills, working at the patient's bedside); test control ("open" and "closed" test tasks).

Current control is mandatory. When assessing the mastery of each topic in all disciplines of the curriculum, the student is given grades on a 4-point (traditional) scale for current learning activities, taking into account the approved assessment criteria for the discipline. All types of work provided by the curriculum are taken into account. The student must receive a grade for each topic. The teacher conducts a survey of each student in the group at each lesson and gives a grade in the student's attendance and progress record on a traditional scale ("5", "4", "3", "2").

When assessing a student's current learning activities, 20% of the grade is based on the student's independent work, which takes into account the knowledge of the topic of the independent lesson and the work in the notebook.

The final (summative) control is carried out

- in the form of a written test, which includes test tasks.
- control of practical skills (solving clinical cases, defence of medical history, assessment of the correctness of practical skills - a practice-oriented exam.

According to the specifics of professional training, preference is given to test and practice-oriented control. Form of final control of learning progress.

The final control of the discipline is based on the control of theoretical knowledge, practical skills and abilities.

Differential credit is a form of final control of student's mastery of theoretical and practical material in the discipline.

10

Scoring scheme and distribution of points

The maximum number of points for the discipline is 200 points. The ratio between the results of the assessment of current learning activities and the final control of knowledge is 60% and 40%.

The discipline ends with the final control in the form of a differential test.



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Only those students who do not have academic debt (all missed classes have been completed) and whose average grade for the current academic activity in the discipline is at least "3" are allowed to take the differential test.

The maximum number of points that a student can gain for current academic activities to be admitted to the exam is 120 points and is determined as the sum of the arithmetic mean of all grades obtained in the semester.

The minimum number of points that a student must score for current academic activities to be admitted to the exam is 72 points. Recalculation of the average grade for current academic performance (on a 120-point scale) in Table 1.

10

Scoring scheme and distribution of points

4-point	120-point	4-point	120-point	4-point	120-point
5	120	4.29	103	3.58	86
4.96	119	4.25	102	3.54	85
4.92	118	4.21	101	3.50	84
4.87	117	4.17	100	3.46	83
4.83	116	4.12	99	3.42	82
4.79	115	4.08	98	3.37	81
4.75	114	4.04	97	3.33	80
4.71	113	4.00	96	3.29	79
4.67	112	3.96	95	3.25	78
4.62	111	3.92	94	3.21	77
4.58	110	3.87	93	3.17	76
4.54	109	3.83	92	3.12	75
4.50	108	3.79	91	3.08	74
4.46	107	3.75	90	3.04	73
4.42	106	3.71	89	3	72
4.37	105	3.67	88	less 3	Not enough
4.33	104	3.62	87		

The maximum number of points that a student can score in a differential test is 80 (the minimum number is at least 50).

The grade in the discipline is determined comprehensively as the sum of points for current learning activities and points for differential assessment.

Of the 120 points allocated for current learning activities, an additional 4 to 12 points are allocated to assess the individual independent work of higher education students, according to the work curriculum. Incentive points are added to the final grade in the discipline at the end of its study.

Points in the discipline for students who have successfully completed the programme are converted into the national scale and the ECTS system (Table 2).

Scale of assessment: national and ECTS			
Sum of points for all types of learning activities	ECTS assessment	Score on the national scale	
		for exam, differentiated test	for test
180-200	A	excellent	Passed
160-179	B	good	
150-159	C		
130-149	D	satisfactorily	
120-129	E		



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50-119	FX	satisfactorily unsatisfactory with the possibility of retake	No passed with the possibility of retake
0-49	F	unsatisfactory with mandatory re-study of the discipline	No passed with mandatory re-study of the discipline

11 Methodological support

Methodological developments of lectures.

Methodical instructions for independent work of higher education students in preparation for practical classes and in class.

Methodical instructions for independent work of higher education students to study topics submitted for independent study.

Methodological recommendations for the organisation of internships. List of recommended literature.

.Multimedia presentations.

Materials for controlling the knowledge, skills and abilities of higher education students: tests of different levels of difficulty;

tests from the bank of licensing exams "Krok - 2"; situational tasks;

clinical cases;

computer control programmes. Video films.

Clinical analyses.

12 Recommended reading

1. "Healthcare Simulation Education: Evidence, Theory and Practice" - by Debra Nestel Mark Watson, Brian Jolly, 2017- 654p

2. Developing Successful Healthcare Education Simulation Centres - by Jim Battin, Pamela F. Jeffris, 2011- 526p

3. Pocket Book for Simulation Debriefing in Healthcare - by Guillaume Alinier, Denis Oriot, 2017 - 560p

4. "Emergency Medicine. Emergency (ambulance) medical care" by I.S. Zozulya, A.O. Volosovets, 5th edition, 2022 - 560p.

5. The role of simulation training in improving the quality of medical care / V.V. Artiomenko [et al: Consultation and reference publication.

"International Centre for Financial and Economic Development - Ukraine", 2007-2014. - No. 12. - P. 40-

48. Effectiveness of simulation training methods / V. V. Artiomenko [et al] // Journal of Health Care Management: Consultation and reference publication - K. : International Centre for Financial and

Economic Development - Ukraine, 2007-2015 - No. 6. - P. 70-76.

The official evidence-based practice-oriented medical information contained in the publications:

1. AMA (American Medical Association) <https://www.ama-assn.org/>

2. American Academy of Family Physicians <http://www.aafp.org/home.html>

3. American Academy of Pediatrics Policy (AAP Policy) Clinical Practice Guidelines <https://www.aap.org>

4. American College of Cardiology <http://www.acc.org/>

5. American College of Emergency Physicians <https://www.acep.org/>

6. American Heart Association <http://news.heart.org/>

7. BMJ Clinical Evidence <http://clinicalevidence.bmj.com>

8. Brain Trauma Foundation (BTF) <https://www.braintrauma.org/http://www.trauma.org/>

9. Eastern Association for the Surgery of Trauma <https://www.east.org/>

10. European Paediatric Association, the Union of National European Paediatric Societies and Associations (EPA/UNEPSA) <http://www.epa-une psa.org/>

11. European Society of Cardiology <http://www.escardio.org/>

12. <http://www.mozdocs.kiev.ua>

13. Medscape від WebMD <http://www.medscape.com>

14. Національна комплексна мережа боротьби з раком <https://www.nccn.org/>

15. Національний координаційний центр з розробки настанов <https://www.guideline.gov/>



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12 Рекомендована література

16. Національний інститут здоров'я та клінічної досконалості (NICE) <https://www.nice.org.uk/>
17. Королівський коледж лікарів <https://www.rcplondon.ac.uk/>
18. Асоціація наукових медичних товариств Німеччини <http://www.awmf.org>
19. Кокранівське співробітництво Кокранівська бібліотека
20. Європейське товариство невідкладної медицини <https://www.eusem.org/>
21. Фінське медичне товариство Duodecim <https://www.duodecim.fi/>
22. Національне управління охорони здоров'я Франції <http://www.has-sante.fr/>
23. Національна асоціація техніків екстреної медичної допомоги (NAEMT) <http://www.naemt.org/>
24. Національна асоціація державних служб ЕМД <https://www.nasemso.org/>
25. Національна рада з охорони здоров'я та медичних досліджень (NHMRC) <https://www.nhmrc.gov.au>
26. Остання інформація <http://www.uptodate.com> Західна асоціація травматологів <https://westerntrauma.org/>
27. Інформаційні ресурси:
28. Coursera
29. Лекції професорів світового класу, які підкріплюються інтерактивними вправами. [coursera.org](https://www.coursera.org) CSurgeries
30. Бібліотека хірургічних процедур, створених хірургами для surgeons. [csurgeries.com](https://www.csurgeries.com) DNA Tube
31. Відео, анімації та слайд-шоу з наукових досліджень, лекцій та семінарів. [dnatube.com](https://www.dnatube.com) EyeTube
32. Високоякісні офтальмологічні хірургічні відео та панельні дискусії. [eyetube.net](https://www.eyetube.net) Безкоштовні медичні відео
33. Архів популярних і цікавих медичних відео з усього Інтернету. [freemedicalvideos.com](https://www.freemedicalvideos.com)
- FutureLearn: Охорона здоров'я та медицина
34. Пропонує різноманітний вибір курсів від провідних європейських університетів. [futurelearn.com](https://www.futurelearn.com) - Geeky Medics
35. Безкоштовні відео, конспекти уроків, посібники ОБСЄ та MCQ для студентів-медиків. [geekymedics.com](https://www.geekymedics.com) GrepMed
36. Репозиторій медичних зображень та відео, створений спільнотою. [grepmed.com](https://www.grepmed.com) HealthTalk.org
37. Відео пацієнтів, які діляться реальним життєвим досвідом з різними захворюваннями. [healthtalk.org](https://www.healthtalk.org) Khan Academy
38. Академічні відео та лекції про медицину та систему охорони здоров'я. [khanacademy.org](https://www.khanacademy.org) Відео з клініки Майо
39. Відео хірургічних процедур та інтерв'ю з лікарями клініки Майо, відсортовані за спеціальностями. [medprofvideos.mayoclinic.org](https://www.medprofvideos.mayoclinic.org)
40. [MedicalVideos.com](https://www.MedicalVideos.com)
41. Бібліотека медичних відео, що охоплює все - від анестезії до рентгенівських знімків судин. [medicalvideos.com](https://www.medicalvideos.com)
42. Medscape Video
43. Інтерв'ю з експертами та перспективи, а також відео процедур. [medscape.com](https://www.medscape.com) MEDtube
44. Освітня платформа, що пропонує тисячі відео для медичних працівників. [medtube.net](https://www.medtube.net) MIT Open CourseWare
45. Лекції та навчальні матеріали для студентів, викладачів та тих, хто навчається самостійно. ocw.mit.edu OnlineMedEd
46. 70+ годин уроків на дошці, що охоплюють 250+ тем з 19 спеціальностей. [onlinemeded.org](https://www.onlinemeded.org) PBS: Відео про здоров'я
47. Безкоштовні відео з ваших улюблених програм PBS, включаючи NOVA та Frontline. [pbs.org](https://www.pbs.org) TED Health
48. Захоплюючі презентації від провідних світових мислителів та практиків. [ted.com](https://www.ted.com) The Doctor's Channel
49. Короткі та змістовні відеоролики про останні медичні новини, ідеї та інформацію. [thedoctorschannel.com](https://www.thedoctorschannel.com) VuMedi
50. Сайт тільки для лікарів, що містить тисячі відеороликів від провідних установ. [vumedi.com](https://www.vumedi.com) WebSurg
51. Європейський сайт, створений хірургами для хірургів, щоб допомогти у навчанні хірургії. [websurg.com](https://www.websurg.com)