

## LITHUANIAN SPORTS UNIVERSITY

## STUDY MODULE PROGRAMME (SMP)

| M   | odule Code   | В        |            |          | B 120       |  | A                      |                     |       |        | Renewal date     |  |  |  |
|---|--|----------|------------|----------|-------------|--|------------------------|---------------------|-------|--------|------------------|--|--|--|
| Ent   | itlamont   | Bran     | ch of Scie | ence     | Progr.      | Registr. №.                                      |                        | until               |       |        |                  |  |  |  |
|   |  | logy an  | d Pathon   | hysiol   | JOV         |  |                        |                     |       |        |                  |  |  |  |
|   |  | nogy an  | a i attiop | 11951010 | , gy        |  |                        |                     |       |        |                  |  |  |  |
|   | <u>^</u>   | ogy      |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          | g Outco    | mes      |             |  |                        |                     |       |        |                  |  |  |  |
| №.  | Module Code   Branch of Science   Progr.   Registr. Ne.   until     Entitlement   Genetics, Immunology and Pathophysiology   Prerequisites     Anatomy, physiology   Course (module) Learning Outcomes   Assessment Methods     Ne.   Learning Outcomes   Teaching / Learning Methods   Assessment Methods     Ne.   Case analysis (Case study), Discussion, Scientific paper analysis   Literature reviewing and presentation, Midterm examination, Scientific paper (text) analysis     2   Case analysis (Case study), Discussion, Scientific paper analysis   Literature reviewing and presentation, Midterm examination, Scientific paper (text) analysis     3   Case analysis (Case study), Discussion, Literature reviewing and presentation, Midterm examination, Scientific paper (text) analysis     Main aim   Case analysis (Case study), Discussion, Literature analysis, Scientific paper (text) analysis     Main aim   Case analysis (Case study), Discussion, Literature analysis, Scientific paper (text) analysis     Main aim   T     The main aim is to develop understanding of clinical reasoning based on biomedical science knowledge, ability to collect, analyze and critically interpret subjective and objective information of patient, ability to understand factors that might affect general and specific personal situation, ability to fully participate in purposefully put together multi-disciplinary group activity.     Summary   Level |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| 1   | 1Case analysis (Case study), Discussion,<br>Scientific paper analysisLiterature reviewing at<br>term examination, Scie<br>analysis2Case analysis (Case study), Discussion,<br>Scientific paper analysisLiterature reviewing at<br>term examination, Scie<br>analysis   |          |            |          |             |  | cientific paper (text) |                     |       |        |                  |  |  |  |
| 2   |  |          |            |          |             | Discussion,                                      | term<br>analy          | examination<br>ysis | n, Šo | cienti | fic paper (text) |  |  |  |
| Case analysis (Case study), Discussion,<br>Literature analysis, Scientific paperLiterature reviewing and presentation<br>term examination, Scientific paper (t  |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| №     Learning<br>Outcomes     Teaching / Learning Methods     Assessment Methods       1     Case analysis (Case study), Discussion,<br>Scientific paper analysis     Literature reviewing and presentation, Mid-<br>term examination, Scientific paper (text)<br>analysis       2     Case analysis (Case study), Discussion,<br>Scientific paper analysis     Literature reviewing and presentation, Mid-<br>term examination, Scientific paper (text)<br>analysis       3     Case analysis (Case study), Discussion,<br>Literature analysis, Scientific paper<br>analysis     Literature reviewing and presentation, Mid-<br>term examination, Scientific paper (text)<br>analysis       Main aim     Case analysis, Case study), Discussion,<br>Literature analysis, Scientific paper<br>analysis     Literature reviewing and presentation, Mid-<br>term examination, Scientific paper (text)<br>analysis       Main aim     The main aim is to develop understanding of clinical reasoning based on biomedical science knowledge, ability<br>to collect, analyze and critically interpret subjective and objective information of patient, ability to understand<br>factors that might affect general and specific personal situation, ability to fully participate in purposefully put<br>together multi-disciplinary group activity.       Summary     Level of programme       Cycle     Type       Subject group (under the regulation of the area)       Cycle     Type       Sections and themes     Responsible lecturer       1 |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| factors that might affect general and specific personal situation, ability to fully participate in purposefully put   |  |          |            |          |             |  |                        |                     |       |        | purposeruity put |  |  |  |
|   |  | cipinar  | group a    | lettvity | •           |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   | $\begin{tabular}{ c c c c } \hline Scientific paper analysis & & analysis & & & & & & & & & & & & & & & & & & $  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| Cyc   | ^ ^  | Ū.       |            | 1        |             | Subject group (under the regulation of the area) |                        |                     |       |        |                  |  |  |  |
|   |  | -        |            | Bend     | lrojo unive | ersitetinio lavi                                 | nimo                   |                     |       |        |                  |  |  |  |
| factors that might affect general and specific personal situation, ability to fully participate in purposefully put together multi-disciplinary group activity.     Summary     Level of module     Level of programme   Subject group (under the regulation of the area)     Cycle   Type     First   Bachelor     Bendrojo universitetinio lavinimo     Group under financial classification     Syllabus     No.   Sections and themes     1.   Responsible lecturer   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| Syl   | labus  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| <u>№</u> .  |  |          | Section    | ns and   | themes      |  |                        | ]                   | Resp  | onsit  | ole lecturer     |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   | <u> </u>   |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
|   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| <u> </u>  |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| 10.   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| 11.   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| 12.   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| 13.   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |
| 14.   | Vaikų ir sua   | ugusiųju | į vakcina  | acija.   |             |  |                        |                     |       |        |                  |  |  |  |
| 15.   |  |          |            |          |             |  |                        |                     |       |        |                  |  |  |  |

Evaluation procedure of knowledge and abilities:

Ten grade criterion scale and summative evaluation system are applied. The semester's individual work tasks are evaluated by grades; the final grade is given during the examination session while multiplying particular grades by the lever coefficient and summing up the products.

References

|            |   |                      |              | n Lithuanian        |                                |                                   |
|------------|---|----------------------|--------------|---------------------|--------------------------------|-----------------------------------|
|            |   |                      |              | Number of           |                                |                                   |
|            |   |                      | Sports Uni   | versity library     | In Lithuanian                  | ex. in the                        |
| <u>№</u> . | Title   |                      | Pressmark    | Number of exemplars | Sports University<br>bookstore | methodical cabinet of the depart. |
|            | Vitamin D in Autoimmunity: Mol  | lecular              |              |                     |                                |                                   |
| 1.         | Mechanisms and Therapeutic Pote                                       | ential. Dankers et   |              |                     | Yes                            |                                   |
| L          | al. Front Immunol. 2017 Jan 20;7                                      | :697.                |              |                     |                                |                                   |
|            | Post-mortem study of the associat                                     | ion between          |              |                     |                                |                                   |
| 2.         | cardiac iron and fibrosis in transfu                                  |                      |              |                     | Yes                            |                                   |
| ∠.         | anaemia. Kirk et al. J Cardiovasc                                     | Magn Reson.          |              |                     | 105                            |                                   |
|            | 2017 Mar 27;19(1):36  |                      |              |                     |                                |                                   |
| I          | Effect of Diabetes Treatment-Rela                                     |                      |              |                     |                                |                                   |
| 3.         | Costs to Type 2 Diabetes Patients                                     |                      |              |                     | Yes                            |                                   |
| 5.         | Population. Meng et al. J Manag                                       | Care Spec Pharm.     |              |                     | 105                            |                                   |
|            | 2017 Apr;23(4):446-452.   |                      |              |                     |                                |                                   |
| 1          | The Influence of the Microbiome                                       | •                    |              |                     |                                |                                   |
| 4.         | Severe Viral Lower Respiratory In                                     |                      |              |                     | Yes                            |                                   |
| 1          | Asthma— Food for Thought? Lyr   | nch et al. Front     |              |                     |                                |                                   |
|            | Immunol. 2017 Feb 16;8:156.   | 1 1 1                |              |                     |                                |                                   |
| 1          | Micro-computed tomography and   |                      |              |                     |                                |                                   |
| 5.         | evaluation of trabecular bone stru-                                   |                      |              |                     | Yes                            |                                   |
| 1          | osteopenic and osteoporotic fractu<br>Orthop Surg (Hong Kong). 2017 J |                      |              |                     |                                |                                   |
|            | Effects of Melatonin on Liver Inju                                    |                      |              |                     |                                |                                   |
| 6.         | Diseases. Zhang et al. Int J Mol S                                    |                      |              |                     | Yes                            |                                   |
| 0.         | 23;18(4).   | ci. 2017 Iviai       |              |                     | 105                            |                                   |
| Ad         | ditional literature   |                      |              |                     |                                |                                   |
| Nº.        | Title   |                      |              |                     |                                |                                   |
| 1.         | Italian Registry of Congenital Ble                                    | eding Disorders, G   | iampaolo et  | t al. J Clin Med    | 1. 2017 Mar 19:60              | (3).                              |
|            | A Case of Hemophilia A Presenti                                       |                      | -            |                     |                                |                                   |
| 2.         | Health. 2017 Feb 20;4:.   |                      |              |                     |                                |                                   |
| 2          | Acceleration of bone regeneration                                     | h by activating Wnt  | /β-catenin s | ignalling pathy     | way via lithium re             | leased                            |
| 3.         | from lithium chloride/ calcium ph                                     |                      |              |                     |                                |                                   |
| 4.         | Lifetime Exposure to a Constant I                                     |                      |              |                     |                                |                                   |
| 4.         | Homeostasis during Pregnancy. S                                       | ong et al.Nutrients. | 2017 Mar     | 25;9(4).            |                                |                                   |
| Co         | ordinating lecturer   |                      |              |                     |                                |                                   |
|            | Position  | Degree               | , surname, r | name                | Schedu                         | le №.                             |
|            | Associate Professor   |                      |              |                     | 40                             |                                   |
|            | bdivision   |                      |              |                     |                                |                                   |
| Su         | Daivision   |                      |              |                     |                                |                                   |
| Su         | Daivision   | Entitlement          |              |                     |                                | Code                              |

## Study module teaching form №. 1

|          |   |                 |        | Structu  | ıre          |              | Total |         |
|----------|---|-----------------|--------|----------|--------------|--------------|-------|---------|
| Semester |   | Mode of studies | Theory | Seminars | Lab<br>Works | Ind.<br>work | hours | Credits |
| А        | S | D               | 14     | 12       | 0            | 130          | 156   | 6       |

Languages of instruction:

| Dungunges    | 01 111 | struction |   |         |   |        |   |        |   |       |      |
|--------------|--------|-----------|---|---------|---|--------|---|--------|---|-------|------|
| Lithuanian   | L      | English   | Е | Russian | R | French | F | German | G | Other | Oth. |
| Plan of in-c | lass   | hours     |   |         |   |        |   |        |   |       |      |

| №. of Themes   |        | Academic h | ours <u>N</u> e. of Themes <u>Acad</u> |               | Academic ho | ic hours                              |           |  |  |  |  |  |
|----------------|--------|------------|--|---------------|-------------|---------------------------------------|-----------|--|--|--|--|--|
| Jvº. Of Themes | Theory | Seminars   | Lab Works                              | Nº. 01 Themes | Theory      | 1   1   1   1   1   1   1   1   1   1 | Lab Works |  |  |  |  |  |
| 1.             | 1      | 1          | 0                                      | 9.            | 1           | 1                                     | 0         |  |  |  |  |  |
| 2.             | 1      | 1          | 0                                      | 10.           | 1           | 1                                     | 0         |  |  |  |  |  |
| 3.             | 1      | 1          | 0                                      | 11.           | 1           | 1                                     | 0         |  |  |  |  |  |
| 4.             | 1 1 0  |            | 12.                                    | 1             | 1           | 0                                     |           |  |  |  |  |  |
| 5.             | 1      | 1          | 0                                      | 13.           | 1           | 1                                     | 0         |  |  |  |  |  |
| 6.             | 1      | 1          | 0                                      | 14.           | 1           | 1                                     | 0         |  |  |  |  |  |
| 7.             | 1      | 1          | 0                                      | 15.           | 1           | 1                                     | 0         |  |  |  |  |  |
| 8.             | 1      | 1          | 0                                      |               |             |                                       |           |  |  |  |  |  |
|                |        |            |  | Total:        | 15          | 15                                    | 0         |  |  |  |  |  |

Schedule of individual work tasks and their influence on final grade

|                                       | №. of      | Total |          |   |   | V  | Vee | ek | of | p p |    |    | nent<br>ting |    |    | k (* | <sup>:</sup> ) aı | nd    |
|---------------------------------------|------------|-------|----------|---|---|----|-----|----|----|-----|----|----|--------------|----|----|------|-------------------|-------|
|                                       | syllabus h | hours | grade, % | 1 | 2 | 34 | 45  | 6  | 7  | 89  | 10 | 11 | 12           | 13 | 14 | 15   | 16                | 17-20 |
| Mid-term examination                  | 1-5        | 0     | 25       | * |   |    | 0   |    |    |     |    |    |              |    |    |      |                   |       |
| Literature reviewing and presentation | 1-11       | 0     | 25       | * |   |    |     |    |    |     |    | 0  |              |    |    |      |                   |       |
| Mid-term examination                  | 5-11       | 0     | 25       |   |   |    | *   |    |    |     |    | 0  |              |    |    |      |                   |       |
| Seminar                               | 12-15      | 0     | 25       |   |   |    |     |    |    |     |    |    | *            |    |    | 0    |                   |       |
| Total:                                | -          | 0     | 100      |   |   |    |     |    |    |     |    |    |              |    |    |      |                   |       |