

Taras Shevchenko National University of Kyiv
NSC "Institute of Biology and Medicine"
Department of Internal Medicine

Passport

of examination station No. 3

"INTERNAL MEDICINE.

Interpretation of Laboratory and Instrumental Investigation Results"

objective structured practical clinical examination (OSP(K)I-2

Master's degree holders

in the specialty 222 Medicine, field of knowledge 22 "Health Care"

"APPROVED"

**Scientific and Methodological Commission
of the National Scientific Center
"Institute of Biology and Medicine"**

Protocol No. 7 of March 24, 2026

Head of the Scientific and
Methodological Commission

Tetyana SHEVCHENKO

Deputy Director for Scientific
and Pedagogical Work

Olga KHARCHENKO



Kyiv-2026

Passport of station № 3

“INTERPRETATION OF LABORATORY AND INSTRUMENTAL INVESTIGATION RESULTS”

**of the Objective Structured Practical Clinical Examination (OSPCE-2)
for applicants for the Master’s degree in specialty 222 “Medicine” field of
knowledge 22 “Healthcare”**

Discipline:

“Internal Medicine”

Station Title:

“Interpretation of Laboratory and Instrumental Investigation Results”

Educational goal:

- The student must demonstrate the ability to complete and solve the clinical case
- The student must demonstrate the ability to identify the leading syndrome according to the results of laboratory and instrumental studies (ECG, analysis blood, urinalysis, stool test, spirometry, X-ray, gastroscopy and colonoscopy with biopsy)

Authors of station:

- ✓ Professor, Head of the Department of Internal Medicine, MD Bulda V.I.
- ✓ Associate professor, PhD in medicine Bychkova S.A.
- ✓ Assistant Saifullina M.V.

Competencies Assessed at the Station:

SC 1. Ability to collect medical information about a patient and analyze clinical data.

SC 2. Ability to determine the necessary list of laboratory and instrumental investigations and evaluate their results.

SC 3. Ability to establish a preliminary and clinical diagnosis of a disease.

SC 4. Ability to determine the necessary work and rest regimen during treatment.

SC 6. Ability to determine principles and nature of treatment.

SC 7. Ability to diagnose emergency conditions.

SC 8. Ability to determine tactics of emergency medical care.

Learning Outcomes Assessed (Checklist-Based):

Learning Outcome 1 (LO 1):

The student is able to identify and distinguish the leading clinical symptoms and syndromes, and, using standard diagnostic methods along with previously obtained patient history data and physical examination findings, as well as knowledge of human organs and systems, establish the most probable preliminary clinical diagnosis, whether nosological or syndromic in nature.

Learning Outcome 2 (LO 2):

The student is able to collect comprehensive information about the general condition of the patient, assess the patient's psychomotor and physical development, evaluate the functional state of organs and body systems, and, based on the results of laboratory and instrumental investigations, interpret diagnostic information relevant to establishing a clinical diagnosis.

Learning Outcome 3 (LO 3):

The student is able to prescribe and analyze additional diagnostic methods, including both mandatory and optional investigations (laboratory, radiological, functional, and instrumental), for patients with diseases affecting various organs and systems, in order to perform an appropriate differential diagnosis.

Learning Outcome 4 (LO 4):

The student is able to establish a final clinical diagnosis by making a well-reasoned decision and performing a logical analysis of subjective and objective clinical data, as well as findings from additional diagnostic examinations, including differential diagnosis, while adhering to relevant ethical and legal standards, under the supervision of a responsible physician in a healthcare setting.

Learning Outcome 5 (LO 5):

The student is able to determine the primary clinical syndrome or the factors responsible for the severity of a patient's condition by making a justified clinical decision and assessing the patient's state in various environments, including at home, in public settings, within healthcare institutions, as well as in emergency situations, combat conditions, field environments, and under circumstances of limited information and time constraints.

Learning Outcome 6 (LO 6):

The student is able to determine the nature and principles of treatment (conservative or surgical) for patients with diseases affecting different organs and systems in various settings, including healthcare institutions, home care, and during medical evacuation stages, including field conditions, based on a preliminary clinical diagnosis, while adhering to ethical and legal standards, using established clinical algorithms and standard treatment protocols, and, when necessary, justifying individualized (personalized) treatment recommendations under the supervision of a responsible physician.

Learning Outcome 7 (LO 7):

The student is able to determine an appropriate work and rest regimen for patients undergoing treatment for various diseases in different care settings, including healthcare institutions, home environments, and during medical evacuation, including field conditions, based on a preliminary clinical diagnosis, while adhering to ethical and legal standards and applying established clinical algorithms and standard approaches.

Passing time of station: 10 minutes

1. Identification and registration – 15 sec
2. Selection of clinical case folder – 15 sec
3. Solving situational task – 3 min
4. ECG interpretation – 2 min
5. Urinalysis / sputum / coprogram – 1 min
6. Blood test / spirogram / gasroscopy / colonoscopy – 2 min
7. X-ray interpretation – 1 min
8. Completion and result review – 30 sec

Maximum Score:

5 points

Tasks for the Student:

Evaluate diagnostic information (leading clinical syndrome) using knowledge of human organs and systems based on laboratory and instrumental findings. Determine treatment strategy for the given clinical scenario.

Clinical Cases:

Available (see Appendix 1)

Station Organization:

Room requirements: Simulation center room

Equipment (per student):

- Table – 1
- Chairs – 2
- Pens – 2
- Paper
- Calculator
- Clinical case folder

Simulation equipment – not required

Support staff – not required

Standardized patient – not required

Instructions for Examiner:

- Identify and register the student
- Assess ability to solve a clinical case with diagnosis and treatment planning
- Evaluate interpretation of lab/instrumental tests (ECG, blood tests, urine, sputum, coprogram, spirometry, X-ray, EGDS, colonoscopy with biopsy)
- Complete checklist
- Intervene only in unforeseen situations

Student Algorithm:

1. Greeting and self-introduction
2. Selection of clinical case
3. Analysis of case and identification of key symptoms and findings
4. Establish preliminary diagnosis
5. Determine treatment plan
6. Describe ECG (rhythm, HR, conclusion)
7. Evaluate lab/instrumental data and identify leading syndrome
8. Close folder and wait for signal

Evaluation checklist (check list)

№	Components of the clinical case being evaluated	Number of points per position	Number of student points *
1.	Situational task	2	
2.	ECG evaluation	0,75	
3.	Urinalysis/ Sputum analysis/Stool test	0,75	
4.	Blood test/Spirometry/Gastroscopy and colonoscopy	0,75	
5.	X-ray	0,75	
Total points :		5,0	

(see Appendix 2,3)

Regulatory Documents and Literature:

1. GINA: Global Strategy For Asthma Management And Prevention. Revised 2020. Электронный режим доступа <https://ginasthma.org/wp-content/uploads/2020/04/GINA-2020-full-report -final- wms.pdf>
2. WFH Guidelines for the Management of Hemophilia, 3rd edition (2020). Haemophilia. 2020 Aug;26 Suppl 6:1-158. DOI: 10.1111/hae.14046
3. NICE UK: Haemophilia in children and adults (NG140, 2019). <https://www.nice.org.uk/guidance/ng140>
4. ASH Guidelines for Immune Thrombocytopenia (2019). Blood Advances. 2019 Dec 10;3(23):3829-3866. DOI: 10.1182/bloodadvances.2019000966
5. Guidelines for von Willebrand Disease (NHF/ASH/ISTH, 2021). Blood Advances. 2021 Jan 12;5(1):280-300. DOI: 10.1182/bloodadvances.2020003265
6. WHO Guidelines on Iron Deficiency Anaemia (2020). <https://www.who.int/publications/i/item/9789240005272>
7. BSG Guidelines on Iron Deficiency Anaemia (2021). <https://www.bsg.org.uk/clinical-resource/guidelines-iron-deficiency-anaemia-in-adults>
8. KDIGO Clinical Practice Guideline for Anaemia in CKD (2021). <https://kdigo.org/guidelines/anemia-in-ckd>
9. ESMO/EHA Guidelines on Anaemia in Cancer (2018–2020). <https://www.esmo.org/guidelines/supportive-and-palliative-care/management-of-anaemia-and-iron-deficiency-in-patients-with-cancer>

Information Resources:

1. <https://eagen.org/>
2. <https://channel.ersnet.org/>
3. <https://www.esmo.org/Guidelines/Haematological-Malignancies>
4. <https://ginasthma.org/>
5. <https://goldcopd.org/>
6. <https://www.aasld.org>
7. <https://www.nice.org.uk/>
8. <https://www.thyroid.org/>
9. <https://diabetes.org/>
10. <https://rheumatology.org/clinical-practice-guidelines>
11. <https://www.ahajournals.org/doi/10.1161/CIR.0000000000001423>