MINISTRY OF HEALTHCARE OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
'NORTHERN STATE MEDICAL UNIVERSITY'
of the Ministry of Healthcare of the Russian Federation

APPROVED
Head of the Federal accreditation center (FAC), Associate Professor, Candidate of Medical Sciences

R.L Bulanov

« 12» 05 2026 year.

Considered at the meeting of the Department: Clinical Modeling and Manipulation Skills
Protocol N 2 of 12 . 05. 2026

APPROVED
Dean of the International Faculty of General Practitioners, PhD, Associate Professor of the Department of Medical and Biological Physics
N. Y. Anikina

May 12st 2026 year.

SYLLABUS PRACTICE PROGRAM

Kind of practice: **Educational practice**

Type of practice: Educational practice, introductory **(Block 2 Practice, Compulsory part)**

Field of training: **31.05.01 General Medicine**
Year of study: 2,3/ term **3,4,5**
Form of the interim assessment (pass/fail test, examination): final test
Department: Clinical Modeling and Manipulation Skills;
Course workload (hours) /(credits) –324/9

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Arkhangelsk, 2026

1. Type of practice, method and forms of practice:

Kind of practice: **Educational practice**

Type of practice: Educational practice, introductory

Method of practice (if available): stationary.

Form(s) of the practice: continuously.

2. Goal and tasks of the mastering of the discipline

The goal of the discipline is the acquisition by students of knowledge, practical skills and professional competencies performing nursing procedures anddiagnostics, provision of the first aid in case of emergency conditions;

Discipline objectives:

1. Formation of knowledge, abilities and skills of compliance with medical ethics and deontology implementation nursing manipulations
2. Formation of skills implementation nursing manipulations,
3. Formation of skills and abilities to comply with the sanitary and hygienic regime in the implementation nursing manipulations and work with sterile instruments and materials.
4. Performing nursing manipulations to prevent possible mistakes.

3. Position of the practice within the structure of the educational program

The program is drawn up following the requirements of the Federal State Education Standard (FSES) in the training field: 31.05.01 General Medicine.

4. List of the planned learning outcomes of the discipline (module) in connection to the planned outcomes of the mastering of the educational program

Codes of the formed competences	**Indicator of the competence achievement**
General professional competencies (GPC) -№ 1 Able to implement moral and legal, ethical and deontological principles in professional activities	ID-1.1 Knows the basics of medical ethics and deontology; fundamentals of legislation in the field of healthcare; legal aspects of medical activity. ID-1.2. Is able to apply ethical norms and principles of behavior of a medical worker in the performance of their professional duties; knowledge of modern legislation in the field of healthcare in solving task professional activity; apply the rules and norms of the doctor's interaction with colleagues and patients (their legal representatives). ID-1.3. Has practical experience in solving standard tasks of professional activity based on ethical norms and deontological principles when interacting with colleagues and patients (their legal representatives), knowledge of

	legal aspects of medical activity.
General professional competencies (GPC) -№ 5 Able to assess morphofunctional, physiological states and pathological processes in the human body to solve professional problems	ID-5.1. Knows anatomy, histology, topographic anatomy, physiology, pathological anatomy and physiology of human organs and systems. ID-5.2. Is able to identify and evaluate morphofunctional, physiological states and pathological processes in the human body ID-5.3. Knows the methods of clinical, laboratory and functional diagnostics for solving professional tasks. ID-5.4. Is able to analyze the results of clinical, laboratory and functional diagnostics to assess morphofunctional, physiological conditions and pathological processes in the human body.
General professional competencies (GPC) – № 6 Able to organize patient care, provide primary health care, ensure the organization of work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in outbreaks of mass destruction	ID-6.4. Has an algorithm for providing first aid in emergency situations, epidemics and in centers of mass destruction. ID-6.5. Is able to organize the work of medical personnel in emergency situations, in emergency situations, epidemics and in centers of mass destruction. ID-6.6. Uses medicines and medical devices when providing medical care for emergency conditions at the pre-hospital stage.
Professional competencies *(PC)- №1 Ability and willingness to conduct public health and hygiene education, educate patients and medical workers in order to prevent the occurrence (or) spread of diseases, their early diagnosis, identification of the causes and conditions for their occurrence and development	ID-1.1. Is able to conduct sanitary and hygienic education among

*The list of professional competencies is based on the requirements of the professional standard"General medicine (district physician)", approved by the order of the Ministry of Labor and Social Protection of the Russian Federation of March 21, 2017 No. 293n

5. Volume of the discipline (module) and types of the academic classes:

Total workload of the course is 4credits.

Type of the academic work	**Total hours**	**Term**
Students'contact work with the teacher (total)	**162**	**3,4,5**
Including:		
Lectures (L)		
Seminars (Sem.)		
Practical classes (PC)		
Clinical practicals (CP)		
Laboratory-based practicals (LBP)		

Simulation-based practicals(SBP)	162	3,4,5
Preparation for the examination (PE)		
Preparation for the credit (PC)		
Exam consultations (EC)		
Coursework (CW)		
Unsupervised work (UW) (total)	162	3,4,5
Examination control (EC)		
Total discipline workload	**324/9**	**3,4,5**

6. Course content:

6.1. Contents of the sections of the course

No	**Name of the course section**	**Contents of the section**
1	2	3
1.	Communication skills	Ethics and deontology in performing nursing manipulations
2.	Patient research methods	Functionalstatespatient. Nursing examination of the patient. Patient examination. Measurement of blood pressure, pulse, respiratory rate Fever. Patient care for various types of fever. Body temperature measurement. Diagnostic studies of the patient (laboratory methods research) Diagnostic studies of the patient(x-ray, endoscopic, ultrasonic and functional methodsresearch)

3.	Technologies of performing medical procedures. Technologies of performing medical procedures.	Gastric lavage. Patient care for nausea and vomiting Artificial feeding. Feeding of the patient via a nasogastric tube, viagastrostoma. Manipulations associated with caring for the stomas. Tracheostoma, colostoma, cystostoma. Caring of the gastrostoma. Enemas, types of enemas. Installation of the flatus tube. Urinary bladder catheterization, the use of removable urinal Ways and methods of drugs' introduction. External and enteral way. The parenteral way of drugs' introduction (intradermal, subcutaneous injection on the phantom). The parenteral way of drugs' introduction (intramuscular injections on the phantom). The parenteral way of drugs' introduction (taking a blood from a vein, intravenous injection on the phantom). The parenteral way of drugs' introduction (intravenous drop infusion on the phantom). Care of the subclavian catheter, "butterfly"-like catheter. Complications of the parenteral way of the drugs' introduction Fever. Patient care for various types of fever Clinical and biological death. Airway obstruction. Artificial pulmonary ventilation. Closed-chest cardiac massage. Cardiopulmonary resuscitation. Assistance in emergencies. Preparation of manipulation room, equipment and patient for various punctures. Desmurgy. Care for a healthy newborn, infant.

6.2. Sections and types of studies

No.	Name of the course section	L	S	P	CP	LBP	SBP	UW	Total hours
1	Technologies of performing medical procedures.						162	162	324
							162	162	**324**

7. List of teaching materials for the course unsupervised work of students (including the use of e - learning opportunities, distance learning technologies (Moodle))

No.	Name of the course section	Types of the unsupervised work	Forms of control
1	Technologies of performing medical procedures.	Completing assignments in LMS Moodle	Verification of works in In LMS Moodle
2	Patient research methods	Patient laboratory methods	Presentation report

			Check presentation

8. Forms of control

8.1 Forms of current of control:
- oral (interview, express survey, demonstration of practical skills on dummies, role play)
- written (test control, exams (written survey), assignments, presentations, situational tasks).

An approximate list of practical skills, typical test tasks, express surveys, topics for control works, examples of situational tasks are given in Appendix No. 4 to the "Evaluation Tools" program.

7.2. Forms of intermediate certification (offset):
Students who have current debts in the discipline at the time of the test are not allowed to intermediate certification.
Stages of intermediate certification
1st stage - testing (40 questions each from the database, in the system Moodle) (two attempts))
2nd stage - assessment of the implementation of practical manipulations on dummies.
3st stage - solving situational tasks.
The credit if absence of debts in the discipline, passing the intermediate test for satisfactory and higher (70% and higher correct answers) and satisfactory assessment of the implementation of practical skills on dummies.
The list of practical skills, examples of situational tasks and test intermediate tasks for credit is given in Appendix No. 4 to the program "Evaluation Tools".

9.Library and information materials of the course

9.1. Compulsory literature

9.2. Supplementary literature

Oslopov V. N. General Care of a Patient [Электронный ресурс] : tutorial/ V. N. Oslopov, O. V. Bogoyavlenskaya.-Москва: ГЭОТАР-Медиа, 2021. -208 с.- URL: https://www.studentlibrary.ru/book/ISBN9785970460429.html

Kruchkova, A. V. CareforSurgicalPatients / A. V. Kruchkova, Yu.V. Kondusova, I. A. Poletayevaandothers; editedbyA. V. Kruchkova. - Москва :ГЭОТАР-Медиа, 2020. - 144 с. - ISBN 978-5-9704-5664-4. - Текст :электронный // ЭБС "Консультантстудента" : [сайт]. - URL : https://www.studentlibrary.ru/book/ISBN9785970456644.html

Доника А. Д. Методические указания для подготовки англоязычных студентов к практическим занятиям по дисциплине «Первая медицинская помощь» / А. Д. Доника. - Волгоград :ВолгГМУ, 2019. - 40 с. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL :https://www.books-up.ru/ru/book/metodicheskie-ukazaniya-dlya-podgotovki-angloyazychnyh-studentov-k-prakticheskim-zanyatiyam-po-discipline-pervaya-medicinskaya-pomocsh-9813716/ - Режим доступа : по подписке.

Т. П. Пронько, Э. Э. Поплавская, Е. М. Сурмач«Basicsofmedicalcare» Основы медицинского ухода : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-79 01 01 «Лечебное дело» : manualforstudentsofhighereducationinstitutionsstudyinginthespecialty 1-79 01 01 - Гродно : ГрГМУ, 2019. - 208 с. - ISBN 9789855951613. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL :https://www.books-up.ru/ru/book/basics-of-medical-care-12061289 - Режим доступа: по подписке.

Отто Н. Ю. Testassignmentsforworkpractice - Тестовые задания по производственной практике «Помощник младшего медицинского персонала» для обучающихся на английском языке (1 курс) / Н. Ю. Отто, Г. Р. Сагитова. - Астрахань : Астраханский ГМУ, 2019. - 137 с. - ISBN 9785442405415. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL :https://www.books-up.ru/ru/book/test-assignments-for-work-practice-10851042/
- Режимдоступа :поподписке.

List of the Internet resources required for mastering of the course (module)

1. specific sites and web portals MSd MANUAL http://www.msdmanuals.com/professional,
2. ClinicalKey - https://www.clinicalkey.com/info/ru/
3. digital collections - video films demonstrated in class

10. List of the information and telecommunications Internet resources required for mastering of the course (module)*

№	Resources	URLaddress	ResourceAnnotation
1	ElectroniclibraryofNSMU	http://lib.nsmu.ru/lib/	access by password provided by the library educational, educational methodical and scientific literature
2	EBS "Student Consultant" VPO, SPO. Kits: Medicine. Healthcare. Humanities and social sciences. Natural Sciences	http://www.studentlibrary.ru/ http://www.studmedlib.ru/ http://www.medcollegelib.ru/	access is activated through personal registration sets of educational and scientific literature on medicine, health care, natural, humanitarian and social sciences
3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

10. The list of the software and information & reference systems

Kaspersky endpoint Security.Номерлицензии 26FE-191125-134819-1-8403. Срокдействиядо 05.12.2021 г.
MS Office 2007. MS Win Starter 7.MS Windows Prof 7 Upgr. MS Windows Server CAL 2008 Device CAL. Номерлицензии 46850049, бессрочно
Radmin Viewer 3. Radmin Server 3. Номердокумента 11001793
Trafficinspector.Лицензионноесоглашение №1051-08 от 10.04.2008, бессрочно

11.**Materialandtechnicalfacilitiesnecessaryfortheeducationalprocess***

№	Name of the study room	Location of the study room	List of the main equipment of the study room
1	Симуляционный класс: № 208 учебный корпус, 2 этаж Кабинет сестринского дела для отработки навыков.	163001, г. Архангельск, просп. Троицкий, д. 180	*а) перечень учебно-наглядных пособий:* Наглядные пособия, раздаточный материал к практическим занятиям по всем темам дисциплины кровать функциональная КФЗ-01-МСК, кушетка медицинская смотровая, столик манипуляционный МСК-549-02-МСК, столик туалетно-пеленальный разборный СТПР510м-"МСК", прикроватная тумбочка, тележка внутрибольничная для перевозки медикаментов и медицинских изделий ТБ-01, шкаф лекарственный, манекен подавившегося ребенка, манекен взрослого для ухода, тренажер для зондирования и промывания желудка, тренажер для катетеризации мочевого пузыря, тренажер для отработки навыков внутривенных инъекций, тренажер для отработки навыков внутримышечных инъекций , фантом таза (навыки постановки клизмы в/м инъекций обработки стомы, имитатор для обучения постановки клизмы, шкаф суховоздушный лабораторный ШСвЛ-80-"Касимов" на подставке, камера ультрафиолетовая УФК-2, стойка-держатель для биксов. Semi-automatic system "Tewterman" Resusci Anne CPR mannequin simulator with computerized registration of results. *б) наборы демонстрационного оборудования* ноутбук, проектор

			г) используемое программное обеспечение: KasperskyendpointSecurity. Номер лицензии 26FE-191125-134819-1-8403. Срок действия до 05.12.2021 г. MS Office 2007. MS Win Starter 7. MS Windows Prof 7 Upgr. MS Windows Server CAL 2008 Device CAL. Номерлицензии 46850049, бессрочно Radmin Viewer 3. Radmin Server 3. Номердокумента 11001793 Trafficinspector. Лицензионное соглашение №1051-08 от 10.04.2008, бессрочно
2	Учебная аудитория для занятий семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации № 209 учебный корпус, 2 этаж (кабинет для дебрифинга)	163001, г. Архангельск, просп. Троицкий, д. 180	*а) перечень основного оборудования:* Комплект учебной мебели (столы, стулья, экран, доска) рабочее место преподавателя, рабочие места для обучающихся на 14 мест. *б) наборы демонстрационного оборудования* ноутбук, проектор, телевизор, маркерная доска *в) перечень учебно-наглядных пособий:* Наглядные пособия, раздаточный материал к практическим занятиям по всем темам дисциплины *г) используемое программное обеспечение:* KasperskyendpointSecurity. Номер лицензии 26FE-191125-134819-1-8403. Срок действия до 05.12.2021 г. MS Office 2007. MS Win Starter 7. MS Windows Prof 7 Upgr. MS Windows Server CAL 2008 Device CAL. Номерлицензии 46850049, бессрочно Radmin Viewer 3. Radmin Server 3. Номердокумента 11001793 Trafficinspector. Лицензионное соглашение №1051-08 от 10.04.2008, бессрочно
3	Симуляционный класс: № 211 учебный корпус, 2 этаж Кабинет сестринского дела	163001, г. Архангельск, просп. Троицкий, д. 180	*а) перечень учебно-наглядных пособий:* Наглядные пособия, раздаточный материал к практическим занятиям по всем темам дисциплины

	для отработки навыков.		кровать функциональная КФЗ-01-МСК, кушетка медицинская смотровая, столик манипуляционный МСК-549-02-МСК", столик туалетно-пеленальный разборный СТПР510м-"МСК", тележка внутрибольничная для перевозки медикаментов и медицинских изделий ТБ-01, прикроватная тумбочка, шкаф многоцелевого назначения, манекен взрослого для ухода, тренажер для зондирования и промывания желудка, тренажер для катетеризации мочевого пузыря, тренажер для отработки навыков внутривенных инъекций , тренажер для отработки навыков внутримышечных инъекций, фантом таза (навыки постановки клизмы в/м инъекций обработки стомы), шкаф суховоздушный лабораторный ШСвЛ-80-"Касимов" на подставке, камера ультрафиолетовая УФК-2, стойка-держатель для биксов. Semi-automatic system "Tewterman" Resusci Anne CPR mannequin simulator with computerized registration of results. *б) наборы демонстрационного оборудования* ноутбук, проектор *г) используемое программное обеспечение:* KasperskyendpointSecurity. Номер лицензии 26FE-191125-134819-1-8403. Срок действия до 05.12.2021 г. MS Office 2007. MS Win Starter 7. MS Windows Prof 7 Upgr. MS Windows Server CAL 2008 Device CAL. Номерлицензии 46850049, бессрочно Radmin Viewer 3. Radmin Server 3. Номердокумента 11001793 Trafficinspector. Лицензионное соглашение №1051-08 от 10.04.2008, бессрочно
4	Учебная аудитория для занятий семинарского типа,	163001, г. Архангельск, просп. Троицкий, д. 180	*а) перечень основного оборудования:* Комплект учебной мебели (столы,

	групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации № 210 учебный корпус, 2 этаж (кабинет для дебрифинга)		стулья, экран, доска) рабочее место преподавателя, рабочие места для обучающихся на 14 мест. *б) наборы демонстрационного оборудования* ноутбук, проектор, телевизор, маркерная доска *в) перечень учебно-наглядных пособий:* Наглядные пособия, раздаточный материал к практическим занятиям по всем темам дисциплины *г) используемое программное обеспечение:* KasperskyendpointSecurity. Номер лицензии 26FE-191125-134819-1-8403. Срок действия до 05.12.2021 г. MS Office 2007. MS Win Starter 7. MS Windows Prof 7 Upgr. MS Windows Server CAL 2008 Device CAL. Номерлицензии 46850049, бессрочно Radmin Viewer 3. Radmin Server 3. Номердокумента 11001793 Trafficinspector. Лицензионное соглашение №1051-08 от 10.04.2008, бессрочно
5	Симуляционный класс: № 233 учебный корпус, 2 этаж Кабинет сестринского дела для отработки навыков.	163001, г. Архангельск, просп. Троицкий, д. 180	*а) перечень учебно-наглядных пособий:* Наглядные пособия, раздаточный материал к практическим занятиям по всем темам дисциплины кровать функциональная кфз-01-мск, столик манипуляционный мск-549-02-мск", столик туалетно-пеленальный разборный стпр510м-"мск", тележка внутрибольничная для перевозки медикаментов и медицинских изделий тб-01, шкаф лекарственный, прикроватная тумбочка, шкаф многоцелевого назначения, стол, манекен взрослого для ухода, тренажер для зондирования и промывания желудка, тренажер для катетеризации мочевого пузыря , тренажер для отработки навыков внутривенных инъекций , тренажер для отработки навыков внутримышечных инъекций , фантом таза (навыки постановки

			клизмы в/м инъекций обработки стомы), тренажер-накладка для отработки навыков внутримышечных инъекций в ягодичной обл., шкаф суховоздушный лабораторный шсвл-80-"касимов" на подставке, камера ультрафиолетовая уфк-2. система интерактивная полуавтоматического контроля качества выполнения медицинских манипуляций "телементор", облучатель-рециркулятор воздуха передвиж.орубп-3-3 "кронт, стойка-держатель для биксов, манекен ребенка *Semi-automatic system "Tewterman" Resusci Anne CPR mannequin simulator with computerized registration of results.*
6	Учебная аудитория для занятий семинарного типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации№ 218 учебный корпус, 2 этаж (кабинет дебрифинга)	163001, г. Архангельск, просп. Троицкий, д. 180	*а) перечень основного оборудования:* Комплект учебной мебели (столы, стулья, экран,доска) рабочее место преподавателя, рабочие места для обучающихся на 14 мест. *б) наборы демонстрационного оборудования* ноутбук, проектор, телевизор, маркерная доска *в) перечень учебно-наглядных пособий:* Наглядные пособия, раздаточный материал к практическим занятиям по всем темам дисциплины *г) используемое программное обеспечение:* KasperskyendpointSecurity. Номер лицензии 26FE-191125-134819-1-8403. Срок действия до 05.12.2021 г. MS Office 2007. MS Win Starter 7. MS Windows Prof 7 Upgr. MS Windows Server CAL 2008 Device CAL. Номерлицензии 46850049, бессрочно Radmin Viewer 3. Radmin Server 3. Номердокумента 11001793 Traffic inspector. Лицензионное

Thematic plan of Practical classes/ Simulation-based practicals

Discipline –**Educational practice for obtaining professional skills and professional experience as a nurse**

Training field – **31.05.01 General Medicine**

Term – 3, 4, 5

Year of study – 2, 3

№	Topics of lessons	Study hours
	Term – 3 **Year of study – 2**	
1.	Ethics and deontology in performing nursing manipulations	4
2.	Functional states patient. Nursing examination of the patient.	4
3.	Patient examination. Measurement of blood pressure, pulse, respiratory rate	8
4.	Fever. Patient care for various types of fever. Body temperature measurement.	4
5.	Diagnostic studies of the patient (laboratory methods research)	4
6.	Diagnostic studies of the patient(x-ray, endoscopic, ultrasonic and functional Methods research)	4
7.	Gastric lavage. Patient care for nausea and vomiting	4
8.	Artificial feeding. Feeding of the patient via a nasogastric tube,viagastrostoma	4
9.	Manipulations associated with caring for the stomas. Tracheostoma, colostoma, cystostoma. Caring of the gastrostoma	8
10.	Enemas, types of enemas. Installation of the flatus tube.	4
11.	Urinary bladder catheterization, the use of removable urinal	6
	Term – 4 **Year of study – 2**	
12.	Ways and methods of drugs' introduction. External way.	4
13	Ways and methods of drugs' introduction. Enteral way.	4
14	The parenteral way of drugs' introduction (intradermal, subcutaneousinjection on the phantom).	4
15	The parenteral way of drugs' introduction (intramuscular injection on the phantom).	4

16	The parenteral way of drugs' introduction (intravenous injection on the phantom).	4
17	Taking a blood from a vein on the phantom	4
18	The parenteral way of drugs' introduction (intravenous drop infusion on the phantom).	4
19	Insertion of a venous catheter. Care of the venous,subclavian catheter, "butterfly"-like catheter.	4
20	Complications of the parenteral way of the drugs' introduction.Anaphylactic shock.	4
21	Assistance in emergencies.(Fainting, collapse, shock, coma, bleeding, hypertensive crisis and other urgent conditions.)	4
22	Postoperative wound care. Applying medical dressings.	4
23	Oxygen therapy. Giving oxygen to the patient...	4
24	Clinical and biological death. Airway obstruction Artificial pulmonary ventilation. Closed-chest cardiac massage.	4
25	Cardiopulmonary resuscitation.Final test.	2
	Term – 5 **Year of study – 3**	
26	Organization of the work of the procedural (manipulation) room in compliance with the requirements of infectious and fire safety	4
27	Administration of drugs in various ways. Filling out the documentation.	4
28	Nursing interventions for cardiovascular emergencies	4
29	Nursing interventions for emergency conditions of a patient with respiratory diseases	4
30	Nursing interventions in emergency patient conditions for diseases of the gastrointestinal tract	4
31	Nursing interventions in emergency patient conditions for diseases of the urinary system	4
32	Nursing interventions for emergencies in a bleeding patient	4
33	Caring for a patient with musculoskeletal disorders. Desmurgy.	4
34	Care for a healthy newborn, infant. Feeding children.	4
35	Caring for sick children of all ages. Performing manipulations with age characteristics of children	4
36	Care of the palliative patient. Pain Treatment Methods	4
37	Communication and assistance to a disabled patient	4
38	Preparation of manipulation room, equipment and patient for various punctures. Helping a nurse to a doctor in medical manipulations	4

39	Final test.	2
	TOTAL	162

Reviewed at the meeting of the FSC Protocol N 2 of «12». 05. 2026
«12» 05.2026year.
Head of the department Bulanov Roman Leonidovich_____

Методических рекомендаций для преподавателей

1. Современные подходы к проблематике учебной практики
2. Образовательные технологии
2.1. Активные и интерактивные формы проведения занятий
2.2. Организация и контроль самостоятельной работы обучающихся
3. Показатели, критерии, средства оценивания компетенций, шкалы оценивания

1. Современные подходы к проблематике учебной практики.

В современном мире значительно возросли требования к уровню практических умений и навыков медицинских работников в их повседневной деятельности. Обучающийся обязан кроме овладения теоретическими знаниями приобрести ряд практических умений и навыков, которые ему будут нужны не только для изучения последующих специальных предметов, но без которых ему будет невозможна будущая профессиональная деятельность.

2. Образовательные технологии

Активные формы проведения занятий включают традиционные методы, основанные на опросе студентов для выяснения готовности к занятию, входной тестовый блиц-контроль, работа на тренажерах.

Интерактивные формы проведения занятий включают решение ситуационных задач, проведение деловых игр, разработка проектов по теме, проведение тренингов, проведение ситуационных сценариев.

Словесные

Лекция — ведущая форма обучения, так как с нее начинается каждая учебная дисциплина, раздел и большинство тем, предусмотренных программами. Она призвана дать целостное, систематизированное, доказательное и отчетливое, самое современное представление об относительно самостоятельной, сложной профессиональной деятельности. В ней всегда должна соединяется теория с практикой. Лекция, рассматривается, как дополнение к учебнику, а не повторяет учебник, а по своему содержанию отвечает самым последним достижениям науки и практики, обогащена личным отношением преподавателя к излагаемому. В лекции наука оживает в речи преподавателя, предстает в увлекательном, эмоциональном и доступном для понимания виде. Живая речь преподавателя, его вид, поведение, общение со студентами делают теоретические положения интереснее, понятнее, привлекательнее, убедительнее, практичнее. Главное назначение лекции - обеспечить теоретическую основу обучения, развить интерес к учебной деятельности и конкретной учебной дисциплине, сформировать у обучающихся ориентиры для самостоятельной работы над курсом.

Рассказ – монологическое изложение учебного материала, применяемого для последовательного, систематизированного, доходчивого и эмоционального преподнесения знаний. Этот метод применяется на практических занятиях для изложения материала, трудно усвояемого студентами.

Практическое занятие. Характерная особенность его — в групповом обсуждении студентами под руководством преподавателя определенного учебного вопроса. Обычно занятие следует за лекцией и рассчитано на углубление знаний обучающихся и обсуждение путей их реализации на практике. На таких занятиях идет осмысление теоретического материала, формируется умение убедительно формулировать собственную точку зрения, приобретаются навыки профессиональной деятельности, и поэтому неверно превращать семинар в проверку знаний. Основная задача преподавателя: «раздувать жар» дискуссии, тактично направлять ее ход, не допускать отклонений, ведущих к потере времени и темпа, предоставлять возможность студентам находить правильные ответы, а не спешить сообщать их самому.
Беседа – метод, при котором с помощью целенаправленных и умело поставленных вопросов побудить студентов к припоминанию уже известных им знаний и достичь усвоения новых знаний путем самостоятельных размышлений, выводов и обобщений. Велика также воспитательная роль беседы.
Дискуссия – обмен взглядами по конкретной проблеме. С помощью дискуссии студенты приобретают новые знания, укрепляются в собственном мнении, учатся его отстаивать.
Выступления на занятиях с докладами на темы самостоятельной работы похожи на семинар, но вопросы заранее распределяются между участниками и подготавливаются. Творческий, дискуссионный, самостоятельный характер выступлений программируется и одобряется.
Задача представляет собой требование или вопрос, на который надо найти ответ, опираясь на заранее сформулированные условия и указание конечной цели. Задача - элемент творческого мышления, где высок удельный вес неопределенности исходных условий, где требуется смекалка, выдумка, изобретательность.
Деловая игра - Особенность данной игры состоит в том, что участники в строгом соответствии со сценарием, подобно актерам, разыгрывают роли, инсценирующие те или иные производственные ситуации. По завершении игры происходит ее разбор, в игру включается и арбитр со стороны игроков, которому предписывается дать свою личную оценку действиям играющих, характеристику полученного результата, а также высказать соображения о поисках оптимального варианта, если, по мнению наблюдателя, таковой в игре не достигнут.

2.Наглядные
Иллюстрация – показ и восприятие предметов, процессов и явлений в их символьном изображении с помощью плакатов, схем, рисунков, фотографий. В процессе обучения студентов используются пособия кафедры.
Практические(упражнение) – применение полученных знаний для решения практических задач. Данный метод выполняет функцию углубления знаний, умений, а также способствует решению задач контроля и коррекции, стимулированию познавательной деятельности.
Работа с книгой – ознакомление с ее структурой, чтение глав, изучение материала, реферирование отдельных отрывков текста. Студент в период подготовки контрольных работ самостоятельно работает с материалом, имеет возможность многократно обрабатывать информацию в удобное время, сравнить и сопоставить данные, что приводит к творческому индивидуальному решению поставленных задач.
Видеометод – экранное преподнесение информации, основан на наглядном восприятии материала. Информация, представленная в наглядной форме, является наиболее доступной для восприятия, усваивается легче и быстрее. Для студентов используются компьютеры с мультимедийным проектором для представления информации на лекциях.

2.2. Организация и контроль самостоятельной работы обучающихся

Самостоятельная работа – научить обучающегося осмысленно и самостоятельно работать с учебным материалом, заложить основы самоорганизации и самовоспитания с тем, чтобы в дальнейшем непрерывно повышать свою квалификацию.
Самостоятельная работа является внеаудиторной работой.
Решение ситуационных задач.
Работа со справочной литературой.
Подготовка рефератов и презентаций.
Отработка алгоритмов по оказанию неотложной помощи.
Формы контроля самостоятельной работы:
Устное обсуждение темы (заслушивание и обсуждение докладов, просмотр презентаций).
Демонстрация манипуляций на тренажере.

3. Показатели, критерии, средства оценивания компетенций, шкалы оценивания

Оценка результатов обучения основана на проведении различных этапов контроля (промежуточный, заключительный) Контроль знаний проводится преподавателем на каждом этапе на протяжении всех занятий и фиксируется в оценочном листе группы.

Итоговая отметка выставляется на основании четырех критериев:
1. правильность и полнота ответа на вопросы;
2. ответов на тестовые задания;
3. выполнение манипуляции;
4. решение задач.

критерии оценок за устный опрос:
— оценка «отлично» выставляется обучающемуся, если он грамотно, последовательно, логически стройно и исчерпывающе излагает материал, при этом в его ответе тесно увязывается теория и практика; не испытывает затруднения с ответом при видоизменении задания, свободно справляется с задачами, вопросами и другими видами применения знаний;
— оценка «хорошо» выставляется обучающемуся, твердо знающему программный материал, грамотно и по существу его излагающему, который не допускает существенных неточностей в ответе на вопросы, правильно применяет теоретические положения при решении практических задач;
— оценка «удовлетворительно» выставляется обучающемуся, который имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения последовательности в изложении программного материала;
— оценка «неудовлетворительно» выставляется обучающемуся, который не знает значительной части программного материала, допускает существенные ошибки.

критерии оценки за реферативное (презентация) сообщение:
– «отлично» выставляется обучающемуся, если он показана самостоятельность в постановке проблемы, наличие авторской позиции, самостоятельность суждений, (реферат, доклад, презентация) соответствует теме, показано умение работать с литературой, обобщать, анализировать различные точки зрения, систематизировать и структурировать материал, студент владеет терминологией и понятийным аппаратом проблемы, соблюдены требования к оформлению;
– «хорошо» выставляется обучающемуся, если он показана самостоятельность в

постановке проблемы, самостоятельность суждений в презентации (реферате, докладе, сообщение) соответствует теме, показано умение работать с литературой, обобщать, анализировать различные точки зрения, но отмечены некоторые неточности в систематизации, обучающийся владеет терминологией, соблюдены требования к оформлению;
– «удовлетворительно» выставляется обучающемуся, если в презентации (реферате, докладе,
сообщении) он не полностью раскрыл тему, показал недостаточное умение работать с литературой, неспособность к обобщению материала, соблюдены требования к оформлению;
– «неудовлетворительно» выставляется обучающемуся, если он не раскрыл тему презентации (реферата, доклада, сообщения), не владеет терминологией, отсутствует умение к сопоставлению и анализу различных точек зрения, не соблюдены требования к оформлению.

критерии оценки за решение задачи:
– «отлично» выставляется обучающемуся, если он правильно и полно отвечает на вопросы, изложенные в задании, свободно владеет речью, показывая связность и последовательность в изложении, оперирует правильными формулировками и терминами, демонстрирует полное понимание материала и способность к обоснованию своего ответа, четко и последовательно выполняет манипуляции, знает цели, показания и противопоказания контролируемых методик, владеет основными правилами деонтологии и врачебной этики;
– «хорошо» выставляется обучающемуся, если он правильно и полно отвечает на вопросы, изложенные в задании, владеет речью, показывая связность и последовательность в изложении, оперирует правильными формулировками и терминами, демонстрирует понимание материала и способность к обоснованию своего ответа, четко и последовательно
выполняет манипуляции, но допускает единичные ошибки, которые устраняет при указании
на них, владеет основными правилами деонтологии и врачебной этики;
– «удовлетворительно» выставляется обучающемуся, если он обнаруживает знание и понимание основных положений в вопросах полученного задания, но допускает неточности
в формулировке ответа, делает частичные ошибки в изложении, нарушает последовательность, допускает ошибки и неточности, имеет незначительные нарушения правил деонтологии и врачебной этики;
– «неудовлетворительно» выставляется обучающемуся, если он не знает большую часть учебного материала, допускает ошибки в формулировках и терминах, искажающие смысл заданного вопроса, беспорядочно и непрофессионально излагает учебный материал,
не соблюдает последовательность действий в алгоритмах манипуляций, при объяснении этих
действий показывает полное незнание цели, показаний и противопоказаний контролируемого метода, не соблюдает правил этики и деонтологии
критерии оценки за практическую часть:
– «отлично» выставляется обучающемуся, если он показал теоретическую подготовленность к выполнению роли, соответствие исполнения роли целям и задачам, выполнил предусмотренные практические манипуляции в соответствии с алгоритмом, владеет терминологией, умеет работать в команде, уважает мнение коллег, четко соблюдает
правила деонтологии и врачебной этики;

– «хорошо» выставляется обучающемуся, если студент показал теоретическую подготовленность к выполнению роли, соответствие исполнения роли целям и задачам, выполнил предусмотренные практические манипуляции в соответствии с алгоритмом, но допустил при этом неточности, не влияющие на результат диагностической и лечебной деятельности, владеет терминологией, умеет работать в команде, уважает мнение коллег, четко соблюдает правила деонтологии и врачебной этики;
– «удовлетворительно» выставляется обучающемуся, если он показал недостаточную теоретическую подготовленность к выполнению роли, допустил небольшие ошибки в исполнении роли, выполнил предусмотренные практические манипуляции с неточностями,
владеет терминологией, умеет работать в команде, уважает мнение коллег, имеет незначительные нарушения в правилах деонтологии и врачебной этики;
– «неудовлетворительно» выставляется обучающемуся, если он показал отсутствие теоретической подготовленности к выполнению роли, не справился с исполнением роли, выполнил предусмотренные практические манипуляции с грубыми ошибками, не достаточно владеет терминологией, не уважает мнение коллег.

В заключение учебной практики проводится **зачёт**, который состоит из 2- этапов: теоретического вопроса и демонстрации манипуляции на фантоме.

№ пп	Семестр	Вид контроля	Зачетные баллы
1	2	Зачет	

METHODOLOGICAL GUIDELINES FOR STUDENTS

Topic 1
Ethics and deontology in performing nursing manipulations

Goal of the lesson: To learn how to communicate with patients by the example of solving situational problems and working out communicative situations at the bedside with a patient (simulator, work in pairs)

Tasks:
1. Familiarization with the concept of communication with a patient, colleague, patient's relative.
2. To study the types of communication in the provision of medical care in various institutions.
3. Study the terms ethics and deontology of medical workers
4. Learn the term medical secrecy
5. To study the relationship between a medical worker and a patient
6. To study the relationship between a medical worker and a patient's relative
7. To study the relationship of a medical worker - medical workers of other medical professions (colleague)
8. Learn the concept of iatrogenic
9. Master the skills of emotional and psychological support for the patient, motivation for recovery
10. Master the skills of interaction of the first communication with the patient

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- subordination
- iatrogeny

- communication barriers
- verbal communication
- non-verbal communication
- social cues

3. Questions for the class studies:

1. The role of proper communication with the patient, colleague, relative of the patient.
2. Types of communication in the provision of medical care in various institutions.
3. Concepts of ethics and deontology of medical workers
4. The concept of medical secrecy
5. Principles of the correct relationship between a medical worker and a patient
6. Principles of the correct relationship between a medical worker and a patient's relative
7. Principles of the correct relationship between a medical worker and a medical worker of other medical professions (colleague)
8. The concept of iatrogenic
9. The role of emotional and psychological support for the patient, motivation for recovery

4.Questions for self- assessment:

1. The role of proper communication with the people around you
2. Examples of proper communication with classmates, friends
2. What types of communication do you know when providing medical care in various institutions?
3. What is a disease due to medical error?
9. What is the emotional and psychological support of the patient?

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

Oslopov V. N. General Care of a Patient [Электронный ресурс] : tutorial/ V. N. Oslopov, O. V. Bogoyavlenskaya.-Москва: ГЭОТАР-Медиа, 2021. -208 с.- URL: https://www.studentlibrary.ru/book/ISBN9785970460429.html

Kruchkova, A. V. CareforSurgicalPatients / A. V. Kruchkova, Yu.V. Kondusova, I. A. Poletayevaandothers; editedbyA. V. Kruchkova. - Москва :ГЭОТАР-Медиа, 2020. - 144 с. - ISBN 978-5-9704-5664-4. - Текст :электронный // ЭБС "Консультантстудента" : [сайт]. - URL : https://www.studentlibrary.ru/book/ISBN9785970456644.html

Доника А. Д. Методические указания для подготовки англоязычных студентов к практическим занятиям по дисциплине «Первая медицинская помощь» / А. Д. Доника. - Волгоград :ВолгГМУ, 2019. - 40 с. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL :https://www.books-up.ru/ru/book/metodicheskie-ukazaniya-dlya-podgotovki-angloyazychnyh-studentov-k-prakticheskim-zanyatiyam-po-discipline-pervaya-medicinskaya-pomocsh-9813716/ - Режим доступа : по подписке.

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

SectionsandthemesfortheindividualstudiesTypesandcontentsoftheunsupervisedwork	
Topic 1: Ethics and deontology when	Study of literature, Internet resources, Moodle

performing nursing manipulations	,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 2

Functionalstatespatient.Nursing examination of the patient.

Goal:

To study methods for assessing the patient's condition

Tasks:

1. Learn to assess the patient's condition
2. Teach different measurement methods to the patient

After studying the topic, the student must

Know:

1. main sources of information about the patient
2. methods of examination of the patient
3. rules and technical inspection
4. procedure for interviewing patients and their relatives
5. physical measurement technique

Be able to:

1. collect patient health information
2. identify the patient's health problems
3. complete a patient follow-up sheet

Haveskills:

1. measurements of height and weight,
2. determine the body mass index,
3. patient fluid balance

2. Basic concepts that must be mastered by students in the process of studying the topic:

Anamnesis of lifeMedical history,Sopor,Coma,Body mass index (BMI),Human water balance,Hyperemia,Cyanosis,PercussionPalpation,Auscultation,hydrothorax,Ascites,Anasarcah ypoxia,Shortness of breath (dyspnea),Orthopneaexpiratory, dyspnea,Inspiratory dyspnea

3. Questions for the class studies

1. What is the assessment of the functional state of the patient?
2. How to collect anamnesis from patients?
3. How to Examine and Measure a Patient?

4. Questions for the self-assessment:

Establish a correspondence between the type of dyspnea and the clinical symptom. Enter the numbers of the selected answers in the table.

Type of dyspnea Clinical symptom

1. Expiratory A. Difficulty exhaling

2. Inspiratory C. Difficulty inhaling and exhaling

3. Mixed B. Difficulty inhaling

Answer: 1- A; 2 – C; 3 – B.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 4. Functionalstatespatient. Nursing examination of the patient.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 3-4.
Patient examination. Measurement of blood pressure, pulse, respiratory rate

Goal:
To study methods of patient examinations: measurement of blood pressure, pulse, respiratory rate

Tasks:
1. Familiarization with the definition of blood pressure, pulse, number of respiratory movements.
2. Get acquainted with the technologies for performing simple medical services: measuring blood pressure, respiratory rate, pulse. Registration in medical records.

After studying the topic, the student mustknow:
1. Determination of blood pressure, pulse, respiratory rate
2. Physiological norms of blood pressure, pulse, NPV
3. Implementation of technologies for performing simple medical services: measurement of blood pressure, respiratory rate, pulse. Registration.

be able to:
1. Implementation of technologies for performing simple medical services: measurement of blood pressure, respiratory rate, pulse.
2. register blood pressure, pulse and respiratory rate indicators in medical records.
3. advise the patient and family on self-assessment of the state of vital functions;

Have skills:

disinfect the cuff, phonendoscope membrane.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Pulse
- Bradycardia
- Tachycardia-
- Central pulse
- peripheral pulse
- Pulse characteristics:
- Rhythm
- Rhythmic pulse
- Irregular pulse
- Frequency
- Voltage
- Pulse of moderate tension
- Pulse tense
- Soft pulse
- Blood pressure (BP)
- Arterial hypotension
- Pulse pressure
- Respiratory rate (RR)
- Dyspnea
- Inspiratorydyspnea
- expiratorydyspnea
- Mixeddyspnea

3. Questions for the class studies

1. General information about the structure of the cardiovascular system (CVS)
2. The main indicators of the activity of the heart (Blood pressure)
3. Methods for measuring blood pressure
4. Learn more about how to take blood pressure measurements:
5. The order of disinfection of the tonometer in terms of COVID - 19
6. Pulse and its characteristics. Determination of the pulse.
7. Methods for measuring the pulse.
8. How to Disinfect Your Pulse Oximeter Under COVID-19
9. Anatomical and physiological features of the respiratory system.
10. Methodsfordetermining NPV
11. Registration of blood pressure, pulse, respiratory rate

4. Questions for the self-assessment

1. Number of breaths in 1 minute?
2. Characteristics of the pulse.
3. Periodic fluctuations in the walls of blood vessels associated with changes in their blood supply and pressure dynamics in them during one cardiac cycle?
4. Pressure, which is formed in the arterial system of the body during heart contractions?
5. Difference between systolic and diastolic pressure?
6. Blood pressure that occurs in the arteries at the time of the maximum rise in the pulse wave after ventricular systole?

7. Pressure maintained in arterial vessels in diastole due to their tone?
8. Is the respiratory rate in an adult normal?
9. Type of breathing in men?
10. Stop breathing?
11. Is the pulse of an adult normal?
12. Are blood pressure, pulse, respiratory rate recorded?
13. Increased breathing?
14. Is blood pressure measured with a device?
15. Type of breathing in women?

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 5. Patient examination. Measurement of blood pressure, pulse, respiratory rate	Study of literature, Internet resources, Moodle ,,,

Be able to:
1. document the data obtained, evaluate them
2. provide assistance to the patient depending on the period of fever;
3. measure body temperature in the armpit and record the measurement results in a temperature sheet graphically;
4. disinfect and store safely thermometers.

Have skills:
Measure the temperature

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
Antipyretic medicines

4. Questions for the class studies
1. body temperature measurement
2. graphical recording of temperature, pulse rate, blood pressure in the temperature sheet
3. objective examination methods
4. Places on the body temperature measurement
5. thermometer device
6. features of temperature measurement in the rectum
7. armpit thermometry technique
8. principles of communication with the patient

4. Questions for the self-assessment
1. What is thermoregulation?
2. What need ensures the constancy of the body's T?
4. How is body temperature measured?
5. The device of a medical thermometer.
6. Where can I measure body temperature?
7. The temperature is normal. Age and daily deviations of T.
8. Rules for measuring body temperature in a hospital. Data logging
9. Algorithm for measuring temperature in the armpit.
10. Measurement of body temperature in the rectum.
11. Measurement of T in the oral cavity.
12. Actions of a nurse in the event of a mercury leak. Demercurization.
13. Registration of T in medical records.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature
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8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic6. Fever. Patient care for various types of fever. Body temperature measurement.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 6.

Diagnostic studies of the patient (laboratory methods research)

Goal:

Learn how to prepare patients for various types of laboratory tests.

Tasks:

1. To study the types of laboratory research methods, types of biosubstrates for laboratory research methods;
2. Types of laboratories, their purpose;

After studying the topic, the student must

Know:

1. Job responsibilities of a nurse in diagnostic laboratory tests;
2. The main types of laboratory research;
3. Rules for collecting biological material for research.
4. Anatomical and physiological features of the structure of the urinary system, the circulatory system of the extremities
5. Purposes, indications and contraindications for bladder catheterization and possible complications

Be able to:

1. Select appointments from the list of appointments for laboratory tests;
2. Prepare dishes and arrange directions;
3. Explain to the patient the essence of the study and the rules for preparing for it:
4. Take urine for general analysis, according to Nechiporenko, according to Zimnitsky. according to Amburge. for sugar, diastase, for bacanalysis,
5. Take feces for coprogram, occult blood, protozoa, helminth eggs, for bacteriological examination;
6. Take smears from the pharynx and nose for bacteriological examination (on a phantom);
7. Take sputum for general analysis, VC, for bacteriological examination
8. Transport the biomaterial to the laboratory
9. Carry out catheterization of the bladder with a soft catheter in women and men (on a phantom)
10. Care for an indwelling catheter.
11. Technique for determining daily diuresis and water balance

Have skills:

1. Rules for issuing referrals for various types of laboratory research;
2. The technique of bladder catheterization with a soft urinary catheter on a phantom.
3. The method of processing tools and care items.

2. Basic concepts that must be mastered by students in the process of studying the topic:

- biosubstrate,
- hematuria,
- glucosuria,
- leukocyturia,

- proteinuria,
- microflora,
- sputum.

3. Questions for the class studies

1. Types of laboratory research methods;
2. Taking urine for examination for general analysis, analysis according to Nechiporenko, according to Zimnitsky, acetone, diastasis. Determination of daily diuresis and water balance.
3. Taking sputum for general analysis, for mycobacterium tuberculosis. Determination of the daily amount of sputum.
4. Taking feces for coprological and bacteriological examination, for occult blood, for examination of protozoa, helminth eggs.
5. Taking biological material for bacteriological examination: swab from the pharynx, nose.
6. Anatomy and physiology of the urinary system
7. Purposes of catheterization, indications, contraindications and possible complications. Types of catheters.
8. Algorithm for bladder catheterization with a soft catheter in women and men
9. Caring for an indwelling urinary catheter.
10. Preparing the patient for the manipulation of bladder catheterization.
11. Observation and care of the patient after the end of the procedure.

4. Questions for the self-assessment:

1. The indication for catheterization is
a) the appearance of edema
b) urinary incontinence
c) urinary retention caused by trauma to the urethra,
d) acute urinary retention for more than 6 hours
2. Bladder catheterization is contraindicated:
a) blood in the urine
b) trauma of the urethra
c) pain in the bladder
d) urinary incontinence

Answer:
1. d
2. a, b, c

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 6. Diagnostic studies of the patient (laboratory methods research)	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 7.

Diagnostic studies of the patient (x-ray, endoscopic, ultrasonic and functional methods research)

Goal:

Learn how to prepare patients for various types of x-ray, endoscopic, ultrasonic and functional methods research

Tasks:

To study the types of x-ray, endoscopic, ultrasonic and functional methods research

Types of x-ray, endoscopic, ultrasonic and functional methods research, their purpose;

After studying the topic, the student must

Know:

1. Job responsibilities of a nurse in x-ray, endoscopic, ultrasonic and functional
2. methods research
3. The main types of x-ray, endoscopic, ultrasonic and functional methods research
4. Anatomical and physiological features of the structure of the urinary system, the circulatory system of the extremities

Be able to:

1. Select appointments from the list of appointments for X-ray, endoscopic, ultrasonic and functional
2. methods research;
3. Issue directions;
4. Explain to the patient the essence of the study and the rules for preparing for barium enema
5. Explain to the patient the essence of the study and the rules for preparing a survey urography
6. Explain to the patient the essence of the study and the rules for preparing IV (excretory) urography
7. Explain to the patient the essence of the study and the rules for preparing cholecystography
8. Explain to the patient the essence of the study and the rules for preparing for intravenous cholegraphy
9. Explain to the patient the essence of the study and the rules for preparing for an x-ray of the stomach
10. Explain to the patient the essence of the study and the rules for preparing for colonoscopy
11. Explain to the patient the essence of the study and the rules for preparing for sigmoidoscopy
12. Explain to the patient the essence of the study and the rules for preparing cystoscopy
13. Explain to the patient the essence of the study and the rules for preparing FGDS
14. Explain to the patient the essence of the study and the rules for preparing bronchoscopy
15. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the kidneys and adrenal glands
16. Explain to the patient the essence of the study and the rules for preparing an ultrasound of the bladder
17. Explain to the patient the essence of the study and the rules for preparing for an ultrasound of the heart
18. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the abdominal organs (liver, gallbladder, pancreas, spleen)

19. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the thyroid gland
20. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the pelvic organs (in women) - transabdominal, transvaginal
21. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the organs (in men) of the testicles and seminiferous tubules
22. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the mammary glands
23. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the salivary glands
24. Explain to the patient the essence of the study and the rules for preparing for ultrasound of the lymph nodes of the neck, supraclavicular and subclavian

Have skills:

1. Rules for registration of referrals for various types of research;
2. Setting a cleansing enema on a phantom

2. Basic concepts that must be mastered by students in the process of studying the topic:

- ultrasound sensor
- lubricant
- Colonoscopy
- sigmoidoscopy
- cystoscopy
- bronchoscopy
- fibrogastroduodenoscopy (FGDS)
- Irrigoscopy
- urography
- cholecystography
- cholegraphy

3. Questions for the class studies

1. What is the use of X-ray?
2. Preparation for x-ray of the stomach, intestines.
3. What is irrigoscopy? Patient preparation.
4. How to prepare a patient for IV urography? Cholecystography?
5. Describe radioisotope diagnostics
6. Monitoring and caring for the patient after the procedure.
7. What is the basis for the use of endoscopic equipment?
8. What is FGDS? Training
9. How to prepare a patient for bronchoscopy
10. How to Prepare a Colonoscopy Patient
11. How to prepare a patient for sigmoidoscopy
12. How to Prepare a Cystoscopy Patient
13. Monitoring and care of the patient after the end of the procedure
14. What is the use of ultrasound equipment based on?
15. What is an ultrasound examination? Training
16. How to prepare a patient for ultrasound of the kidneys and adrenal glands
17. How to Prepare a Patient for an Ultrasound of the Bladder
18. How to Prepare a Cardiac Ultrasound Patient
19. How to prepare a patient for ultrasound of the abdominal organs (liver, gallbladder, pancreas, spleen)
20. How to Prepare a Patient for a Thyroid Ultrasound
21. How to prepare a patient for pelvic ultrasound (in women) - transabdominal, transvaginal
22. How to prepare a patient for an ultrasound of the organs (in men) of the testicles and seminiferous tubules
23. How to prepare a patient for breast ultrasound

24. How to prepare a patient for an ultrasound of the salivary glands
25. How to prepare a patient for ultrasound of the lymph nodes of the neck, supraclavicular and subclavian
26. Monitoring and caring for the patient after the procedure.

4. Questions for the self-assessment:

Task: Your neighbor turned to you as a health worker for advice: after 7 days, she was prescribed an ultrasound of the pelvic organs on an outpatient basis.
What would you advise her?

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 8. Diagnostic studies of the patient(x-ray, endoscopic, ultrasonic and functional methodsresearch) .	Study of literature, Internet resources, Moodle ,,,

formula for calculating the depth of insertion of the probe
peculiarityand depth of insertion of the probe in children
be able to:
perform gastric lavage on a conscious patient
perform gastric lavage on an unconscious patient
take gastric lavage for examination
issue a referral for delivery of wash water to the laboratory (bacteriological, clinical) for testing.
Have skills:
The technique of introducing a probe on a phantom through the mouth and through the nose on the simulator
disinfection of medical devices used in gastric lavage

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- gastric tube
- antidote
- jane syringe
- alcoholic coma

3. Questions for the class studies

1. Purpose of probe manipulations. Contraindications and possible complications in their implementation.
2. Types of gastric tubes.
3. Gastric lavage. Sequencing. Features of the manipulation of the patient, who is in an unconscious state. Taking washing water for research.
4. Disinfection of care items, medical supplies used in probe manipulations (probes, Janet syringe, funnel, instruments, containers for collecting gastric juice, test tubes).

4. Questions for the self-assessment

1. List possible patient problems when inserting a probe through the mouth and nose.
2. List the ways of introducing a gastric tube.
3. List problems that a patient may experience when inserting a gastric tube through the mouth or through the nose

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
.Gastric lavage. Patient care for nausea and vomiting	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 9.

Artificial feeding. Feeding of the patient via a nasogastric tube, via gastrostoma.

Goal: Learn artificially feed a patient (on a phantom)

Tasks:

1. Get to know the types of artificial nutrition
2. Learn to feed the patient through a nasogastric tube and through a gastrostomy.

After studying the topic, the student mustknow:

1. Types of artificial nutrition
2. Indications for patient feeding through a nasogastric tube
3. Indications for parenteral nutrition
4. Items and means of care for the gastrostomy
5. Peculiarities insertion of a nasogastric and gastric tube in children

be able to:

1. Insert a nasogastric tube
2. Insert probe through mouth
3. Deliver food through a gastrostomy
4. Disinfect medical supplies used for artificial nutrition

Have skills:

1. Feeding the patient through a nasogastric and thin gastric tube
2. Gastostomycare

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Nutrient mixture,
- gastric and nasogastric tube,
- gastrostomy, ileostomy,
- Janet syringe

3. Questions for the class studies

1. Anatomical and physiological features of the gastrointestinal tract
2. Types of artificial nutrition of the patient.
3. parenteral nutrition.
4. Feeding the patient through a nasogastric tube
5. Feeding the patient through a gastrostomy
6. Gastrostomy Care
7. Disinfection of care items, medical supplies used when feeding the patient (dishes, probes, Janet syringe, funnel, tools).

4. Questions for the self-assessment

1. List the types of artificial nutrition, indications for its use.
2. List problems that a patient may experience when inserting a probe through the mouth or through the nose

3. Name the stages of processing tools, medical products used for artificial nutrition.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic10.Artificial feeding. Feeding of the patient via a nasogastric tube,viagastrostoma	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Topics 10-11

Manipulations associated with caring for the stomas. Tracheostoma, colostoma, cystostoma. Caring of the gastrostoma

Goal:

1. Get to know the types of stomas
2. Learn to care for stomas patient.

Tasks:

Stady to care for a patient with a gastrostomy, cystostomy, colostomy, tracheostomy.

After studying the topic, the student mustknow:

1. Stoma care items
2. Features of nutrition in the presence of a stoma of the digestive tract
3. Types of colostomy bags and rules for working with them
4. Features of care for gastrostomy, cystostomy, colostomy, tracheostomy in children.

be able to:

1. Fix the tracheostomy tube with a bandage and toilet the trachea and bronchi.
2. Rinse the bladder through the suprapubic drain with an antiseptic solution and change the urinal.
3. Rinse the ileo- and colostomy and change the colostomy bag.
4. Educate the patient and his family about stoma care.

Have skills:
The technique of treating the skin around the stoma and applying an aseptic dressing

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Stoma: tracheostomy, gastrostomy, ileostomy, colostomy, cystostomy;
- colostomy bag,
- tracheostomy tube,
- electric pump,
- pastaLassara

4. Questions for the class studies

1. Types of stoma: tracheostomy, gastrostomy, ileostomy, colostomy, cystostomy.
2. The right of the patient having an ostomy to confidentiality.
3. Tracheostomy care. Types of tracheostomy tubes. Fixation of the tube with a bandage. Periodic aspiration of the contents of the trachea and bronchi. Verbal contact with the patient.
4. Features of nutrition in the presence of a stoma of the digestive tract.
5. Gastrostomy, ileostomy and colostomy care. Features of nutrition in the presence of a stoma of the digestive tract. Types of colostomy bags for ileostomy and colostomy: one-piece, two-piece, transparent, opaque, with and without filters.
6. Minical receivers. Washing the stoma and changing the colostomy bag. Protection of the skin around the stoma. Prevention of inflammation, infection, trauma to the stoma.
7. Disposal of used colostomy bags. Educate the patient and their relatives in the daily care of stoma.
8. Caring for a cystostomy. Washing the bladder through the suprapubic drainage with antiseptic solutions and helping the doctor change capitated rubber catheters. The use of drainage containers of the cystostomy. Skin protection. Education of the patient and (or) his family members in the care of the cystostomy.

4. Questions for the self-assessment:

1.What diet should be followed in the presence of intestinal stoma?
2. What products are used to care for stoma?
3. Features of caring for a patient with a tracheostomy.
4. Features of caring for a patient with a cystostomy.
5. Features of caring for a patient with a colostomy.
6. Features of caring for a patient with a gastrostomy.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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[сайт]. - URL :https://www.books-up.ru/ru/book/metodicheskie-ukazaniya-dlya-podgotovki-angloyazychnyh-studentov-k-prakticheskim-zanyatiyam-po-discipline-pervaya-medicinskaya-pomocsh-9813716/ - Режим доступа : по подписке.

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2. ClinicalKey - https://www.clinicalkey.com/info/ru/
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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic11.Manipulations associated with caring for the stomas. Tracheostoma, colostoma, cystostoma. Caring of the gastrostoma	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,

Topic 12 Enemas, types of enemas. Installation of the flatus tube

Goal:
Learn the different types of enemas and the installation of a gas tube on a phantom.
Tasks:
1. To study the technique of conducting cleansing, siphon, drip, drug, hypertonic, oil enemas on a phantom.
2. Learn the technique of setting the flatus tube.
After studying the topic, the student must
know:
Know:
1. know the anatomical and physiological features of the structure of the intestine
2. types of enemas;
3. there is an effect of various types of enemas;
4. goals, indications, contraindications and the likelihood of complications when administering an enema;
5. goals, indications, contraindications and possible complications when using a flatus tube;
6. features of the cleansing, siphon, drip, medicinal, hypertonic, oil enema and the installation of a gas outlet tube in children
be able to:
1. give all types of enemas and on a phantom;
2. install the flatus tube on the phantom
Have skills:
1. the technique of setting cleansing and therapeutic enemas;
2. technique for introducing a gas outlet tube;
3. the method of processing tools and items used in the setting of enemas and the introduction of a gas outlet tube.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Esmarch's mug,
- thick gastric tube,
- enema
- tip,
- enema,
- bowel movement,
- constipation flatulence,
- spastic constipation,
- atonic constipation.

3. Questions for the class studies

1. Constipation: causes, prevention.
2. Flatulence: causes, prevention
3. Enemas, types of enemas: cleansing, (oil and hypertonic, siphon, medicinal.
4. The mechanism of action of various types of enemas, contraindications and possible complications.
5. Preparation of the patient and staging of various types of enemas (on a phantom). Monitoring and caring for the patient after the procedure.
6. Gas tube. The purpose of its use, contraindications and possible complications. The use of a gas outlet tube (on a phantom).

4. Questions for the self-assessment

Tests for self-control.

The vent tube is left in the intestine for no more than 1 hour, because

a) bedsores may form in the intestinal wall

b) it will tire the patient

c) it will no longer have a healing effect

d) its sterility ends

Depth of insertion of the gas outlet tube for flatulence (in cm)

a) 20-30

b) 10-12

c) 2-4

d) 50

3. The amount of vegetable oil for setting an oil enema (in ml)

a) 1000

b) 500

c) 100

d) 10

When setting a cleansing enema to a patient, the tip is inserted to a depth (in cm)

a) 40

b) 20

c) 10-12

d) 2-4

A patient with spastic constipation needs an enema

a) oily

b) regular cleaning

c) siphon

d) hypertensive

Sample answers:

1. a
2. a
3. b
4. b
5. a

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic12. Enemas, types of enemas. Installation of the flatus tube	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topics 13 14 Urinary bladder catheterization, the use of removable urinal

Goal:
To learn bladder catheterization with a soft urinary catheter in men and women on a phantom.
Tasks:
1. To study the technique of catheterization with a soft urinary catheter in men and women on a phantom.
2. Install a removable urinal and carry out care.

After studying the topic, the student must

Know:
1. anatomical and physiological features of the structure of the urinary system;
2. goals, indications and contraindications for bladder catheterization and possible complications;
3. types of catheters;
4. depth of urinary catheter insertion for a woman and a man;
5. types of removable urinals;
6. features of catheterization in children.

Be able to:
1. carry out catheterization of the bladder with a soft catheter in women and men (on a phantom);
2. perform bladder lavage on a phantom;
3. care for the indwelling phantom catheter;
4. educate the patient and his family about the care of the catheter and urinal.
Have skills:
1. bladder catheterization technique with a soft urinary catheter on a phantom;
2. the method of processing tools and objects.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Urinary catheter,
- acute urinary retention,

- washing urinal bladder,
- urina bag.

3. Questions for the class studies

1. Anatomy and physiology of the urinary system.
2. Purposes of catheterization, indications, contraindications and possible complications. Types of catheters.
3. Algorithm for bladder catheterization with a soft catheter in women and men.
4. Caring for an indwelling urinary catheter.
5. Rules for the use of a removable urinal.
6. Teaching the patient how to care for the catheter and use the urinal.
7. Preparing the patient for the manipulation of bladder catheterization.
8. Observation and care of the patient after the end of the procedure.

3. Questions for the self-assessment

Find definitions:

Dysuric disorders - _____
Ishuria - _____
Anuria - _____
Polyuria - _____
Oligouria - _____
Stranguria - _____
Hematuria - _____
Urinary incontinence - _____

Test:

1. For women with urinary incontinence at night, it is advisable to use
a) diapers
b) rubber boat
c) a metal vessel
d) a diaper with oilcloth
2. Catheterization of the bladder of a woman is carried out with a catheter
a) any
b) only soft
c) semi-rigid
d) tough
3. Indications for bladder lavage
a) swelling
b) cystostomy
c) high blood pressure
d) taking urine for microbiological examination

Sample answers:

1. a
2. a
3. b

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic13.Urinary bladder catheterization, the use of removable urinal	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 15
Ways and methods of drugs' introduction.External way.

Goal:
Learn how to administer drugs in a variety of ways.
Tasks:
1. Study the external use of drugs. Use of a pocket inhaler.
After studying the topic, the student must
know:
1. ways and means of introducing drugs into the body, their advantages and disadvantages;
2. requirements for the storage of drugs in the department;
3. rules for the distribution of drugs;
4. Peculiarities of administering drugs by various methods in children.
be able to:
1. provide the patient with the necessary information about the medicinal product;
2. distribute drugs for enteral use;
3. teach the patient the rules for taking various medicines;
4. apply medicines to the skin (ointments, powders, plasters, solutions and tinctures).
Have skills:
1. instill drops in the eyes, nose, ear;
2. put the ointment in the eyes, nose, ear;
3. inject drugs through the rectum (using rectal suppositories);
4. apply drugs by inhalation through the mouth and nose;

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- suppositories
- pipette

3. Questions for the class studies
1. Ways of introducing drugs into the body (enteral, external, parenteral).

2. Methods of drug administration (through the mouth, under the tongue, through the rectum, on the skin, mucous membranes and respiratory tract, all types of injections into the cavity, into the heart, spinal canal, bone marrow).
3. Features of sublingual, rectal, external, inhalation, parenteral methods of drug administration into the body
4. External use of drugs: on the skin and mucous membranes.
5. Instillation of drops in the eyes, nose, ear.
6. Putting ointment in the eyes. The introduction of ointment into the nose, ear.
7. Inhalation method of drug administration through the mouth and nose.
8. Teaching the patient the rules for the use of various forms of drugs.
9. Introduction of a rectal suppository into the rectum.

4.Questions for the self-assessment
1. A document in which the doctor writes down the prescriptions for the patient:
a) appointment log
b) prescription form
c) appointment list
d) sick leave

2. The enteral route of administration of drugs includes the introduction of:
a) intramuscularly
b) intravenously
c) intradermally
d) orally

Sample answers:
1. c
2. d

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature
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Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course,	E-

		authors, URL address	courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 1. Ways and methods of drugs' introduction. External way.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 16
Ways and methods of drugs' introduction.Enteral way.

Goal:
Learn how to administer drugs of Enteral ways.
Tasks:
1. To study the enteral route of drug administration

After studying the topic, the student must
know:
1. ways and means of introducing drugs into the body, their advantages and disadvantages;
2. requirements for the storage of drugs in the department;
3. rules for the distribution of drugs;
4. Peculiarities of administering drugs by various methods in children.
be able to:
1. provide the patient with the necessary information about the medicinal product;
2. distribute drugs for enteral use;
3. teach the patient the rules for taking various medicines;

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
- tablet
- pill
- dragee

3. Questions for the class studies
1. Ways of introducing drugs into the body (enteral, external, parenteral).
2. Methods of drug administration (through the mouth, under the tongue, through the rectum, on the skin, mucous membranes and respiratory tract, all types of injections into the cavity, into the heart, spinal canal, bone marrow).
3. Features of sublingual, rectal, external, inhalation, parenteral methods of drug administration into the body
4. External use of drugs: on the skin and mucous membranes.
5. Instillation of drops in the eyes, nose, ear.
6. Putting ointment in the eyes. The introduction of ointment into the nose, ear.
7. Inhalation method of drug administration through the mouth and nose.
8. Teaching the patient the rules for the use of various forms of drugs.

4. Questions for the self-assessment:

1. The advantage of the oral route of drug administration over injection is:
a) slow and incomplete absorption of drugs
b) drug inactivation by the liver
c) local effect of drugs on the gastric mucosa
d) simplicity, the possibility of taking drugs in a non-sterile form

2. The nurse makes a selection of prescriptions from the prescription list:
a) daily
b) weekly
c) upon admission of the patient to the medical department

3. The enteral route of drug administration includes:
a) rectal
b) oral
c) sublingual
d) all of the above are correct
Sample answers:
1. c
2. c
5. d

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

Oslopov V. N. General Care of a Patient [Электронный ресурс] : tutorial/ V. N. Oslopov, O. V. Bogoyavlenskaya.-Москва: ГЭОТАР-Медиа, 2021. -208 с.- URL: https://www.studentlibrary.ru/book/ISBN9785970460429.html

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List of the Internet resources required for mastering of the course (module)

1. specific sites and web portals MSd MANUAL http://www.msdmanuals.com/professional,
2. ClinicalKey - https://www.clinicalkey.com/info/ru/
3. digital collections - video films demonstrated in class

10. List of the information and telecommunications Internet resources required for mastering of the course (module)*

№	Resources	URLaddress	ResourceAnnotation
1	ElectroniclibraryofNSMU	http://lib.nsmu.ru/lib/	access by password provided by the library educational, educational methodical and scientific literature
2	EBS "Student Consultant" VPO, SPO. Kits: Medicine. Healthcare. Humanities and social sciences. Natural Sciences	http://www.studentlibrary.ru/ http://www.studmedlib.ru/ http://www.medcollegelib.ru/	access is activated through personal registration sets of educational and scientific literature on medicine, health care, natural, humanitarian and social sciences
3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 2. Ways and methods of drugs' introduction. Enteral way.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 17
The parenteral way of drugs' introduction (intradermal, subcutaneous, injections on the phantom).

Goal:
Learn to perform intradermal and subcutaneous injections on a phantom.

Tasks:
1. Learn the types of syringes and needles.
2. To study the anatomical areas of drug administration subcutaneously and intradermally.
3. Learn how to perform intradermal and subcutaneous injections on a phantom
After studying the topic, the student must
know:
1. equipment and documentation of the treatment room;
2. job descriptions of a nurse in a treatment room;
3. types of syringes and needles;
4. anatomical areas for parenteral administration of drugs;
5. features of parenteral administration of oily solutions, insulin, heparin;
6. features of the introduction of drugs intradermally and subcutaneously in children;

be able to:
1. make a selection of appointments from the medical history;
2. fill in the registers of medicines;
3. provide the patient with the necessary information about the medicinal product;
4. determine the price of the division of the syringe;
5. collect the syringe from the sterile table and from the kraft bag;
6. prepare a single-use syringe for injection;
7. dilute the powder in a vial;
8. draw up the drug from the ampoule and from the vial;
9. perform intradermal injections on the phantom;
10. perform subcutaneous injections on the phantom;
11. evaluate the complications arising from the use of drugs.
Have skills:
technique of subcutaneous and intramuscular injections on a phantom.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Areas for intradermal injections,
- areas for subcutaneous injections,
- division value, syringe,
- insulin needle,
- heparin,
- tuberculin,
- parenteral route of drug administration,

- types of syringes and needles,
- lipodystrophy,
- hypo and hyperglycemic coma,
- units of action.

3. Questions for the class studies

1. Rules for the storage and distribution of medicines in the treatment room.
2. Registration of registers of medicines.
3. Equipment and documentation of the treatment room.
4. Job descriptions of a nurse in a treatment room.
5. Parenteral route of drug administration
6. Types of syringes and needles. Syringe graduation.
7. Assembly of syringes and needles from a sterile table and from a kraft bag.
8. Preparation of a single-use syringe for injection.
9. A set of medicines from ampoules and vials. Breeding antibiotics.
10. Anatomical areas for parenteral drug administration for subcutaneous and intradermal drug administration
11. Technique of intradermal and subcutaneous injections
12. Features of the introduction of certain drugs (oil solutions, insulin, heparin).
13. Possible complications when performing intradermal and subcutaneous injections.

4. Questions for the self-assessment

1. When administered subcutaneously, the volume of the drug should not exceed what number of ml?
2. Needle of what length and section is used for subcutaneous and intradermal administration of the drug?
3. Rules for the treatment of the injection site?
4. Shelf life of the opened vial and ampoule?
5. Angle of needle insertion for intradermal and subcutaneous injections?
6. Temperature of the injected oil solution?
7. How many units can be contained in 1 ml of insulin?
8. How many units are contained in 1 ml of heparin?
9. What is lipodystrophy?

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

	"Thieme"		

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic3. The parenteral way of drugs' introduction (intradermal, subcutaneous, injections on the phantom).	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 18
The parenteral way of drugs' introduction (intramuscular injection on the phantom

Goal:
Learnof intramuscular injections on a phantom.

Tasks:
After studying the topic, the student must

1. To study the anatomical areas of drug administration. intramuscularly.
2. Learn how to perform intramuscular injections on a phantom.
After studying the topic, the student must
know:

1. types of syringes and needles;
2. anatomical areas for parenteral administration of drugs intramuscularly;
3. features of intramuscular administration of oil solutions, antibiotics;
4. features of intramuscular injection in children.

be able to:
1. make a selection of appointments from the medical history;
2. fill in the registers of medicines;
3. provide the patient with the necessary information about the medicinal product;
4. determine the price of the division of the syringe;
5. collect the syringe from the sterile table and from the kraft bag;
6. prepare a single-use syringe for injection;
7. dilute the powder in a vial;
8. draw up the drug from the ampoule and from the vial;
9. perform intramuscular injections on the phantom;
10. assess the complications arising from the use of drugs.

Have skills:

technique of intramuscular injections on a phantom.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Areas for intramuscular injections:
- upper outer quadrant of the buttocks,
- deltoid muscle;
- bicillin,
- penicillin,
- standard dilution of antibiotics,
- novocaine,
- infiltrate,

3. Questions for the class studies

1. Rules for the storage and distribution of medicines in the treatment room.
2. Registration of registers of medicines.
3. Equipment and documentation and sanitary and epidemiological regime of the treatment room.
4. Job descriptions of a nurse in a treatment room.
5. Types of syringes and needles. The price of the division of the syringe.
6. Preparation of a single-use syringe for injection.
7. A set of medicines from ampoules and vials.
8. Dilution of antibiotics with novocaine and saline.
9. Anatomical areas for parenteral administration of drugs for intramuscular administration of drugs
10. Intramuscular injection technique
11. Features of the introduction of certain drugs (oil solutions, antibiotics).
12. Possible complications when performing intramuscular injections.

4. Questions for the self-assessment

1. One of the ways of parenteral intake of medicinal substances into the body involves their administration:
1. in / muscular
2. through the rectum
3. through a tube into the stomach
4. under the tongue

2. The position of the patient when administering drugs intramuscularly
1. lying on the stomach, on the side
2. sitting
3. standing
4. lying on your back

3. 1 ml of benzylpenicillin solution contains therapeutic units
1.500,000
2. 300,000
3. 200,000
4. 100,000

Sample answers:
1.1
2.1
3.4

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic4. The parenteral way of drugs' introduction (intramuscular injection on the phantom	Study of literature, Internet resources, Moodle ,,,

3. features of intravenous administration of certain drugs (cardiac glycosides, calcium chloride solution, magnesium sulfate solution);
4. features of intravenous injections and blood sampling from a vein in children;

be able to:
1. prepare tools for intravenous injections, taking blood from a vein for analysis;
2. correctly apply and remove a venous tourniquet;
3. perform venipuncture;
4. to carry out an intravenous injection;
5. take blood from a vein;
6. write a referral to the laboratory;
7. assess the complications arising from the intravenous administration of drugs;

Have skills:
technique of intravenous injection on a phantom.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Rules for applying a venous tourniquet,
- venipuncture,
- cardiac glycosides,
- a solution of calcium chloride,
- a solution of magnesium sulfate,
- a solvent for drugs injected into a vein,
- a vacuum tube,
- a container for delivering tests to the laboratory

3. Questions for the class studies

1. Preparation of a single-use syringe for injection.
2. A set of medicines from ampoules and vials.
3. Solvents used for intravenous injections
4. Types of test tubes (glass and vacuum).
5. Registration of directions and delivery of analyzes to the laboratory.
6. Rules for applying and removing a venous tourniquet.
7. Anatomical areas for parenteral administration of drugs for intravenous administration of drugs.
8. Technique of intravenous injection and blood sampling.
9. Features of the introduction of certain drugs (cardiac glycosides, calcium chloride solution, magnesium sulfate solution).
10. Possible complications when performing intravenous injections.
11. Measures for safety when working with blood.

4. Questions for the self-assessment

1. Criteria for the correct application of the tourniquet before intravenous injection:
    1. pallor of the skin below the tourniquet
    2. hyperemia of the skin below the tourniquet;
    3. absence of a pulse in the radial artery;
    4. cyanosis of the skin below the tourniquet.

2. The position of the patient when administering drugs intravenously:
    1. lying on the stomach, on the side;
    2. sitting;
    3. standing;
    4. lying on your back.

3. When 10% calcium chloride enters the tissues, a complication develops:
    1. thrombophlebitis;
    2. necrosis;
    3. abscess;
    4. hepatitis;

Sample answers:
1.2
2.2.4
3.2

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic5The parenteral way of drugs' introduction (intravenous injection on the phantom).	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 20
Taking a blood from a vein on the phantom

Goal:

Learn to take blood from a vein

Tasks:

take blood from a vein in different ways

After studying the topic, the student must

Know:

1. prepare tools for intravenous injections, taking blood from a vein for analysis
2. take blood from a vein
3. make a referral to the laboratory

Be able to:

The technique of taking blood from a vein on a phantom.

Have skills:

Preparations for the procedure to take blood from a vein

Help with blood on the mucous membranes and on the skin

2. Basic concepts that must be mastered by students in the process of studying the topic:

vacuum tube

3. Questions for the class studies

1. Types of test tubes (glass, plastic vacuum)
2. Preparation of referrals and delivery of analyzes to the laboratory
3. Rules for applying and removing a venous tourniquet
4. Intravenous injection and blood sampling technique
5. Possible complications when performing intravenous punctures.
6. Measures for safety when working with blood
7. Name the possible problems of the patient when taking blood from a vein
8. Student's independent work

4. Questions for the self-assessment:

Situational tasks

The patient is scheduled for a biochemical study of blood and sugar. The nurse warned the patient that in the morning on an empty stomach he should donate blood from a finger and from a vein. Comment on the situation.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 6. Taking a blood from a vein on the phantom	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 21
The parenteral way of drugs' introduction (intravenous drop infusion on the phantom).

Goal:
Learn intravenous drip infusions on a phantom.
Tasks:
1. To study the types of systems for intravenous drip infusion.
3. Learn to perform intravenous drip infusions on a phantom.
After studying the topic, the student must

know:
1. types of systems for intravenous drip infusion;
2. rules for preparing a patient for intravenous drip administration of drugs;
3. rules for filling the system for intravenous infusion;
4. rules for applying and removing a venous tourniquet;
5. anatomical areas for intravenous drip injection of drugs;
6. features of intravenous drip administration of drugs;
7. features of intravenous drip administration of drugs in children.

be able to:
1. make a selection of appointments from the medical history;
2. fill in the registers of medicines;
3. provide the patient with the necessary information about the medicinal product;
4. to carry out intravenous drip administration of drugs on a phantom;
5. take care of the subclavian catheter, "butterfly" on the phantom;
6. inject the drug through the dispenser on the phantom;
7. to assess the complications arising from intravenous drip infusion;
8. to process the systems after use.

Have skills:
technique of intravenous drip administration of drugs on a phantom.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
- Dispenser,
- system for intravenous drip infusions,
- subclavian catheter, "butterfly",

- stand-support.

3. Questions for the class studies

1. Anatomical areas for parenteral administration of drugs with intravenous drip of drugs.
2. Rules for filling the system for intravenous drip administration of drugs.
3. Types of systems and their subsequent processing.
4. Technique of intravenous drip infusions of medicines.
5. Features of the introduction of certain drugs (cardiac glycosides, calcium chloride solution, magnesium sulfate solution).
6. Possible complications when performing intravenous injections.

4. Questions for the self-assessment

1. Treatment of the hands of a nurse before an injection.
2. Preparing the patient for intravenous drip infusion.
3. Equipment needed to perform the infusion.
4. Solutions used to treat the skin of the hands and mucous membranes when blood comes into contact with them.
5. Measures for safety when working with blood.
6. Handling the disposable system after use.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work

Topic7. The parenteral way of drugs' introduction (intravenous drop infusion on the phantom).	Study of literature, Internet resources, Moodle ,,,

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Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 8. Insertion of a venous catheter. Care of the venous,subclavian catheter, “butterfly”-like catheter.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 23
Complications of the parenteral way of the drugs’ introduction Anaphylactic shock.

Goal:
To learn the complications arising from the parenteral route of administration of drugs and to provide emergency care and implement therapeutic measures.

Tasks:
To study the complications arising from parenteral administration of medicines
After studying the topic, the student must
Know:
1. signs of complications of all types of injections, drip infusions and blood sampling from a vein.

be able to:
1. evaluate the complications arising from the parenteral route of drug administration;
2. provide emergency assistance.

Have skills
1. technique for performing all types of injections, blood sampling from a vein and intravenous drip infusion of drugs on a phantom;
2. manipulations related to the provision of emergency care for complications on the phantom.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Abscess,
- air and oil embolism,
- infiltration,

- phlebitis,
- needle breakage,
- anaphylactic shock.

3. Questions for the class studies
1. The concept of asepsis and antisepsis;
2. Treatment of the hands of a nurse before an injection;
3. Technique for performing all types of injections;
4. Complications of injections, emergency care;
5. Setting a warm compress;
6. Ice pack setting;

4. Questions for the self-assessment
1. Signs, causes, prevention, emergency care, treatment of post-injection infiltrate
2. Signs, causes, prevention, emergency care, treatment of abscess
3. Signs, causes, prevention, emergency care, treatment of air and oil embolism
4. Signs, causes, prevention, emergency care, treatment of thrombophlebitis
5. Signs, causes, prevention, emergency care, treatment of hematoma
6. Signs, causes, prevention, emergency care, treatment of allergic reactions, anaphylactic shock

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic9. Complications of the parenteral way of the drugs' introduction. Anaphylactic shock.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 24

Assistance in emergencies.(Fainting, collapse, shock, coma, bleeding, hypertensive crisis and other urgent conditions.)

Goal:

Learn first aid for emergency and life-threatening conditions.

Tasks:

To study methods for eliminating life-threatening disorders (acute blood loss, respiratory failure, cardiac arrest, anti-shock measures, fractures, bruises).

After studying the topic, the student must

know:

1. etiology and pathogenesis of emergency conditions;
2. basic parameters of vital activity;
3. features of the diagnosis of emergency conditions;
4. algorithm of action in the event of emergency conditions;
5. principles of pharmacotherapy in emergency conditions at the prehospital stage;
6. rules, principles and types of transportation of patients to a medical facility;
7. the main sanitary-hygienic and anti-epidemic measures taken in the provision of emergency medical care at the pre-hospital stage and in emergency situations

be able to:

1. conduct an examination of the patient in emergency conditions at the prehospital stage;
2. determine the severity of the patient's condition;
3. highlight the leading syndrome;
4. carry out differential diagnostics;
5. provide syndromic emergency medical care;
6. evaluate the effectiveness of emergency medical care;
7. control the main parameters of life;
8. to carry out pharmacotherapy at the prehospital stage;
9. determine indications for hospitalization and transport the patient;
10. monitor at all stages of prehospital care;
11. organize the work of the team to provide emergency medical care to patients;
12. to teach patients self-help and mutual assistance;
13. provide first aid, pre-medical
14. use collective and individual means of protection;

Have skills:

1. conducting a clinical examination in emergency conditions at the prehospital stage;
2. determining the severity of the patient's condition and the existing leading syndrome;
3. carrying out differential diagnostics of diseases;
4. determination of indications for hospitalization and transportation of the patient;

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Fainting,
- Collapse
- Shock
- Bleeding
- Hypertensive crisis

- The damaging effect of physical factors (burns, hypothermia, electrical injury, drowning)
- Acute abdominal pain. Renal colic. Acute
- urinary retention
- Coma (hypo)hyperglycemic, uremic, hepatic, toxic
- Acute disorders of cerebral circulation (ACC). Convulsive syndrome

3. Questions for the class studies

1. Faintin - causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
2. Collapse - causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
3. Shock- causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
4. Bleeding- causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
5. Hypertensive crisis causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
6. The damaging effect of physical factors (burns, hypothermia, electrical injury, drowning)- causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
7. Acute abdominal pain. Renal colic. Acute urinary retention - causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
8. Coma (hypo)hyperglycemic, uremic, hepatic, toxic - causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.
9. Acute disorders of cerebral circulation (ACC). Convulsive syndrome - causes, forms, manifestations and complications. Prehospital emergency medicines Algorithm for emergency care in prehospital patients with complicated and uncomplicated hypertensive crisis. Indications for hospitalization. Features of transportation and monitoring of the patient's condition.

4. Questions for the self-assessment

Case

Patient Alexander, 57 years old. Complaints of headache in the occipital region, vomiting, dizziness, flies before the eyes. From the anamnesis it turned out that these phenomena developed today in the afternoon. Before that, he had not consulted a doctor. Headaches disturbed periodically for several years, but the patient did not attach any importance to them and did not go to the doctors.

Objectively: temperature 36.4 C. General condition of moderate severity. The skin is pale. Respiration is vesicular. The left border of relative cardiac dullness is 1 cm outward from the midclavicular line. Heart sounds are muffled, a sharp accent of the 2nd tone on the aorta. Heart rate 92 per minute, pulse hard, tense, 92 per minute. BP 200/110 mmHg Abdominal pathology was not revealed.

Tasks

1. Formulate what emergency the patient has.
2. Name the necessary additional studies.
3. List possible complications.
4. Determine your tactics in relation to the patient, tell us about the principles of treatment, prognosis and prevention of the disease.
5. Demonstrate the technique of examining the pulse and blood pressure.

5.1. Compulsory literature

5.2. Supplementary literature

Oslopov V. N. General Care of a Patient [Электронный ресурс] : tutorial/ V. N. Oslopov, O. V. Bogoyavlenskaya.-Москва: ГЭОТАР-Медиа, 2021. -208 с.- URL: https://www.studentlibrary.ru/book/ISBN9785970460429.html

Kruchkova, A. V. CareforSurgicalPatients / A. V. Kruchkova, Yu.V. Kondusova, I. A. Poletayevaandothers; editedbyA. V. Kruchkova. - Москва :ГЭОТАР-Медиа, 2020. - 144 с. - ISBN 978-5-9704-5664-4. - Текст :электронный // ЭБС "Консультантстудента" : [сайт]. - URL : https://www.studentlibrary.ru/book/ISBN9785970456644.html

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List of the Internet resources required for mastering of the course (module)

1. specific sites and web portals MSd MANUAL http://www.msdmanuals.com/professional,
2. ClinicalKey - https://www.clinicalkey.com/info/ru/

3. digital collections - video films demonstrated in class

6 List of the information and telecommunications Internet resources required for mastering of the course (module)*

№	Resources	URLaddress	ResourceAnnotation
1	ElectroniclibraryofNSMU	http://lib.nsmu.ru/lib/	access by password provided by the library educational, educational methodical and scientific literature
2	EBS "Student Consultant" VPO, SPO. Kits: Medicine. Healthcare. Humanities and social sciences. Natural Sciences	http://www.studentlibrary.ru/ http://www.studmedlib.ru/ http://www.medcollegelib.ru/	access is activated through personal registration sets of educational and scientific literature on medicine, health care, natural, humanitarian and social sciences
3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic10.Assistance in emergencies.(Fainting, collapse, shock, coma, bleeding, hypertensive crisis and other urgent conditions.)	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 25 Postoperative wound care. Applying medical dressings
Postoperative wound care. Applying medical dressings

Goal: Learn how to dress a wound

Tasks: After studying the topic, the student must
Know:
1. Define the role of the nurse in the dressing room
2. Learn how to dress a wound
4. Know the complications when applying bandages to the wound and their prevention
5. Learn to assemble instruments for dressing postoperative wounds
6. Names of tools and their purpose

Be able to:
1. Prepare the dressing room (tools, dressing material) for work.
2. Apply different types of bandages
3. Help the doctor change the dressing
4. Follow the rules of asepsis and antisepsis

Have skills:
Ways to hold instruments, dressings and feed them to the doctor
Bandaging technique

2. Basic concepts that must be mastered by students in the process of studying the topic:
- Removal of stitches
- sterile film dressings with a non-stick pad (e.g. OPSITE POSTOP).
- cleol
- adhesive plaster

3. Questions for the class studies
1. Storage of solutions and ointments for dressings
2. Discharge and receipt of medicines for the treatment of wounds;
3. Placement of equipment in the dressing room
4. The concept of "clean" and "dirty"
5. Possible complications after wound treatment

4. Questions for the self-assessment:
1. What should a nurse keep in mind when preparing to dress a patient?
2. How to properly store sterile material, medicines, antiseptics?
3. What tools are used for dressings
4. How is the sterilization of instruments, dressings
5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

Oslopov V. N. General Care of a Patient [Электронный ресурс] : tutorial/ V. N. Oslopov, O. V. Bogoyavlenskaya.-Москва: ГЭОТАР-Медиа, 2021. -208 с.-
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Доника. - Волгоград :ВолгГМУ, 2019. - 40 с. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL :https://www.books-up.ru/ru/book/metodicheskie-ukazaniya-dlya-podgotovki-angloyazychnyh-studentov-k-prakticheskim-zanyatiyam-po-discipline-pervaya-medicinskaya-pomocsh-9813716/ - Режим доступа : по подписке.

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3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of	http://medone-education.thie	access is activated through personal registration on

	medical textbooks publishing house "Thieme"	me.com/	computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 11. Postoperative wound care. Applying medical dressings	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 26 Oxygen therapy. Giving oxygen to the patient...
Goal:
To learn different methods of oxygen therapy
Tasks: After studying the topic, the student must
1. Consolidate the skill of measuring the respiratory rate
2. Learn to use face mask, nasal prongs, nasal catheter for oxygen therapy

Know:
Rules for the use of a face mask, nasal prongs, nasal catheter during oxygen therapy
Be able to:
Use of face mask, nasal prongs, nasal catheter during oxygen therapy
Have skills:
Skills for measuring respiratory rate
Use of a face mask, nasal prongs, nasal catheter during oxygen therapy on a phantom

2. Basic concepts that must be mastered by students in the process of studying the topic:Pulse oximeter, oxygen therapy, hyperbaric oxygen therapy
3. Questions for the class studies
1. Goals and methods of oxygen therapy.
2. Inhalation methods of oxygen therapy
3. Principles of safety when working with oxygen.

4. Questions for the self-assessment:
Patient Olga, 20 years old, is hospitalized in the skin department with a diagnosis of urticaria. In the evening, she turned to the nurse on duty with complaints of edema on her face, a feeling of tension, increasing shortness of breath, and hoarseness of voice. Her condition worsened an hour after she ate shrimp brought by her relatives.
Objectively: on the skin of the face, eyelids, cheeks, lips, there is an edema protruding above the level of the surrounding skin, elastic consistency, pale pink. Body temperature, Ps, blood pressure within the age norm. The abdomen is soft, painless, physiological functions are normal.
Tasks
1. Determine the patient's condition.

3. Demonstrate oxygen therapy using a nasal catheter.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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			methodical and scientific literature
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3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 12. Oxygen therapy. Giving oxygen to the patient...	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topics 27,28
Clinical and biological death. Airway obstruction Artificial pulmonary ventilation.Closed-chest cardiac massage. Cardiopulmonary resuscitation

Goal:
Learn the standards for providing emergency care to the victim with airway obstruction, circulatory arrest.

Tasks:
1. To study the signs of clinical and biological death.
2. Learn to provide emergency care to the victim with airway obstruction, clinical death on a phantom.
After studying the topic, the student must

Know:
1. signs of clinical and biological death;
2. causes of airway obstruction;
3. signs of airway obstruction (complete and partial);
4. criteria for the effectiveness of ongoing resuscitation;
5. features of CPR in children.
6. criteria for the effectiveness of ongoing resuscitation;
7. rules for handling a corpse in a medical facility.

be able to:
1. determine the presence of airway obstruction;
2. determine cardiac arrest;

Have skills: (on phantom):
1. first aid skills for obstruction of the respiratory tract by a foreign body to the victim in consciousness, unconscious, overweight, children;
2. the skills of artificial lung ventilation using the mouth-to-mouth, mouth-to-nose method;
3. skills of conducting cardio-pulmonary resuscitation by one and two rescuers of performing chest compressions.

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Clinical and biological death,
- airway obstruction,
- mechanical ventilation,
- chest compressions,
- cardiopulmonary resuscitation
- Heimlik's maneuver

3. Questions for the class studies
1. Signs of clinical death.
2. Signs of biological death.
3. Restoration of airway patency.
4. Artificial ventilation of the lungs.
5. Indirect cardiac massage.
6. Cardiopulmonary resuscitation by one and two rescuers.

4. Questions for the self-assessment
1. Stages of the terminal state.
2. Heimlik's maneuver.
3. A sign of the effectiveness of mechanical ventilation.
4. The ratio of compressions and ventilation during CPR.
5. Features of CPR for children.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature
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2. ClinicalKey - https://www.clinicalkey.com/info/ru/
3. digital collections - video films demonstrated in class

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2	EBS "Student Consultant" VPO, SPO. Kits: Medicine. Healthcare. Humanities and social sciences. Natural Sciences	http://www.studentlibrary.ru/ http://www.studmedlib.ru/ http://www.medcollegelib.ru/	access is activated through personal registration sets of educational and scientific literature on medicine, health care, natural, humanitarian and social sciences
3	EMB "Doctor's	http://www.rosmed	access by password provided by

	Consultant"	lib.ru	the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic13,14. Clinical and biological death. Airway obstruction Artificial pulmonary ventilation. Closed-chest cardiac massage. Cardiopulmonary resuscitation	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic29 Organization of the work of the procedural (manipulation) room in compliance with the requirements of infectious and fire safety

Goal:
Learn to work in a treatment (manipulation) room in compliance with the requirements of infectious and fire safety in a simulation center

Tasks:
1. To study the equipment and functions of the treatment room
2. To study the sanitary-epidemiological and fire-fighting regime of the treatment room

After studying the topic, the student must
Know:
1. Rules for the sanitary-epidemiological and fire-fighting regime of the treatment room
2. Equipment (including electrical equipment) and functions of the treatment room
3. Rules for filling out medical records

Be able to:
1. Use equipment (including electrical equipment)
2. Use disinfectants
3. Use protective devices
4. Carry out all types of cleaning, including general cleaning

Have skills:

1. Hand washing technique
2. Technique for performing all types of injections

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
Control checks of the sanitary-epidemiological and fire-fighting regime of the treatment room

3. Questions for the class studies
1. List the equipment of the treatment room (including electrical equipment)
2. List the functions of the treatment room
3. Remember the types of magazines in the treatment room

4. Questions for the self-assessment
Case
The patient is 47 years old, a car mechanic, is being treated in the pulmonological Department of the hospital for exacerbation of bronchiectasis.
The patient is concerned about a cough with the separation of yellowish-green sputum with an unpleasant smell (about half a glass per day). Pocket spittoon not enjoys, sputum spits out in headscarf or in a newspaper, sometimes in sink. Prescribed by the doctor takes drugs irregularly, as often forgets about the hours of reception.
Smokes with 18 fringes years on pack cigarettes in day and continues to quit Smoking, although notes strengthening cough after Smoking, especially on the morning.
Appetite preserved, vegetarian. Drinking enough fluid. Uses a removable prosthesis of the upper jaw.
The patient is worried about the upcoming bronchoscopy, asks whether this procedure is painful and dangerous, whether it can be done under anesthesia.
According to objective data, the respiratory rate 18 per minute, the pulse is 80 per minute, the blood PRESSURE is 120/80 mm Hg. art., temperature 37.2° C.
The task:
1. List the equipment in the bronchoscopic room
2. List the documentation in the bronchoscopic room
3. List the rules for preparing the office for work
4. List the rules for preparing a patient for bronchoscopy
5. List the rules for preparing a bronchoscope
6. Name the algorithm for helping a nurse to a doctor during bronchoscopy

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature
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	publishing house "Thieme"		textbooks in english

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 15 Organization of the work of the procedural (manipulation) room in compliance with the requirements of infectious and fire safety	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic30Administration of drugs in various ways.Filling out the documentation.

Goal: to fix the methods of drug administration, possible complications and their prevention.

Tasks:
1. Determine the role of routes of administration of drugs and the rules for storing drugs.
2. Repeat the methods of using drugs.
3. Know the complications of the use of drugs, their prevention and first aid.

After studying the topic, the student must

Know:
1. The role of various routes of administration of drugs and the rules for storing drugs.
2. Complications from the use of drugs, their prevention and first aid.

Be able to:
1. Prepare drugs for administration to the patient
2. Administer drugs in a variety of ways
3. Complete documentation after introduction

Have skills:

The technique of drug administration in various ways and ways

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
• Enteral route of drug administration
• Parenteral route of drug administration
• The concept of sterility, asepsis
• Allergy and anaphylactic shock

3. Questions for the class studies
1. Forms of medicinal substances and methods of introduction into the body;
2. Discharge and receipt of medicinal substances;
3. Storage conditions for medicinal substances: medicines, alcohol solutions, antibiotics;
4. Features of storage of poisonous and potent medicinal substances;

5. Storage and accounting of drug consumption;
6. Laying out and dispensing drugs for enteral use, monitoring drug intake
7. Methods of external use of medicines
8. The main ways of parenteral administration of medicinal substances;
9. The device of the syringe and needles, types of syringes;
10. The concept of sterilization; types of sterilization; the importance of pre-sterilization preparation of syringes, needles;
14. Features of the use of oily solutions for injections, processing of a syringe, needles after such injections;
15. Technique of intravenous injections. Features of drip intravenous administration of drugs;
16. Possible complications after injections;
17. Drug allergy, anaphylactic shock.

4. Questions for the self-assessment

1. What should the nurse keep in mind when prescribing medications?
2. How to store medicinal substances correctly?
3. Features of storage of medicines infused with alcohol?
4. How are drugs stored?
5. How is drug use accounted for?
6. What are the features of the distribution of medicinal substances in the department?
7. Methods of drug administration?
8. How is the internal (enteral) administration of drugs carried out?
9. How to handle the beaker?
10. What is the technique for introducing rectal suppositories?
11. Benefits of parenteral drug administration.
12. Ways of parenteral administration of drugs, places of possible administration?
13. What instruments are used for injections?
14. How to properly assemble the syringe?
15. How to fill the syringe from ampoules and vials?
16. How are syringes and needles treated after injections?
17. What is pre-sterilization preparation, how is its quality checked?
18. How is sterilization carried out?
19. What are the features of the introduction of antibiotics, insulin?
20. What complications are possible after injections?
21. What are the possible complications after subcutaneous and intramuscular injections?
22. How are the hands of medical staff treated before venipuncture?
23. How to prepare a patient for venipuncture?
24. Advantages of intravenous administration of drugs, methods of administration?
25. Indications for drip intravenous infusion, places of possible injection?
26. What drugs can be administered intravenously?
27. What complications can occur after venipuncture?

Case

The patient is 35 years old, is hospitalized in the endocrinology Department with a diagnosis of type I diabetes.

Complaints of dry mouth, thirst, frequent urination, itchy skin, General weakness.

In the surrounding space is oriented adequately. He is anxious, sleeps badly, does not believe in the success of treatment, expresses fear for his future.

Objectively: the condition is of moderate severity, the skin is pale, dry with traces of scratching, subcutaneous fat is weakly expressed. Tongue dry. Pulse 88 beat/ min, blood PRESSURE 140/90 mmHg. St., respiratory rate 16 / min.

Tasks

1. Identify the patient's fears before the injection, conduct a conversation
2. Explain to the patient the rules for collecting urine for sugar.

3. Demonstrate the technique of administering insulin 10 IU subcutaneously.
4. Demonstrate completion of documentation after the injection
.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 16. Administration of drugs in various ways. Filling out the documentation.	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 31. Nursing interventions for cardiovascular emergencies

Goal: learn the features of care and monitoring of patients with diseases of the circulatory system
Tasks:
1. Determine the role of the main pathological symptoms in diseases of the circulatory system.
2. To study the methods of care and monitoring of patients with diseases of the circulatory system.
3. Get acquainted with the technique of counting the number of heartbeats, examining and recording the pulse, measuring blood pressure
4. Know the first aid for pain in the heart, suffocation, rise in blood pressure, fainting.

After studying the topic, the student must

Know:
Be able to:
Have skills:

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
• Complaints of a patient with diseases of the circulatory system;
• Arterial pulse, its properties.
• Arterial pressure, mechanisms of regulation;
3. Questions for the class studies
1. The concept of the main pathological symptoms in diseases of the circulatory system
2. The concept of arterial hypertension, heart and vascular insufficiency.
3. The concept of arterial pulse, properties of the pulse, graphic registration.
4. Cardiac edema: mechanism of formation, methods of detection
5. Basic manipulations for the care of cardiac patients.
6. Features of observation and care of patients with diseases of the cardiovascular system of elderly and senile age;
7. Emergency conditions in cardiac patients
4.Questions for the self-assessment
1. What are the main pathological symptoms detected in patients with diseases of the circulatory system.
2. What is the method for determining the pulse? On which peripheral arteries is the pulse determined?
3. List the main properties of the arterial pulse.
4. What is the method for determining blood pressure?
5. Name the methods for monitoring edema
6. What are the features of caring for patients with diseases of the circulatory system?
7. What is emergency care for pain in the heart area?
8. How to provide first aid to a patient with cardiac asthma?
9. What is the help to the patient with fainting?
10. What is the first aid for a patient with a hypertensive crisis?
11. What are the features of the organization of the work of a nurse in the cardiology department?

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature
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8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 17 Nursing interventions for cardiovascular emergencies	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 32. Nursing interventions for emergency conditions of a patient with respiratory diseases

Goal: learn the features of care and monitoring of patients with respiratory diseases.

Tasks:

1. Determine the role of the main pathological symptoms in diseases of the respiratory system.
2. Learn how to care for and monitor patients with respiratory diseases.
3. Get acquainted with the technique of oxygen therapy, using a pocket inhaler and collecting sputum.
5. Know first aid for suffocation, hemoptysis and pulmonary hemorrhage.

After studying the topic, the student must
Know:
Be able to:
Have skills:

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

• Complaints of a patient with respiratory diseases;
• Oxygen therapy in the treatment of patients with respiratory diseases;
• Importance of sputum examination.

3. Questions for the class studies

1. Complaints of patients with respiratory diseases.
2. Oxygen therapy, safety precautions when using an oxygen cylinder.
3. Collection of sputum in spittoons, measurement of the daily amount of sputum, sterilization of the spittoon.
4. Features of the direction of sputum for clinical and bacteriological examination.
5. First aid for coughing, shortness of breath, suffocation, pulmonary hemorrhage.
6. Features of care and monitoring of patients with respiratory diseases of the elderly and senile age.
7. Acquaintance with the technique of pleural puncture.

4.Questions for the self-assessment

1. What are the main pathological symptoms in patients with respiratory diseases?
2. What is the most comfortable position in bed for patients?
3. How are respiratory movements counted?
4. What types of respiratory disorders do you know?

5. What methods of oxygen therapy do you know?
6. List the main manipulations during oxygen therapy.
7. What are the safety rules for using an oxygen cylinder.
8. What are the rules for using a pocket inhaler?
9. How to collect sputum in spittoons?
10. What methods of disinfection of spittoons do you know?
11. Name the features of sputum collection for various types of research.
12. Who performs a pleural puncture, for what purpose?
13. What instruments are needed for pleural puncture?
14. Name the sequence of actions during thoracocentesis.
15. What is the first aid algorithm for suffocation?
16. What is the algorithm of first aid during an attack of unproductive cough?
17. What is the algorithm of first aid for hemoptysis?
18. What is the first aid algorithm for nosebleeds?

Case

In the pulmonological Department, a patient T. 68 years old with a diagnosis of pneumonia.
Complaints of pronounced weakness, headache, cough with the separation of a large amount of fetid purulent sputum, once noted the admixture of blood in the sputum.
The patient was treated independently at home for about 10 days, took aspirin, analgin. Yesterday by the evening the condition worsened, the temperature rose to 40 C with chills, by the morning it fell to 36 C with profuse sweating. During the night 3 times changed the shirt. Cough intensified, there was abundant purulent sputum. The patient is inhibited, answers questions with effort, indifferent to others.
Objective: percussion right under the shoulder blade area is defined by the blunting of percussion sound. Breathing amphoric, listened to krupnopuzyrchatye wet wheezes.
Radiological data: in the lower lobe of the right lung, there is an intense infiltrative shadow, in the center of which a cavity with a horizontal liquid level is determined.
General analysis of blood: accelerated erythrocyte sedimentation rate, leukocytosis

Tasks

1. Identify the patient's concerns; formulate goals and draw up a nursing plan for the priority issue with the motivation of each nursing intervention.
2. Teach the patient the technique of postural drainage and elements of breathing exercises aimed at stimulating the discharge of sputum.
3. Demonstrate the technique of dilution and intramuscular administration of benzylpenicillin sodium salt - 500 000 UNITS.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

Oslopov V. N. General Care of a Patient [Электронный ресурс] : tutorial/ V. N. Oslopov, O. V. Bogoyavlenskaya.-Москва: ГЭОТАР-Медиа, 2021. -208 с.- URL: https://www.studentlibrary.ru/book/ISBN9785970460429.html

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List of the Internet resources required for mastering of the course (module)

1. specific sites and web portals MSd MANUAL http://www.msdmanuals.com/professional,
2. ClinicalKey - https://www.clinicalkey.com/info/ru/
3. digital collections - video films demonstrated in class

10. List of the information and telecommunications Internet resources required for mastering of the course (module)*

№	Resources	URLaddress	ResourceAnnotation
1	ElectroniclibraryofNSMU	http://lib.nsmu.ru/lib/	access by password provided by the library educational, educational methodical and scientific literature
2	EBS "Student Consultant" VPO, SPO. Kits: Medicine. Healthcare. Humanities and social sciences. Natural Sciences	http://www.studentlibrary.ru/ http://www.studmedlib.ru/ http://www.medcollegelib.ru/	access is activated through personal registration sets of educational and scientific literature on medicine, health care, natural, humanitarian and social sciences
3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications

4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 18. Nursing interventions for emergency conditions of a patient with respiratory diseases	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 33. Nursing interventions in emergency patient conditions for diseases of the gastrointestinal tract

Goal: learn the features of care and monitoring of patients with diseases of the gastrointestinal tract.

Tasks:
1. Determine the role of the main pathological symptoms in diseases of the gastrointestinal tract.
2. To study the methods of care and monitoring of patients with diseases of the gastrointestinal tract.
3. Get acquainted with the technique of gastric lavage, fractional study of gastric contents, duodenal sounding.
5. Know first aid for bleeding from the stomach and intestines.
After studying the topic, the student must
Know:
Be able to:
Have skills:

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
• The main complaints of a patient with diseases of the digestive system;
• Methods for studying the acid-forming function of the stomach;
• The concept of duodenal sounding;
• Methods for examining feces
• Types of enemas, indications and contraindications;

3. Questions for the class studies
1. The concept of the main pathological symptoms in diseases of the digestive system
2. Providing first aid for vomiting, collecting vomit, sending them to the laboratory
3. First aid to a patient with gastrointestinal bleeding

4. Indications and technique of gastric lavage, types of probes
5. Method of collecting gastric juice for research
6. Technique of duodenal sounding.
7. Preparation of the patient for the collection of feces for the Gregersen reaction
8. Types of enemas, indications and contraindications, manipulation algorithm
9. Preparation of the patient for x-ray examination of the stomach;
10. Preparation of the patient for x-ray examination of the gallbladder and biliary tract;
11. Preparation of the patient for irrigoscopy, colonoscopy;
12. Indications and contraindications for endoscopic examination of the gastrointestinal tract;
13. Preparation of the patient for ultrasound examination

4. Questions for the self-assessment

1. What complaints does the patient present with diseases of the digestive system?
2. How to properly collect vomit?
3. What are the features of caring for patients with vomiting?
4. What is first aid for a patient with gastrointestinal bleeding?
5. What are the indications and technique for gastric lavage?
6. What is the method of fractional gastric sounding?
7. What is the technique of duodenal sounding?
8. How to prepare a patient for stool collection for the Gregersen reaction?
9. How to prepare a patient for X-ray examination of the stomach?
10. How to prepare a patient for irrigoscopy?
11. How to prepare a patient for sigmoidoscopy, irrigoscopy?
12. How to prepare a patient for an ultrasound examination of the abdominal organs?

Case

The hospital admitted a patient L. 25 years with a diagnosis of peptic ulcer 12-duodenal ulcer. Complaints of acute pain in the epigastric region, occurring 3-4 hours after eating, often at night, acid belching, heartburn, constipation, weight loss. Appetite preserved. He considers himself sick for about a year, but he did not turn to doctors. Work is associated with nervous tension, smokes a lot. The patient is concerned about his health, reduced ability to work.

Objectively: the general condition is satisfactory. The skin is pale, subcutaneous fat is poorly developed. There is no pathology on the part of the lungs and cardiovascular system. The tongue is overlaid with a white-yellow coating. When palpation of the abdomen, there is a sharp pain to the right of the midline of the abdomen above the navel. The liver and spleen are not palpable.

The patient is prescribedFibrogastrodoudenoscopy (FGDs)

Tasks

1. Identify the patient's concerns; formulate goals and draw up a nursing plan for the priority issue with the motivation of each nursing intervention.
2. Explain to the patient the nature of the upcoming procedure -FGDs and prepare him for it.
3. Explain to the patient the nature of the upcoming procedure-cleansing enema.and prepare him for it.
4. Demonstrate the technique of staging a cleansing enema.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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№	Resources	URLaddress	ResourceAnnotation
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	Natural Sciences	http://www.medcollegelib.ru/	humanitarian and social sciences
3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 19. Nursing interventions in emergency patient conditions for diseases of the gastrointestinal tract	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 34. Nursing interventions in emergency patient conditions for diseases of the urinary system

Goal:to learn the features of care and monitoring of patients with diseases of the urinary organs.

Tasks:
1. Determine the role of the main pathological symptoms in diseases of the urinary organs.
2. To study the methods of care and monitoring of patients with diseases of the organs of urinary excretion.
3. Get acquainted with the technique of collecting urine.
4. Know first aid for renal colic.
After studying the topic, the student must
Know:
Be able to:
Have skills:

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
• The concept of diuresis and methods of its measurement;

• The main types of urination disorders;
• The main complaints of a patient with diseases of the urinary organs
• Urine examination methods

3. Questions for the class studies

1. The concept of the main pathological symptoms in diseases of the urinary organs
2. The main types of urination disorders
3. Care of patients with urinary incontinence
4. Features of caring for elderly and senile patients
5. Features of urine collection for various studies
6. The value of the Zimnitsky test, the Nechiporenko test, the methodology for their implementation;
7. Types of catheters, methods of bladder catheterization in women and men, catheter care and storage
8. Preparing the patient for X-ray examination of the kidneys and urinary tract.

4.Questions for the self-assessment

1. What are the main nursing problems of patients with kidney pathology?
2. What types of urination disorders do you know?
3. How can you reflexively cause urination?
4. How to measure daily diuresis correctly?
5. How to care for a patient with urinary incontinence?
6. How to collect urine for general analysis?
7. How to conduct a glucouric profile study?
8. How to properly conduct a Zimnitsky test?
9. How to evaluate the results of the Zimnitsky test?
10. Why conduct a Reberg test, a research technique?
11. What are the features of bladder catheterization in men and women?
12. Rules for the care of catheters and their storage.
13. How to provide first aid to a patient with renal colic?

Case

Patient R., 30 years old hospitalized the nephrological department with a diagnosis of exacerbation of chronic pyelonephritis.

Complaints of fever, pulling pain in the lumbar region, frequent and painful urination, general weakness, headache, lack of appetite. The patient has a history of chronic pyelonephritis for 6 years. The patient is restless, worried about his condition, doubts the success of treatment.

Objectively: temperature 38.8°C. State of moderate severity.Consciousness clear.Redness of the face. The skin is clean, subcutaneous fat is poorly developed. Pulse 98 beats / min., tense, blood PRESSURE 150/95 mm Hg. the tongue is dry, overlaid with a white coating. The abdomen is soft, painless, the symptom of Pasternatsky is positive on both sidesof the back.

The patient was prescribed excretory urography.

Tasks

1. Identify the patient's concerns; formulate goals and draw up a nursing plan for the priority issue with the motivation of each nursing intervention.
2. Explain to the patient the nature of the upcoming procedure and its preparation for it.
3. Demonstrate on the dummy technique of catheterization of the bladder in men.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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2. ClinicalKey - https://www.clinicalkey.com/info/ru/
3. digital collections - video films demonstrated in class

6 List of the information and telecommunications Internet resources required for mastering of the course (module)*

№	Resources	URLaddress	ResourceAnnotation
1	ElectroniclibraryofNSMU	http://lib.nsmu.ru/lib/	access by password provided by the library educational, educational methodical and scientific literature
2	EBS "Student Consultant" VPO, SPO. Kits: Medicine. Healthcare. Humanities	http://www.studentlibrary.ru/ http://www.studmedlib.ru/	access is activated through personal registration sets of educational and scientific literature on medicine,

	and social sciences. Natural Sciences	http://www.medcollegelib.ru/	health care, natural, humanitarian and social sciences
3	EMB "Doctor's Consultant"	http://www.rosmedlib.ru	access by password provided by the libraryto the departments practical guides, reference books, monographs, recommendations and other publications
4	MedOne Education - Electronic library of medical textbooks publishing house "Thieme"	http://medone-education.thieme.com/	access is activated through personal registration on computers textbooks in english

Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 20 Nursing interventions in emergency patient conditions for diseases of the urinary system	Study of literature, Internet resources, Moodle ,,,

9. Common errors in the management of bleeding.

Be able to:

1. Determine the amount of blood loss
2. Provide emergency care for external, arterial and venous bleeding.
3. Provide emergency care for bleeding from the gastrointestinal tract
4. Provide emergency care for internal bleeding.
5. Observe infectious safety when providing care

Have skills:

Pressure bandage, tourniquet

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

Pressure bandage, tourniquet

3. Questions for the class studies

1. How to determine the amount of blood loss and ways to temporarily stop external bleeding
2. What types of bleeding are
3. Help for bleeding

4. Questions for the self-assessment

Case

A 30-year-old patient with a diagnosis of iron deficiency anemia was admitted to the hospital. Complaints of weakness, fatigue, shortness of breath when moving, palpitations, lack of appetite, sometimes there is a desire to eat chalk. Menstruation from 12 years, abundant during the week. The patient is irritable, passive, little talkative.

Objectively: pallor and dryness of the skin, hair dull, split, brittle nails with transverse striations, spoon-shaped. The boundaries of the heart are not changed. When auscultation - systolic murmur at the top of the heart. Pulse 92 beats/min, BP - 100/60 mm r. st.

Blood test: HB-75 g /l, erythrocytes 3,9 ´10^{12}/l, color index 0.8, leukocytes-4,5 ´10^{9}/l, erythrocyte sedimentation rate 20 mm / h

Tasks

1. Identify the patient's concerns;.
2. Teach the patient the rules of taking iron preparations, explain the possible side effects.
3. Demonstrate intravenous infusion of 200.0 solution of NaCl 0.9%.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 21 Nursing interventions for emergencies in a bleeding patient	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 36. Caring for a patient with musculoskeletal disorders. Desmurgy

Goal:
To study the care of patients with diseases of the musculoskeletal system and desmurgy

Tasks:
To study the care of patients with diseases of the musculoskeletal system
Learn the basics of desmurgy
After studying the topic, the student must
Know:
1. Features of caring for a patient with diseases of the musculoskeletal system
2. Types of dressings
3. Dressing rules

Be able to
Apply dressings: holding, pressing, immobilizing, occlusive - to seal the wound from exposure to water and air, aseptic, medicinal - for the supply of medicinal substances to the damaged surface, corrective - for the correction of deformities
Have skills:
bandaging technique

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
- soft;
- hardening (gypsum and starch);
- hard (tires).
- the bridle is superimposed on the parietal and occipital part;
- the cap and cap of Hippocrates cover the entire scalp;
- an eight-shaped monocular or binocular bandage is used for eye injuries;
- a sling bandage is used for injuries to the front of the head

3. Questions for the class studies
1. When and what are bandages used for?
2. Bandage classification
3. What is an overlay kit
4. Basic rules for bandaging
5. Overlay techniques depending on the type of dressing used and the place of its application
6. Dressings for head injuries

7. Dressings for wounds of the limbs
8. Pressure bandage and tourniquet
9. Immobilization splint
10. Plaster casts
11. Compression bandages
12. Protective bandages
13. Occlusive dressings

4. Questions for the self-assessment

Case

A 45-year-old patient is in the hospital due to a lower jaw injury and a fracture of the left leg. Can't speak. After splinting the jaw will not be able to eat through the mouth for 1.5-2 weeks. The patient has diabetes. Receives insulin injections 3 times a day for 12 units. Communicates with honey. staff through letters. Very concerned about the inability to eat and drink on her own. The patient is visited twice a day by her husband and 18-year-old son. The patient is glad to see them, but after they leave, she cries and feels lonely.

Task

What are the patient's problems?

What bandage should be applied to the shin?

Put bandages on the simulator

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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Implementation of e-learning (EL), the use of distance learning technologies (DLT)

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work

Topic 22 Caring for a patient with musculoskeletal disorders. Desmurgy	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 37. Care for a healthy newborn, infant. Feeding children

Goal:
To study the features of care for newborns and infants.

Tasks:
1. mastering the skills of caring for newborns and infants,
2. the ability to teach parents how to properly care for a child, to fulfill the necessary routine moments, to ensure adequate nutrition in accordance with age needs.

After studying the topic, the student must
Know:
1. primary toilet of the newborn;
2. daily care of the newborn in the maternity hospital;
3. patronage of a newborn;
4. elements of raising a child;
5. regimen of the day of the infant;
6. the method of processing the skin, oral cavity, genital organs;
7. the nature of the stool of an infant who is on natural, artificial feeding;
8. the basics of child safety.

Be able to:
1. take care of the umbilical residue and umbilical wound;
2. treat the skin, eyes, nasal passages;
3. conduct a hygienic bath;
4. organize a daily routine for an infant;
5. swaddle and dress an infant;
6. evaluate the stool of an infant;
7. to teach the skills of neatness to children of early age;
8. choose toys for children depending on age.

Have skills:
1. of caring for a child in different age periods;
2. Be able to organize the regime of the day, sleep, active wakefulness, taking into account age;
3. Assess the physical and neuropsychic development of infants;
4. Methods of general massage for infants;
5. Organization of breastfeeding, artificial feeding, rules and
6. the timing of the introduction of complementary foods;
7. Choose toys according to the age, needs and abilities of the child

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
umbilical wound

3. Questions for the class studies
1. Periods of a child's life
2. Newborn and care
3. Features of care for newborns and infants
4. Skin and mucous membrane care
5. Bathing
6. Swaddling rules and clothes for children of the first year of life
7. Feeding children in the first year of life

8. Stool observation and registration.
9. Prevention of skeletal deformities.
10. Transportation of infants.
11. Elements of education.
12. Daily regime.
13. Equipment for children's institutions.
14. Massage and gymnastics.
15. Monitoring the development and behavior of the child

4. Questions for the self-assessment

1. What is the work of mental education of the child?
2. What examples of activity games can you give for children aged 1, 2, 3, 4?
3. What principles are used when compiling a complex of gymnastic exercise?
4. What are the features of the daily routine for children of different ages?
5. What is the control over the activities of the child by the medical staff?
6. What are the most significant features in the care of blind children?
7. What are the most significant features in caring for deaf children?
8. What are the features of caring for children with Down syndrome, children's cerebral palsy?
9. What measures are taken to prevent disruptions in the behavior of children?
10. What massage techniques do you know?
11. Make a set of exercises for children aged 1, 3, 6 and 9 months.

Case

The child is 7 months old. He is active and breastfeeding. Rolls over from belly to side, from back to belly, hums.

Task

Assess his neuropsychic development.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course,	E-

		authors, URL address	courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 23. Care for a healthy newborn, infant. Feeding children	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 38. Caring for sick children of all ages. Performing manipulations with age characteristics of children

Goal:
Learn how to care for sick children of all ages. Performing manipulations with the age characteristics of children
Tasks:
Learn to perform manipulations taking into account the age characteristics of children
After studying the topic, the student must
Know
Features of manipulations taking into account the different ages of children
be able to
Perform enemas, bladder catheterization, gastric lavage, all types of injections on a mannequin, taking into account the age characteristics of children
Have skills
preparation of equipment for manipulations with a patient of different ages

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

3. Questions for the class studies
1. Features of manipulations taking into account the different ages of children
2. Technique for performing enema on a mannequin, bladder catheterization, gastric lavage, all types of injections, taking into account the age characteristics of children
3. preparation of equipment for manipulations with a patient of different ages
4. Features of communication with children of different ages when performing manipulations

4. Questions for the self-assessment
Case
A mother came to the clinic with a 4-year-old child. According to his mother, the boy, playing alone in the room, took "grandmother's pills" and ate some. No more than 20 minutes have passed since the poisoning, the child does not know how many pills there were and how many "ate". "Grandma's pills" turned out to be diazolin. Objectively: the state of moderate severity, there is agitation, restlessness. There was a single vomiting. Pulse 110 beats/min, respiratory rate 24 times per 1 minute, organs without features.
Tasks
1. Determine the patient's condition.
2. Make an algorithm for the actions of a nurse.
3. Demonstrate the gastric lavage technique on a phantom.

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 24Caring for sick children of all ages. Performing manipulations with age characteristics of children	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 39. Care of the palliative patient. Pain Treatment Methods

Goal: Learn how to solve situational problems related to patient problems in helping a patient with chronic pain

Tasks: Learn how to care for a patient with chronic pain
After studying the topic, the student must
Know:
1.Types of pain
2. Criteria for the effectiveness of manipulations in the care of a patient with chronic pain
Be able to:
Identify patient problems, make a nursing diagnosis, determine the purpose of nursing intervention, plan nursing intervention for a priority problem, evaluate nursing performance, and correct nursing interventions when caring for a patient with chronic pain

Have skills:
Skills for performing injections on a phantom

2. Basic definitions to be mastered by students during studying of the topic (list of notions).

- Nociceptive pain, neuropathic pain, CPS - chronic pain syndrome
- Questions for the lesson
- Signs of pain
- Types of pain
- Subjective method for assessing the intensity of pain - a scale of verbal assessments
- Visual analogue scale (VAS) for assessing pain intensity

3. Questions for the class studies

Name the possible problems of the patient with chronic pain
Name the location of the pain (where it hurts)
Name the intensity of the pain and its duration (mild pain, moderate or severe, unbearable, prolonged)
Name the nature of the pain (dull, shooting, cramping, aching, tormenting, tiring)
What are the factors that contribute to the appearance and intensification of pain (what reduces pain, what provokes)
How to clarify the presence of pain in the anamnesis (how did you endure such pain before)

4.Questions for the self-assessment

Patient Valya, 10 years old, was admitted for inpatient treatment with a diagnosis of extensive incised wounds from the fallen glass of both upper limbs.
Third day after surgery. Plaster splints on both arms. The restoration of the function of the right hand in the future is very doubtful, he suffers from pain, severe general weakness, as a result of significant blood loss.
The mother does not move a single step away from her daughter's bed, she cries all the time, blames herself for the accident.
Implement steps 2 and 3 of the nursing process

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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Отто Н. Ю. Testassignmentsforworkpractice - Тестовые задания по производственной практике «Помощник младшего медицинского персонала» для обучающихся на английском языке (1 курс) / Н. Ю. Отто, Г. Р. Сагитова. - Астрахань : Астраханский ГМУ, 2019. - 137 с. - ISBN 9785442405415. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL :https://www.books-up.ru/ru/book/test-assignments-for-work-practice-10851042/
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2. ClinicalKey - https://www.clinicalkey.com/info/ru/
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Implementation of e-learning (EL), the use of distance learning technologies (DLT)

№	Platform of EL DLT	Name of the e-course, authors, URL address	E-courseimplementationmodel
1	In LMS Moodle	https://edu.nsmu.ru/	https://edu.nsmu.ru/course/view.php?id=617

7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 25 Care of the palliative patient. Pain Treatment Methods	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,

Topic 40. Communication and assistance to a disabled patient

Goal:
Learn to provide nursing care to a patient with disabilities with elements of communication
Tasks
1. Learn how to provide nursing care to a patient with a disability
2. Learn to communicate with a patient with a disability

After studying the topic, the student must
know
1. Features of hearing-impaired and deaf patients, communication and care for them
2. Features of visually impaired and blind patients, communication and care for them
3. Features of patients with problems of the musculoskeletal system and motor skills, communication and care for them
4. Features of patients with impaired speech, communication and care
5. Features of patients with mental disorders, communication and care for them

be able to
Provide assistance to the patient with health problems, taking into account the characteristics
Have skills:
skills to perform various nursing manipulations

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
- Braille
- Sign language
- Tactile floor covering for the blind
- Adaptive cookware
- adaptive fixtures
- habilitation

3. Questions for the class studies
1. Rights of people with disabilities and integration into society
2. Conditions for the stay of a patient with a disability in a medical organization
3. Features of hearing-impaired and deaf patients, communication and care for them
4. Features of visually impaired and blind patients, communication and care for them
5. Features of patients with problems of the musculoskeletal system and motor skills, communication and care for them
6. Features of patients with impaired speech, communication and care
7. Features of patients with mental disorders, communication and care for them

3. Questions for the self-assessment

Case

A blind patient Alexander, 26 years old, was admitted to the therapeutic department for the diagnosis of chronic gastritis.

Examinations were prescribed - FGDS, a complete blood count, a test for Helicobacter pylori.

Actions of a nurse (communication, assistance)

5. Compulsory and supplementary literature on the theme

5.1. Compulsory literature

5.2. Supplementary literature

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7. List of the software and information & reference systems

8. List of questions and exercises for the unsupervised work

Sections and themes for the individual studies	Types and contents of the unsupervised work
Topic 26. Communication and assistance to a disabled patient	Study of literature, Internet resources, Moodle ,,,,,,,,,,,,,,,,,,,,,,,,,

Topic 41.Preparation of manipulation room, equipment and patient for various punctures. Helping a nurse to a doctor in medical manipulations

Goal:
Learn to assist the patient with various punctures,

Tasks
Learn to assist the doctor with various punctures
Learn to identify blood groups
Learn to transfuse blood components
After studying the topic, the student must
know
Types of punctures, equipment, tools for various punctures
Puncture algorithms
Methods for determining blood groups
Varieties of blood components
Complications with various punctures, determination of the blood group, transfusion of patients with blood components.
Preparation of the manipulation room, equipment and the patient for various punctures, determination of the blood group, transfusion of blood components.

be able to
Preparation of the office, equipment and the patient for various punctures, determination of the blood group, transfusion of blood components.
Have skills:
Protective equipment preparation skills
Assistance skills in case of contact with biological fluids on the skin and mucous membranes, puncture of the skin with a sharp instrument, needle

2. Basic definitions to be mastered by students during studying of the topic (list of notions).
Lumbar, pleural, sternal, laparocentesis, coliclones
Questions for the class studies
Types of punctures, equipment, tools for various punctures
Puncture algorithms
Methods for determining blood groups
Varieties of blood components
Complications with various punctures, determination of the blood group, transfusion of patients with blood components.
Preparing the manipulation room, equipment and patient for lumbar puncture
Preparation of manipulation room, equipment and patient for pleural puncture
Preparing the manipulation room, equipment and patient for sternal puncture
Preparation of the manipulation room, equipment and patient for puncture of the abdominal cavity (laparocentesis)
Blood typing algorithms
Types of blood components
Algorithm for transfusion of blood components.
4. Questions for the self-assessment
Case
When transfusing fresh frozen plasma after transfusion of 20 ml, the transfusion was stopped for 3 minutes. During this period, the patient began to complain of shortness of breath, palpitations, hyperemia of the face appeared, a decrease in blood pressure, increased heart rate.

Tasks:
What is the name of the test described in the problem?
What can this condition indicate?
What other tests should be done before transfusion of blood products?
Was it necessary to perform a Rh compatibility test in this case?
Actions of paramedical staff in the current situation.

Answers:
biological test.
About the development of a post-transfusion reaction or post-transfusion complication
Test for individual compatibility according to the ABO system. Test for individual compatibility by Rh factor.
No, it was not.
Stop the transfusion, administer antihistamines, call a doctor.

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5.1. Compulsory literature

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EVALUATIONTOOLSFORTHECURRENTCONTROLOFTHECOURSE'S(MODULE'S) ACADEMICPERFORMANCE,INTERIMASSESSMENTOFSTUDENTS

1. List of competences with the indication of stages of their formation in the process of mastering of the educational program and procedure of the evaluation of the results

Codes of the formed competences	Competences	Evaluation tools of the attestation
	Indicator of the competence achievement	
General professional competencies (GPC) - №1Able to implement moral and legal, ethical and deontological principles in professional activities	AI-1. Knows the basics of medical ethics and deontology; fundamentals of legislation in the field of health care; legal aspects of medical practice AI-2. Knows how to apply ethical norms and principles of behavior of a medical worker in the performance of his professional duties; knowledge of modern legislation in the field of health care in solving problems of professional activity; apply the rules and norms of the doctor's interaction with colleagues and patients (their legal representatives) AI-3. Has practical experience in solving standard problems of professional activity on the basis of ethical norms and deontological principles when interacting with colleagues and patients (their legal representatives), knowledge of the legal aspects of medical practice	Situational tasks
General professional competencies (GPC) -№ 5 Able to assess morphofunctional, physiological states and pathological processes in the human body to solve professional problems	AI-1. Knows anatomy, histology, topographic anatomy, physiology, pathological anatomy and physiology of human organs and systems. AI-2. Able to determine and evaluate morphofunctional, physiological conditions and pathological processes in the human body AI-3. He owns the methods of conducting clinical, laboratory and functional diagnostics for solving professional problems.	Situational tasks

	AI-4. Able to analyze the results of clinical, laboratory and functional diagnostics to assess morphofunctional, physiological conditions and pathological processes in the human body.	
General professional competencies (GPC) -№6 Able to organize patient care, provide primary health care, ensure the organization of work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in outbreaks of mass destruction	AI-1. Possesses the skills of caring for patients, taking into account their age, nature and severity of the disease	Test tasks Assessment of practical knowledge and skills on dummies Situational tasks
Professional competencies *(PC)- №1 Ability and willingness to conduct public health and hygiene education, educate patients and medical workers in order to prevent the occurrence (or) spread of diseases, their early diagnosis, identification of the causes and conditions for their occurrence and development	AI-1. Able to conduct health and hygiene education among children and adults (their legal representatives) and medical workers in order to form a healthy lifestyle and prevent the most common diseases; to form in children and adults (their legal representatives) behavior aimed at maintaining and improving the level of somatic health. AI-2. He owns the methods and forms of organizing communication, techniques and methods of attracting the population to training in hygiene measures of a health-improving nature. AI-3. Carries out an analysis of the measures taken for sanitary and hygienic education among the population. AI-4. Possesses the skills to carry out sanitary and anti-epidemic measures in the event of a focus of infection. AI-5. Able to determine medical indications for the introduction of restrictive measures (quarantine) and indications for referral to a specialist doctor.	Test Assessment of practical knowledge and skills on dummies

2.Typicalevaluationtoolsforcarryingoutcurrentcontroloftheacademicperformance,evaluationofknowledge,skillsand(or)outcomes of the mastering:

- examples of tasks for completing the control work of the options;;
- examples of coursework topics;
- examples of topics for discussion, polemics;
- examples of topics for group or individual projects;
- examples of abstracts, reports, essays;
- examplesof the workbook;
- typical test tasks;
- typical tasks for completing the calculation and graphic work;
- typical situational tasks;
- typical tasks for solving a case problem;
- examples of algorithms for completing manipulations;
- typical tasks for completing on the simulator;
- typical list of questions for colloquiums on sections, topics of the discipline**.**

Topic Ways and methods of drug administration.External and enteral pathways.

Role-playing game

1. Title: Teaching the patient and his relatives to use a pocket inhaler

2. Type: a). According to the target orientation-situational; b) Refers to business games with problematic situations that arise during the game itself; c) According to the degree of "closeness" - imitation.

3. Stages of implementation in the educational process. This role-playing game is used in the classes of the section "Manipulative technique" of the discipline Educational practice, in the structure of the topic: "Ways and methods of drug administration. External and enteral pathways»

4. Objective: To master the practical skill of using a pocket inhaler and train the patient and his relatives to use a pocket inhaler on each other.

5. Tasks:1). Practical. Learn the following skills: a) use of a pocket inhaler b) training the patient and his relatives in the use of a pocket inhaler 2). Educational: a) learning to work in a team;

b) mastering the methods of constructive conflict resolution.

6. Participants and possible roles. Participants are 1st year students of medical, pediatric medical and preventive faculties, Faculty of vopr

Roles: Students: 1. Nurse. 2. The patient. 3. Patient's relative

Teacher: the expert.

7. Duration: 30 min.

8. Place: CDP workshops

9. Stages of implementation. 1. Preparatory. It consists in familiarizing students with the organization of the game, the available inventory.

2. Organizational. Students are divided into groups of 3 people, distribute the roles in a small group: nurse, patient, relative of the patient.

The nurse should provide training to the patient and their relative in a form that is accessible to them, with a demonstration of each action using a pocket inhaler. The patient and relative ask the nurse any questions that arise. Subsequently, there is a change of roles, so each student must demonstrate the algorithm of drug administra

11. What is the supply of narcotic drugs d. b. in the department? 3 days

12. Color of the label of products for external use? Yellow.

13. Supply of medicines at the post? 1 day

14. What does m/s have no right to do with medicines? Store without labels, change the shape and packaging, combine into one, replace labels.
15. How should medicines be placed on the post? So that it can be easily found, by pharmacological groups.
16. Where do they store medicines that decompose in the light? In a dark place.
17. Shelf life of r-rov rolled up for running-in? 30 days.
18. Shelf life of perishable medicines? 3 days.
19. Where are perishable medicines stored? In the refrigerator.
20. List the signs of unsuitability of medicines. Change the color, turbidity, odor.
21. Color of the label of drugs used internally. White
22. How to store alcohol solutions? Traffic jams d. b. tightly lapped.
23. How are the keys to the safe transferred? The transfer is registered in a special notebook.
24. No. of the order "On measures to improve the accounting, storage, discharge and use of narcotic drugs and psychotropic substances"? No. 330
25. Who signs the drug claim? Head of the institution.
26. Who keeps annual records of medicines? St. m/s.
27. What is the responsibility of the m / sza for violation of the rules of storage of narcotic drugs? Criminal.
28. The conditions under which m/sd must inject the drug to the patient? After recording the appointment in the medical history and in the presence of a doctor.
29. Where to put the empty vials out of drugs? Pass art. m / s, ampoules are destroyed by a special commission.
30. Funds prescribed before meals are taken...for 15 minutes. before eating
31. Funds prescribed after meals are taken ... 15 minutes after meals.
32. Funds prescribed on an empty stomach are taken... 30 minutes before breakfast.
33. Sleeping pills are taken... for 30 minutes. before going to sleep.
34. Where is D. B. validol? On the patient's bedside table.
35. When are medications that improve digestion taken? During the meal.
36. What medications, dosage forms are taken without chewing? Iron preparations, pills, capsules, pills.
37. When and how do you take medications that irritate the gastrointestinal tract?
38. What is the bacteriophage washed down with? Water.
39. What is the dosage of decoctions, infusions? In spoons.
40. What is the dosage of tinctures, extracts? In ml.
41. What effect do drugs introduced into the rectum have? Local, general.
42. By what order is the disinfection of syringes and needles carried out? №408
43. What solution is used to disinfect syringes? 3 % chloramine.
44. Where is the syringe placed after injection? In the "wash" water.
45. Temperature of the washing complex? 50 ° C
46. Composition of the washing complex. Perhydrol 27.5%- 17 ml, 5 g of powder, 978 ml of water.
47. Washing time of syringes and needles after disinfection in running water? 2 min.
48. Washing time in the washing complex? 15 min.
49. Washing time of syringes and needles after washing complex in running water? Up to 10 min.
50. Why are syringes washed in distilled water? For desalting.
51. Washing time in distilled water? 2 min.
52. The enteral method of administration is...Administration of drugs through the gastrointestinal tract (under the tongue, through the mouth and rectum)
53. Additional features:
54. Reagents for the control of latent blood. Azopiram, aminopyrine.
55. Reagent for control of detergent. 1% alcohol solution of phenolphthalein.

56. Staining of the reagent with a positive azopyram test. Brownish-purple, purple.
57. Staining of the reagent with a positive amidopyrin test. Blue-green.
58. Staining of the reagent with a positive phenolphthalein test. Pink.
59. Methods of sterilization of syringes, needles. Autoclave, compressed air, gamma rays.
60. Main and sparing modes in the szhsh. 180 o-1 h.; 160 o-2.5 h.
61. Main and sparing modes in the autoclave. 132 o-2.2 Atm. -20 min; . 120 o-1,1 Atm. -45min.

Control of practical skills topic
Put drops in your eyes.
Disinfection and sterilization of pipettes.
Insert the suppository into the rectum.
How to prepare 1% and 3% chloramine solution in a volume of 2 liters?
Drop drops in your ears.
Disinfection and sterilization of pipettes.
Put the ointment in the eyes with an eye stick.
Disinfection and sterilisation chap sticks.
Put the ointment in the nose.
How to prepare 1% and 3% chloramine solution in a volume of 0.5 liters?
Prepare the pocket inhaler for use and explain to the patient how to use it correctly.
How to prepare 0.5% r-r chloramine 2 l.
Drop drops in the nose.
Disinfection and sterilization of pipettes.
1. Put the ointment in the eyes from the tube with the main ointment.
2. Sterilization of cotton balls and napkins (mode).
Put the ointment in the ear.
The sequence of hand treatment at the hygienic level.
Demonstrate the rules of working at a sterile table.
Disinfection and sterilization of metal spatulas.
Drop drops in the ear.
Disinfection and sterilization of pipettes.
The use of drugs under the tongue.
Disinfection and sterilization of pipettes.

3.Typical evaluation tools for carrying out interim assessment, knowledge evaluation, skills and (or) the experience of activities characterizing stages of the competence formation:
Students fill in the diary after each session

DATE	THE THEME AND CONTENT	The RESULTS
00.00. 2022	Administration of drugs in various ways. Filling out the documentation.	1 The use of protective devices — 2 times 2. Hand washing at a hygienic level — 2 times 3. Demonstrate intradermal injection.- 2 times 4. Demonstrate subcutaneous injection - 2 times 5. Demonstrate an intramuscular

		injection of penicillin - 2 times

List of practical manipulations for scoring
(GPC -№1, GPC -№ 5, GPC-№6, PC- №1)

To carry out disinfection of objects of care of patients.
Perform disinfection of reusable medical instruments (for example, a syringe)
Perform chemical disinfection and disposal of disposable instruments (for example, a syringe).
Prepare disinfecting chlorine-containing solutions.
Carry out measures in case of contact with biological fluids in the eyes, nose, oral cavity, with a puncture, with a cut with contaminated instruments.
Aspirinbuy to carry out a test on the quality of predsterilizatsionnoy tools.
Carry out packaging of medical devices for sterilization.
Give the patient the position of "Fowler" and "Sims".
Demonstrate a change of bed linen to a seriously ill patient in two ways.
To demonstrate the washing of the patient.
Demonstrate wiping the patient's skin.
Demonstrate shaving the patient.
To demonstrate the washing of the feet of the patient.
Demonstrate nail clipping to the patient.
Demonstrate brushing the patient's teeth.
Demonstrate the care of the oral cavity of the patient.
Demonstrate removal of secretions and crusts from the patient's nose.
Demonstrate the care of the patient's ears.
To demonstrate the eye care of the patient.
Demonstrate the care of a woman's external genitals.
Demonstrate the care of a man's external genitals.
Demonstrate the delivery of the vessel to a seriously ill patient.
Demonstrate the delivery of the urinal to the patient.
Demonstrate feeding a seriously ill patient.
Demonstrate the technique of artificial nutrition of the patient with the help of a probe.
Demonstrate the technique of artificial nutrition of the patient with the help of a gastrostomy.
Demonstrate skin care around the gastrostomy.
To demonstrate the measurement of temperature of the patient.
Take care of the patient in the first period of fever.
Demonstrate the supply of a hot water bottle, an ice bubble.
Demonstrate the setting of a warming compress.
Demonstrate the instillation of drops in the nose, eyes, ears.
Demonstrate the laying of ointment in the eyes, nose, ears.
Demonstrate intradermal injection.
Demonstrate subcutaneous injection (heparin or insulin)
Demonstrate an intramuscular injection of penicillin.
Demonstrate the technique of intravenous injection.

To demonstrate intravenous drip of fluids.
Demonstrate taking blood from a vein.
Take care of the catheter in the central vein and the "butterfly".
Demonstrate the introduction of a gas outlet tube.
Demonstrate the setting of a cleansing enema.
Demonstrate the setting of a siphon enema.
Demonstrate the production of an oil enema.
Demonstrate the setting of a hypertensive enema.
Demonstrate the production of a drip enema
Demonstrate the technique of catheterization of men and women,
Demonstrate the care of gastrostomy, tracheostomy, colostomy.
Demonstrate cystostomy care and bladder lavage.
Demonstrate the technique of collecting urine, sputum, feces for tests.
To demonstrate the technique of duodenal intubation.
Demonstrate the technique of fractional gastric probing with a parenteral stimulus.
Demonstrate the technique of gastric lavage.
To demonstrate the flow of oxygen through a nasal cannula.
To demonstrate the calculation of NPV
Demonstrate heart rate counting
To demonstrate the measurement of blood pressure
Demonstrate measures for airway obstruction.
To demonstrate CPR.
Preparation of manipulation room, equipment and patient for various punctures.
Desmurgy.
Care for a healthy newborn, infant.

Check-lists (GPC -№ 5, GPC-№6, PC- №1)
Topic Artificial nutrition
Expert assessment – checklist **Feeding the patient through a nasogastric tube** (GPC - №10)
Nameofstudent _____

Parameters for performing professional activities	Criteria compliance	Grade Perpoint (max)	Grade epe point
Fixstarttime			
Clarifydoctor's prescription, Obtain voluntary informed consent	To say	1 point	
Wash your hands with hygiene method, take on gloves	To say	1 point	
Equipment: **Sterile:**forsept, thin gastric tube (0.5-0.8 cm in diameter), gauze pads, spatula, vaseline oil, Janet funnel or syringe; **Non-sterile:** Liquid food at a temperature of 37-40 degrees, in the amount of 600-800 ml (ground vegetables, meat, fish, raw eggs, broth or ready-made nutritional mixture) and drinks (sweet tea, juice cream or boiled water), a diaper, a container (bags) for waste material	completeness	2 points	
Cover the patient's chest with a towel.	to perform	1 point	
Examine the nasal passages, make sure they are patency, if necessary, perform a nasal toilet.	To say	1 point	
Treat the "blind" end of the probe with lubricant by irrigation for 5-7 cm.	To say To show	1 point	

Insert the probe through the lower nasal passage for a length, calculated using the formula "height-100 cm" or measure "earlobe - nose tip - epigastric region"	to perform	2points	
Check the location of the probe: attach a syringe to the free end of the probe and pull the plunger towards you. If liquid is sucked into the syringe, then the probe is in the stomach, and if air enters easily, then in the trachea.	toperform, To say	2 points	
If the probe is in the stomach, then remove the syringe from the probe, remove the piston from the syringe, connect the cylinder to the probe and pour warm nutrient liquid through the syringe cylinder, like through a funnel	toperform	2 points	
After the introduction of food, rinse the probe with boiled water.	Toperform	1 point	
The probe is not removed during the entire period of artificial feeding (2-3 weeks), while it is necessary to fix the probe with a strip of adhesive tape on the cheek.	To say	1 point	
After removing the probe, it should be discarded in a yellow bag - class B waste	Tosay, toperform	2 points	
Remove gloves, throw in a yellow bag - class B waste	toperform	1 point	
Washyourhandshygienically	To say	1 point	
Make a note in the documentation (nursing or medical records of the patient)	To say	1 point	

Maximum 20 points.
0 points - this point of manipulation is performed incorrectly;
1 point - errors were made in the performance of the manipulation;
2 points - manipulationperformedcorrectly.

points	grade	grade
18-20	Great	5
15-17	Normale	4
12-14	Satisfactorily	3
less 12	Unsatisfactory	2

Topic “Enemas, types of enemas».
Expert assessment – checklist Manipulation - cleansing enema (GPC - N 9)
Name of student _____

Parameters for performing professional activities	Criteria complianc e	Grade Perpoin t (maxim um)	Gra e per oin
Fixstarttime			
Clarify doctor's prescription, Obtain voluntary informed consent	To say	1 point	
Wash your hands with hygiene method, take on gloves	To say	1 point	
Prepare equipment: Sterile: Esmarch's mug with tube, (sterile tip), tray with forsept, clip, Vaseline oil, rubber gloves. Non-sterile: stand for hanging Esmarch's mug, oilcloth, sheet, boiled water 1.5-2 liters at room temperature, water thermometer, bedpen, containers (packages) for discarding waste material, couch.	completen ess	2 points	
1. Place a clamp on the tube of Esmarch's mug. 2. Hang on a tripod at a height of 1-1.5 m above the level of the couch. 3. Pour 1.5-2 liters of water at room temperature (20-220C), open the clamp, bleed air from the system, reattach the clamp.	toperform	1 point 1 point	

4. Put the tip on the free end of the tube, moistening it with vaseline oil by pouring it. 5. Invite the patient to the enema room (if the patient is on bed rest, go to him in the ward). Lay an oilcloth, a sheet on the couch		1 point 1 point 1 point	
Tell the patient to lie on his left side, ask him to bend his knees and hip joints.	To say	1 point	
Take ongloves	To perform	1 point	
With the left hand, use a napkin to push the buttocks apart, examine the anus (cracks, hemorrhoids) and carefully insert the tip into the rectum with light rotational movements to a depth of 3-4cm towards the navel, and then up to 8-10 cm parallel to the coccyx.	To say To show	2 points	
Remove the clamp on the tube and slowly pour 1-2 liters of water into the lumen of the rectum.	toperform	1 point	
To prevent air from entering the intestines, it is necessary to leave a small amount of water at the bottom of the mug.	To say	1 point	
Перед извлечением наконечника наложить зажим на трубку.	toperform	1 point	
Carefully remove the tip with rotational movements in reverse order, first parallel to the coccyx, and then from the navel	toperform	2 points	
Recommend the patient to retain water for 10-15 minutes (liquefaction of feces). This is achieved if the patient lies on his back and breathes deeply.	To say	1 point	
The patient empties the intestines, and the medical worker clarifies the effectiveness of the enema delivered and informs the doctor.	To say	1 point	
After removing the Esmarch's mug throw in a yellow bag - class B waste	to say to show	2 points	
After emptying the intestines, the patient must be washed (severe patient). If the patient is on strict bed rest and he cannot turn on his side, then the enema can be given in the position of the patient on his back, with knees bent and legs apart.	To say	1 point	
Remove gloves, throw in a yellow bag - class B waste	toperform	1 point	
Washyourhandshygienically	To say	1 point	
Make a note in the documentation (nursing or medical records of the patient)	To say	1 point	
Maximum 27points.			

0 points - this point of manipulation is performed incorrectly;
1 point - errors were made in the performance of the manipulation;
2 points - manipulationperformedcorrectly.

points	grade	grade
25-27	Great	5
24-26	Normale	4
20-23	Satisfactorily	3
less20	Unsatisfactory	2

Topic Bladder catheterization
Expert assessment – checklist Bladder catheterization (GPC - №9)
Nameofstudent_____

Parameters for performing professional activities	Criteria compliance	Grade Perpoint (maximum)	Grade perpoint
Fixstarttime			
Clarify doctor's prescription, Obtain voluntary informed consent	To say	1 point	

Wash your hands with hygiene method, take on gloves	To say	1 point	
Prepare equipment: Sterile: catheter (Foley or Nelatona), urinal, Janet syringe, saline solution, sterile tray, 2 forsept, sterile gauze napcins, water-based antiseptic solution, sterile glycerin, 2 pairs of sterile gloves. Non-sterile: stand for hanging Esmarch's mug and boiled water 1.5-2 liters at room temperature (for washing the external genital organs of the patient), oilcloth, sheet, water thermometer, bedpen, containers (packages) for discarding waste material, couch.	completeness	2 points	
Tell the patient to lie on his back, on an oilcloth, with legs apart, half-bent at the knees	To say	1 point	
Wash hands hygienically take on sterile gloves	toperform	1 point	
Perform hygiene of the external genital organs with a clamp with a napkin and an antiseptic solution (from top to bottom)	To say	2 points	
Prepare a sterile tray, put a sterile catheter on it with sterile forsept	toperform	1 point	
Wash hands hygienically take on sterile gloves	toperform	2 points	
Open the labia majora (pull back the foreskin) with the thumb and forefinger of the non-dominant hand	toperform	2 points	
1th forsept with napkins treat the urethra 2 times from top to bottom and treat for 1 minute	toperform	1 point	
Treat the proximal end of the catheter with sterile lubricant		2 points	
Take the catheter with 2th forsept in the dominant hand with the proximal end, like a writing pen, and clamp the distal end between the little finger	toperform	2 points	
Insert a catheter into the urethra	toperform	1 point	
Lower the distal end of the catheter into the urine collection tray (bedpen)	toperform	1 point	
If the catheter cannot be inserted, if resistance is felt, do not apply force, as this can lead to serious injury	To say	1 point	
Remove the catheter using a sterile drape, with a non-dominant hand pressing on the suprapubic area	toperform	1 point	
Put the used catheter and forsept into the waste container(yellow bag - class B waste)	toperform	1 point	
Dry the perineum with a sterile dry cloth	toperform	1 point	
If you took urine for analysis, then close the container with urine tightly, write out a direction, place it in a container for transporting analyzes and send it to the laboratory	To say	2 points	
Remove gloves, throw in a yellow bag - class B waste	toperform	1 point	
Washyourhandshygienically	To say	1 point	
Make a note in the documentation (nursing or medical records of the patient)	To say	1 point	
Followthelistedsequence			

Maximum 30 points
0 points - this point of manipulation is performed incorrectly;
1 point - errors were made in the performance of the manipulation;
2 points - manipulationperformedcorrectly.

points	grade	grade
27-30	Great	5
24-26	Normale	4
20-23	Satisfactorily	3
less20	Unsatisfactory	2

Topic Preparing the hands of medical personnel for work
Expert assessment – checklist Hygienic processing of hands according to the technique of the European standard EN-1500 Washing hands with antiseptic soapGPC -10

Name of student_____

Parameters for performing professional activities	Criteria compliance	Grade perpoint (max)	Grade perpoint
Performing the manipulation "Hygienic treatment of hands according to the technique of the European standard EN-1500 (Washing hands with antiseptic soap)"	To say	1 point	
The purpose of the procedure: "Ensuring the infectious safety of the patient and staff, removing contaminants and reducing the number of microorganisms." "Hands are washed before direct patient contact; after contact with the patient's intact skin (palpation, measurement of pulse, blood pressure, etc.); after contact with secrets or excretions of the body, mucous membranes, dressings; before performing various manipulations to care for the patient; after contact with medical equipment and other objects in the immediate vicinity of the patient; after treatment of patients with purulent inflammatory processes; after each contact with contaminated surfaces and equipment.	To say	1 point	
Compliance with the necessary conditions: "Short-cut nails, no nail polish, no artificial nails, no rings, rings or other jewelry on the hands."	To say	1 point	
Technique and duration of manipulation: "Repeat each movement 5 times. Hands throughout the procedure should be moistened and sufficiently lathered up to 2/3 of the forearms.	To say	1 point	
Check the integrity of the skin, remove watches and jewelry from your hands.	toperform	1 point	
Raise the sleeves of your clothing above elbow level.	toperform	1 point	
Open the faucet and set the water to the desired temperature	toperform	1 point	
Moisten your hands and forearms.	toperform	1 point	
Apply liquid soap to the palms of your hands	toperform	1 point	
Lather your hands, repeating each movement in the following sequence:	To say	1 point	
Rubbing palm on palm 5 times.	toperform	1 point	
With the right palm, friction of the back surface of the left hand, paying attention to the interdigital spaces 5 times.	toperform	1 point	
With the left palm, friction of the back surface of the right hand, paying attention to the interdigital spaces 5 times.	toperform	1 point	
Rubbing palm against palm, paying attention to the interdigital spaces 5 times.	toperform	1 point	
Connect your fingers into a "lock", rubbing the nail phalanges first with one hand, change hands, then the second 5 times.	toperform	1 point	
Grasp the thumb of the left hand with the right hand, rubbing in a circular motion 5 times.	toperform	1 point	
Grasp the thumb of the right hand with the left hand, rubbing in a circular motion 5 times.	toperform	1 point	
Rub the base of the palm of the left hand 5 times with the fingers of the right hand closed in a "pinch" direction in a circular motion in the direction of back and forth.	toperform	1 point	

In a circular motion in the direction forward and backward with the fingers of the left hand closed with a “pinch”, rub the base of the palm of the right hand 5 times.	toperform	1 point	
Hold your hands so that the hands are above the elbows, not touching the sink.	toperform	1 point	
Rinse your hands with running water until the soap is completely removed, allowing the water to run freely down your arm from your fingertips to your elbow.	toperform	1 point	
Turn off the faucet with your elbow or disposable paper towel	toperform	1 point	
Dry the right hand from the fingertips to the wrist, first the palm of the hand, then the back of the hand with a disposable paper towel, discard the towel in a class A waste container	toperform	1 point	
Dry the left hand from the fingertips to the wrist, first the palm, then the back of the hand with a disposable paper towel, discard the towel in a class A waste container	toperform	1 point	
“The process of washing hands lasts no more than 1.5–2 minutes”	To say	1 point	

Maximum 25 points
0 points - this point of manipulation is performed incorrectly;
1 point - errors were made in the performance of the manipulation;
2 points - manipulationperformedcorrectly.

points	grade	grade
23-25	Great	5
20-22	Normale	4
17-19	Satisfactorily	3
less17	Unsatisfactory	2

Topic Preparing the hands of medical personnel for work
Expert assessment – checklist Putting on sterile medical gloves, removing used ones in a safe way GPC -10
Name of student_____

Parameters for performing professional activities	Criteria compliance	Grade perpoint (max)	Grade perpoint
Performing the manipulation "Hygienic treatment of hands with a skin antiseptic, followed by putting on sterile gloves"	To say	1 point	
The purpose of the procedure: "Creating a barrier that prevents the spread of infection from patient to staff and from staff to patient, ensuring a high level of cleanliness and hygiene, protecting the health of staff" Indications for the procedure: Carrying out aseptic manipulations. Contraindications: pustular or other skin lesions, cracks, wounds.	To say	1 point	
Manipulation technique: “The necessary conditions are a sufficient number of sterile gloves of the appropriate size in double packaging; Sterile gloves are put on only before working in sterile conditions, before performing invasive manipulations, contact with sterile materials and sterile medical products, in other cases - not sterile.	To say	1 point	

Remove watches, rings, and other jewelry.	toperform	1 point	
Raise the sleeves of the robe above elbow level.	toperform	1 point	
Perform hand hygiene. "Perform hand hygiene"	To say	1 point	
Check that the gloves are sealed and fit for use (check the expiration date).	toperform	1 point	
Use non-sterile scissors to open the outer packaging of the gloves.	toperform	1 point	
Using sterile tweezers, remove the gloves from the outer package without touching it with your hand, and place the gloves in the inner package on the surface of the manipulation table.	toperform	1 point	
Keeping your hands below table level, discard the outer packaging of gloves into a waste bag.	toperform	1 point	
Using sterile tweezers, open and unscrew the top edges of the standard inner packaging. Returntheforcepstothesteriletray.	toperform	1 point	
With the thumb and forefinger of the right hand, grab the cuff-shaped edge of the left glove from the inside.	toperform	1 point	
Raise the glove above table level. Gently insert your hand inside the glove and carefully pull it over your left hand.	toperform	1 point	
Put the fingers of the left hand, dressed in a sterile glove, under the lapel of the right glove from the outside.	toperform	1 point	
Raise the glove above table level. Gently insert your right hand inside the glove and carefully pull it over your right hand.	toperform	1 point	
Without changing the position of the fingers, turn the folded edge of the right glove over the sleeve of the robe. In the same way, unscrew and adjust the edge of the left glove. Keepglovedhandsatchestlevel, clenchedintofists.	toperform	1 point	
After work is completed or when gloves need to be changed: "Gloves must be changed if their integrity is compromised; after contact with a contaminated object; remove after the procedure is completed using a safe method"	toperform / To say	1 point	
With the fingers of the left hand in a glove, pinch the surface of the right glove below the level of the wrist at the base of the palm	toperform	1 point	
Slightly pull the right glove away from the skin surface and very carefully, without violating the integrity of the glove and without splashing the patient's biological fluids and glove juice, turning inside out, remove the glove.	toperform	1 point	
Grab the removed right glove into the fist of the left hand.	toperform	1 point	
Insert the index finger of the right hand (without a glove) under the edge of the left glove. Grab the inner surface of the glove and carefully, turning it inside out, remove the glove so that the glove is in the glove	toperform	1 point	
Dispose of used gloves in a class B waste container.	toperform	1 point	
Perform hand hygiene. "I do hand hygiene."	To say	1 point	

Maximum 23 points
0 points - this point of manipulation is performed incorrectly;

1 point - errors were made in the performance of the manipulation;
2 points - manipulationperformedcorrectly.

points	grade	grade
21-23	Great	5
18-20	Normale	4
15-17	Satisfactorily	3
less15	Unsatisfactory	2

Sample test tasks (GPC-№6, PC- №1)

Most sensitive to low oxygen content in the blood
1. the heart
2. lungs
3. the brain
4. kidneys

The criterion for the effectiveness of closed heart massage is
1) the appearance of a pulse on the carotid arteries
2) dilation of the pupils
3) pallor of the skin
4) the appearance of cadaveric spots

The main condition for the effectiveness of ventilation is
1. free airway patency
2. performing a ventilator with the help of technical means
3. blowing about 0.5 liters of air into the patient's lungs
4. the number of injections into the respiratory tract of the patient should be 5-6 per minute.

The criterion for the effectiveness of artificial lung ventilation is
1. the appearance of a pulse on the carotid artery
2. swelling of the epigastric region
3. excursion of the chest
4. pallor of the skin

The corpse is taken to the pathoanatomical department after the biological death is confirmed.
1. 1 hour
2. 2 hours
3. 30 minutes
4. immediately

Clinical death is characterized by
1. lack of consciousness, pulse and blood pressure are not detected, heart tones are deaf, breathing is rare, arrhythmic, eye reflexes are absent
2. lack of consciousness, pulse and blood pressure are not detected, heart tones are not listened to, breathing is absent, the pupil is wide
3. consciousness is clear, pulse is threadlike, blood pressure is falling, breathing is rare
4. consciousness is absent, pulse is threadlike, blood pressure drops, breathing is frequent

After the doctor's diagnosis of biological
After the death of the patient m s must fill in

1. the list of appointments
2. medical history
3. cover sheet
4. direction

Duration of clinical death
1. 1-2 min.
2. 5-6 min.
3. 8-10 min.
4. a few seconds

The irreversible stage of the body's death is
1. clinical death
2. the agony
3. biological death
4. preagony

Biological death is characterized by
1. confused consciousness, pulse thready, breathing low
2. consciousness is absent, pulse and blood pressure are not determined, heart tones are deaf, breathing is rare and convulsive
3. consciousness is absent, heart tones are not heard, breathing is absent, the pupil is extremely dilated, corneal opacity, the appearance of cadaverous spots
4. consciousness is absent, heart tones are deaf, breathing is shallow, the pupil is narrow
What is meant by a terminal state
1. the state of clinical death
2. agonal period
3. the period of dying
4. the borderline state between life and death

The fact of biological death states
1. the doctor
2. nurse
3. relatives of the patient

The number of presses on the patient's sternum during indirect massage should be equal to per minute
1. 16-20
2. 30-40
3. 60-70
4. 80-100

When performing resuscitation measures by one person, the ratio of blowing into the patient's airways and pressing on the sternum should be equal
1. 1:5
2. 2:30
3. 1:2
4. 2:15

When performing cardiopulmonary resuscitation by two rescuers, the ratio of injections into the patient's airways and compressions on the sternum should be equal
1. 1:2
2. 1:5

3. 2:15
4. 2:30

If cardiac activity is not restored, resuscitation measures can be stopped after
1. 25-30 min.
2. 3-6 min.
3. 2 hours
4. 15-20 min.

In what case can the patient be euthanized
1. acceleration of the patient's death at his oral request
2. acceleration of the death of a terminally ill person who is in an unconscious state, at the request of his relatives
3. acceleration of the death of the patient who is in an unconscious state, according to his written will
4. prohibited in any case, according to article 45 of the "Fundamentals of the Legislation of the Russian

Federation on the protection of Citizens 'health", the
frequency of injection into the patient's respiratory tract during artificial lung ventilation should be equal to
1. 8-10 per minute
2. 4-5 per minute
3. 12-15 per minute
4. 30-40 per minute

4. The form "Minimum of practical skills". At the end of the study the students first, count from the diary of the number of executed manipulations for all the classes, and then record on the form. The teacher shall affix the date and signature

Preparation in Science-Education Simulation center "Minimum of practical skills"
(GPC -№ 5, GPC-№6, PC- №1)

№	Listmanipulations	The number of manipulations performed	Mark
1	Intramuscularinjectiononmanicani		
2	Subcutaneous and intradermal injections on manicani		
3	The dissolution of antibiotic, dose calculation a/b		
4	The submiting of a patient hot bottle		
5	Submiting of patient bladder with ice		
6	Introduction cleansing enema, siphon enema, medicinal enemas on manicani		
7	Put mustard of patient on manicani		
8	Setting compresses of patient on manicani		
9	Taking smears from throat and nose on manicani		
10	Taking stool for microscopic research		
11	Taking of fecal bacteriological examination		
12	The taking of urine for analysis (Nechiporenko, Zimnitsky tests, Addis-Kakhovskogo)		
13	Prevention of pressure sores(bedsores) and diaper rash		
14	Changebeddingandunderwear		

	Transport of the patient. The change of position of the patient. The use of functional bed.		
15	Sanitary treatment of patients in the emergency department (washing, pest control, trimming hair, nails)		
16	Daily toilet: toilet of the skin, hands, feet , hair care (washing, combing), hygienic bath, care of the external genitals, giving a bedpan and urinal, care of the mouth, care of nasal cavity, care of ears, care of eyes)		
17	Instillation of the drops to the eyes, nose, ears		
18	Care for patients with vomiting		
19	Introduction of the flatus tube.		
20	Temperature measurement, the graphic registration		
21	Measurementofbloodpressure		
22	Counting the pulse and its graphic registration		
23	Countingthebreathingrate		
24	Preparation of the patient for x-ray and instrumental methods of research		
25	Duodenal intubation, fractional-gastric intubation, gastric lavage		
26	Preparation of patients for taking blood and technique of taking blood		
27	Airway obstruction. Cardiopulmonary resuscitation.		
28	Oxygentherapy		
29	Preparation of manipulation room, equipment and patient for various punctures		
30	Desmurgy.		
31	Care for a healthy newborn, infant.		

Date
Signature of teacher_____

3. Assessment of learning outcomes is based on carrying out various inspection stages (interim and final) on a five-point rating system.
At the conclusion of the study is a differentiated test, which consists of 2 stages: tests, theoretical questions on the module "care for chronic patients" and demonstration of manipulation.
Assessment criteria for practical manipulation.
"5" points – practical manipulation performed independently without errors.
"4" points – manipulation performed independently, with minor errors that are corrected after the comments of the teacher.
"3" points – manipulation performed with a significant error, using the standard they can be fixed, disturbed the sequence of steps is not allocated to the preparatory and final stages.
"2" points – manipulation done incorrectly, with gross errors which are not corrected after the observations and using
Students who receive a failing grade on educational practice, are sent repeatedly for practice during the student holidays. In some cases, the rector may consider the expulsion of students from the University.

Annotation

Educational practice, introductory **(Block 2 Practice, Compulsory part)**

31.05.01 31.05.01 General Medicine(for foreign students)

Authors (full name, academic degree, academic title) Bulanov Roman Leonidovich, Head of the Department of Clinical Modeling and Manipulation Skills, Associate Professor, Candidate of Medical Sciences;
Antsiferova Maria Alexandrovna, Assistant of the Department of Clinical Modeling and Manipulation Skills

The purpose of the discipline	: is the acquisition by students of knowledge, practical skills and professional competencies performing nursing procedures and diagnostics, provision of the first aid in case of emergency conditions;
Objectives of the discipline:	5. Formation of knowledge, abilities and skills of compliance with medical ethics and deontology implementation nursing manipulations 6. Formation of skills implementation nursing manipulations, 7. Formation of skills and abilities to comply with the sanitary and hygienic regime in the implementation nursing manipulations and work with sterile instruments and materials. 8. Performing nursing manipulations to prevent possible mistakes.
Position of the course (module) within the structure of the educational program:	Block 2. Basic part. Students must have developed basic theoretical knowledge of normal anatomy and physiology, biology, communication skills
Course, semester	2,3 course 3,4,5 semester
Total workload	Total practice workload 324/9
Formed competences	GPC-1, GPC -5, GPC -6, (PC)- №1
Contents of discipline	1.Communication skills 2.Patient research methods 3.Technologies of performing medical procedures.

АТТЕСТАЦИОННЫЙ ЛИСТ ОБУЧАЮЩЕГОСЯ

ОЦЕНКА РУКОВОДИТЕЛЕМ ПРАКТИКИ УРОВНЯ СФОРМИРОВАННОСТИ В ХОДЕ УЧЕБНОЙ ПРАКТИКИ КОМПЕТЕНЦИЙ У ОБУЧАЮЩЕГОСЯ

Учебная практика по получению первичных профессиональных умений и навыков, в том числе первичных умений и навыков научно-исследовательской деятельности

31.05.01 Лечебное дело

Ф.И.О. _____ Курс 2,3 Группа ____

Для оценки уровня сформированности компетенции у обучающегося необходимо отметить степень владения им компетенцией из расчета, что «10» соответствует наиболее полному уровню владения, а «0» - наименьшему

Codes of the formed competences	Competences Indicator of the competence achievement	Competence level (check the value)
General professional competencies (GPC) - №1 Able to implement moral and legal, ethical and deontological principles in professional activities	AI-1. Knows the basics of medical ethics and deontology; fundamentals of legislation in the field of health care; legal aspects of medical practice	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
	AI-2. Knows how to apply ethical norms and principles of behavior of a medical worker in the performance of his professional duties; knowledge of modern legislation in the field of health care in solving problems of professional activity; apply the rules and norms of the doctor's interaction with colleagues and patients (their legal representatives)	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
	AI-3. Has practical experience in solving standard problems of professional activity on the basis of ethical norms and deontological principles when interacting with colleagues and patients (their legal representatives), knowledge of the legal aspects of medical practice	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
General professional competencies (GPC) - № 5 Able to assess morphofunctional, physiological states and pathological processes in the human body to solve professional problems	AI-1. Knows anatomy, histology, topographic anatomy, physiology, pathological anatomy and physiology of human organs and systems.	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
	AI-2. Able to determine and evaluate morphofunctional, physiological conditions and pathological processes in the human body	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
	AI-3. He owns the methods of conducting clinical, laboratory and functional diagnostics for solving professional problems.	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
	AI-4. Able to analyze the results of clinical, laboratory and functional diagnostics to assess morphofunctional, physiological conditions and pathological processes in the human body.	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10
General professional competencies (GPC) - №6 Able to organize	AI-1. Possesses the skills of caring for patients, taking into account their age, nature and severity of the disease	o-o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10

patient care, provide primary health care, ensure the organization of work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in outbreaks of mass destruction		
Professional competencies *(PC)-№1 Ability and willingness to conduct public health and hygiene education, educate patients and medical workers in order to prevent the occurrence (or) spread of diseases, their early diagnosis, identification of the causes and conditions for their occurrence and development	AI-1. Able to conduct health and hygiene education among children and adults (their legal representatives) and medical workers in order to form a healthy lifestyle and prevent the most common diseases; to form in children and adults (their legal representatives) behavior aimed at maintaining and improving the level of somatic health. AI-2. He owns the methods and forms of organizing communication, techniques and methods of attracting the population to training in hygiene measures of a health-improving nature. AI-3. Carries out an analysis of the measures taken for sanitary and hygienic education among the population. AI-4. Possesses the skills to carry out sanitary and anti-epidemic measures in the event of a focus of infection. AI-5. Able to determine medical indications for the introduction of restrictive measures (quarantine) and indications for referral to a specialist doctor.	o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10 o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10 o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10 o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10 o-o-o-o-o-o-o-o-o-o 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9–10

Итоговая оценка по практике: _____ Руководитель практики ФИО, подпись____