

**FEDERAL STATE BUDGET EDUCATIONAL INSTITUTION
OF HIGHER EDUCATION
"ROSTOV STATE MEDICAL UNIVERSITY"
MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION**

Faculty of Education of foreign students, residents and postgraduates

CONFIRM

Supervisor

educational program

_____/ E.S. Belousova /

(signature) (FULL NAME.)

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THE PROGRAM OF EDUCATIONAL PRACTICE

"EMERGENCY CONDITIONS IN THE PRACTICE OF A THERAPIST"

Speciality 31.05.01 General medicine

Form of education full-time

**Rostov-on-Don
2023**

I. GOALS AND OBJECTIVES OF MASTERING THE DISCIPLINE

1.1. The purpose of mastering the discipline: is an in-depth study of theoretical knowledge of emergency conditions and mastery of basic skills, methods and algorithms for providing emergency medical care in emergency conditions at the prehospital stage. Emergency conditions can develop suddenly in anyone. Delay in providing emergency medical care can lead to various serious consequences for the patient's health, including his rapid death. The doctor must know the basic methods of diagnosing emergency conditions and master first aid techniques. The primary care doctor, by virtue of his profession, is often the first one who can help the patient. He must not only be fluent in the methodology of providing assistance, but also be able to provide assistance to prevent the serious consequences of suddenly developing life-threatening conditions.

1.2. Objectives of studying the discipline:

- carrying out clinical examinations at urgent states on prehospital stage;
- determining the severity of the patient's condition and the existing leading syndrome;
- carrying out differential diagnosis of diseases;
- work with portable diagnostic equipment;
- provision of syndromic emergency medical care;
- determination of indications for patient hospitalization;
- ability to conduct examination patient in emergency conditions at the prehospital stage;
- ability to evaluate the effectiveness of emergency medical care;
- ability to carry out pharmacotherapy at the prehospital stage;
- ability to monitor at all stages of prehospital care;
- ability to organize the work of a team to provide emergency medical care to patients;
- patient self-help education;
- possession principles providing urgent medical help at terminal conditions at the prehospital stage;
- studying the rules for filling out medical documentation;
- studying main sanitary and hygienic And anti-epidemic activities carried out during emergency medical care

prehospital stage.

II. REQUIREMENTS FOR THE RESULTS OF MASTERING THE DISCIPLINE

The study of the discipline is aimed at developing competencies in accordance with the Federal State Educational Standard of Higher Education and the EP of Higher Education in this specialty:

2.1. Professional: PC-11.

III. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF EP VO

3.1. Discipline applies To variable parts, formed participants educational relations.

IV. CONTENT AND STRUCTURE OF THE

DISCIPLINE Labor intensity of the discipline in 3 hours 108

4.1. Sections of the discipline studied in the 11th semester

Section no.	Section name	Number of hours					SRS
		Total	Contact work				
			L	WITH	ET C		
1	Emergency conditions and pre-hospital care for pathologies of the cardiovascular system.	28	4		16		8
2	Emergency conditions and pre-hospital care for anaphylactic shock	13	2		4		7
3	Emergency conditions and pre-hospital care for hemorrhagic shock (internal bleeding)	17	2		8		7
4	Emergency conditions and pre-hospital care for acute respiratory distress insufficiency.	20	4		8		8
5	Emergency conditions and pre-hospital care for acute cerebrovascular accidents.	13	2		4		7
6	Emergency conditions and pre-hospital care for complications of diabetes	17	2		8		7
Total for the semester		108	16		48		44
Interim certification form (test/test with assessment/exam)		test					

SRS- independent work of students; L – lectures; C – seminars; LR – laboratory work; PR – practical exercises

4.2. Contact work

Lectures

Section no.	No. lectures	Lecture topics	Number of hours
1	1	Emergency conditions and pre-hospital care for pathologies of the cardiovascular system (ACS, cardiogenic shock, pulmonary edema)	4
2	1	Urgent state And rendering help on prehospital stage for anaphylactic shock	2
3	1	Emergency conditions and assistance prehospital stage for hemorrhagic shock (internal bleeding)	2
4	1	Emergency conditions and pre-hospital care for acute respiratory distress insufficiency (broncho-obstructive syndrome and pulmonary embolism).	4
5	1	Emergency conditions and assistance prehospital stage for acute cerebrovascular accidents.	2
6	1	Emergency conditions and pre-hospital care for complications of diabetes mellitus (hypo-, hyperglycemic states)	2
Total hours per semester			16

Seminars, practical work

Section no.	Seminar No., PR	Topics of seminars, practical work	Number of hours	Forms of current control
1	1	Acute left ventricular failure. Cardiogenic shock. Pulmonary edema. Diagnostics. First medical aid at the prehospital stage	4	Tests, oral questioning, situational tasks
	2	Hypertensive crisis: causes, forms, clinical manifestations and complications. Medications for relief, dose selection algorithm, main complications of therapy at the prehospital stage	4	Tests, oral questioning, situational tasks

Secti on no.	Seminar No., PR	Topics of seminars, practical work	Num ber of hours	Forms of current control
	3	Rhythm and conduction disturbances. Choosing tactics for providing care at the prehospital stage. Medicines, common errors in the provision of care at the prehospital stage.	4	Tests, oral questioning, situational tasks
	4	Acute vascular insufficiency. Fainting. Collapse. Differential diagnosis. Emergency measures at the prehospital stage.	4	Tests, oral questioning, situational tasks
2	1	Anaphylactic shock. Diagnostics. First aid at the prehospital stage.	4	Tests, oral questioning, situational tasks
3	1	Hemorrhagic shock. Internal bleeding. Diagnostics. First medical care at the prehospital stage	4	Tests, oral questioning, situational tasks
	2	Differential diagnosis of acute surgical, gynecological diseases, "acute abdomen". Differential diagnostic tactics for acute abdominal pain	4	Tests, oral questioning, situational tasks
4	1	Acute respiratory failure. Broncho-obstructive syndrome. Foreign body in the respiratory tract.	4	Tests, oral questioning, situational tasks
	2	Acute respiratory failure. Pulmonary embolism. Spontaneous pneumothorax	4	Tests, oral questioning, situational tasks

Secti on no.	Seminar No., PR	Topics of seminars, practical work	Num ber of hours	Forms of current control
5	1	Acute cerebrovascular accident. Diagnostics. First medical aid at the prehospital stage	4	Tests, oral questioning, situational tasks
6	1	Complications of diabetes. Hypoglycemic and hyperglycemic coma.	4	Tests, oral questioning, situational tasks
	2	Coma. Causes, differential diagnostics. The choice of tactics and algorithm for providing emergency care prehospital stage. Common mistakes in providing assistance	4	Tests, oral questioning, situational tasks
Total for the semester hours			48	

4.3. Independent work of students

Secti on no.	Type of independent work of students	Num ber of hours	Formscurrent control
1	Analysis of a clinical case	8	Interview
2	Analysis of a clinical case	7	Interview
3	Analysis of a clinical case	7	Interview

Section no.	Type of independent work of students	Quantity hours	Form current control
4	Analysis of a clinical case	8	Interview
5	Analysis of a clinical case	7	Interview
6	Analysis of a clinical case	7	Interview

V. ASSESSMENT MATERIALS FOR CURRENT CONTROL AND INTERMEDIATE CERTIFICATION

(are an appendix to the work program).

VI. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF DISCIPLINE

6.1. Internet resources

ELECTRONIC EDUCATIONAL RESOURCES	Access to the resource
Electronic library RostSMU. – URL: http://109.195.230.156:9080/opacg/	Unlimited access
Consultant student [Kits: "Medicine.Healthcare. VO", "Medicine. Healthcare SPO", "Psychological Sciences", for individual editions of the sets: "Humanities and social sciences", "Natural and exact sciences" included in the "Student Consultant" Electronic Library System: Electronic library system. – Moscow: LLC "Student Consultant". - URL: https://www.studentlibrary.ru + opportunities for inclusive education	Unlimited access
Doctor's consultant. Electronic medical library: Electronic library system. – Moscow: LLC "Higher School of Organization and Management of Healthcare. - Comprehensive Medical Consulting." - URL: http://www.rosmedlib.ru + opportunities for inclusive education	Unlimited access
Scientific electronic library eLIBRARY. - URL: http://elibrary.ru	Open access
National Electronic Library. - URL: http://neb.rf/	Virtual library reading room
Federal center electronic educational resources. - URL: http://srtv.fcior.edu.ru/(Yandex search engine)	Open access
Federal electronic medical library Ministry of Health of Russia. - URL: https://femb.ru/femb/(search system Yandex)	Open access
Webmedinfo.ru: honey website [open information and educational medical resource]. - Moscow. - URL: https://webmedinfo.ru/	Open access
Univadis from Medscape: international honey. portal. URL: https://www.univadis.com/ [Regularly updated database of unique information. and educate. honey. resources]. free registration	Open access
Med-Edu.ru: medical educational video portal. - URL: http://www.med-edu.ru/ . Free registration.	Open access
Doctor's world: professional portal [information resource	

for doctors and students]. - URL: https://mirvracha.ru (Yandex search engine). free registration	Open access
DoctorSPB.ru : information-reference portal about medicine [for students and doctors]. - URL: http://doctorspb.ru/	Open access
PubMed : electronic search engine [for biomedical research]. - URL: https://pubmed.ncbi.nlm.nih.gov/ (search engine Yandex system)	Open access
Cyberleninka Open Science Hub : open scientific electronic library publications on foreign languages. – URL: https://cyberleninka.org/	Open access
Free Medical Journals . - URL: http://freemedicaljournals.com	Content open access
Free Medical Books . - URL: http://www.freebooks4doctors.com	Content open access
International Scientific Publications . – URL: http://www.scientific-publications.net/ru/	Content open access
GastroScan. Functional gastroenterology : website. - URL: www.gastroscan.ru	Open access
Meduniver.com Everything about medicine: website [for medical students]. - URL: www.meduniver.com	Open access
FBUZ "Information and methodological center» Rospotrebnadzor: official. website. – URL: https://www.crc.ru	Open access
World Health Organization : official website. - URL: http://who.int/en/	Open access

6.2. Guidelines for students on mastering the discipline

- **Planning and organizing the time needed to study the discipline.**

An important condition for successfully mastering the discipline “Emergency conditions in the practice of a therapist” is the creation of a system of proper organization of work that allows you to distribute the educational load evenly in accordance with the schedule of the educational process. Drawing up a work plan can be of great help in this. Its presence will allow you to subordinate your free time to study purposes and work more successfully and efficiently. In the evening you should always distribute work for tomorrow. At the end of each day, it is advisable to summarize the work: carefully check whether everything was completed according to the plan, whether there were any deviations, and if there were, for what reason they occurred. It is necessary to exercise self-control, which is a necessary condition for successful study. If something is left undone, time must be found to complete that part of the work. All assignments for practical classes, as well as assignments assigned for independent work, are recommended to be completed immediately after the corresponding topic of the lecture course, which contributes to better assimilation of the material, allows timely identification and

eliminate “gaps” in knowledge, systematize previously covered material, and on its basis begin to acquire new knowledge and skills.

- **Preparation for lectures.**

Acquaintance with the discipline occurs already at the first lecture, where the student is required not only to pay attention, but also to independently prepare notes. When working with lecture notes, it is necessary to take into account the fact that some lectures provide answers to specific questions on the topic, while others only reveal the relationships between phenomena, helping the student understand the deep processes of development of the subject being studied, both in history and at the present time.

Lecture note-taking is a complex type of university classroom work that involves intense mental activity of the student. A note is useful when the most essential things are written down and done by the student himself. There is no need to try to write down the entire lecture verbatim. This kind of “note-taking” does more harm than good. It is advisable to first understand the main idea presented by the lecturer and then write it down. It is advisable to record on one page of the sheet or leave fields on which later, when working independently with notes, you can make additional notes and mark unclear places.

It is better to divide the lecture notes into points, observing the red line. This will be greatly facilitated by the lecture plan questions proposed to the teachers. You should pay attention to the emphasis and conclusions that the lecturer makes, marking the most important points in the lecture material with the remarks “important”, “remember well”, etc. You can also do this using colorful markers or pens, emphasizing terms and definitions.

It is advisable to develop your own system of abbreviations, abbreviations and symbols. However, when further working with notes, it is better to replace the symbols with ordinary words for quick visual perception of the text.

When working on lecture notes, it is always necessary to use not only the textbook, but also the literature that the lecturer additionally recommended. It is this kind of serious, painstaking work with the lecture material that will allow you to deeply master the theoretical material.

- **Preparation for practical classes.**

The student must begin preparing for each practical lesson by familiarizing himself with the practical lesson plan, which reflects the content of the proposed topic. Careful thinking through and study of the plan’s issues is based on working through the current lecture material, and then studying the mandatory and

additional literature recommended for this topic. All new concepts on the topic being studied must be memorized and included in a glossary, which should be kept from the very beginning of the course.

The result of such work should be manifested in the student's ability to freely answer theoretical questions of the workshop, his speech and participation in a collective discussion of issues on the topic being studied, the correct completion of practical assignments and tests.

In the process of preparing for practical classes, students need to pay special attention to independent study of the recommended literature. Despite the completeness of the lecture notes, it is impossible to present all the material in it due to the limit of classroom hours. Therefore, independent work with textbooks, teaching aids, scientific and reference literature, materials from periodicals and the Internet is the most effective method of acquiring additional knowledge, allows you to significantly intensify the process of mastering information, promotes a deeper assimilation of the material being studied, and shapes students' attitude to a specific problem.

- **Recommendations for working with literature.**

It is advisable to start working with literature by studying general works on the topic, as well as textbooks and teaching aids. Next, it is recommended to move on to the analysis of monographs and articles that consider individual aspects of the problems studied within the course, as well as official materials and unpublished documents (research papers, dissertations), which may contain the main issues of the problem being studied.

Work with sources should begin with introductory reading, i.e. view the text, highlighting its structural units. During introductory reading, bookmarks mark those pages that require more careful study.

Depending on the results of the introductory reading, a further method of working with the source is chosen. If solving the problem requires studying certain fragments of the text, then the selective reading method is used. If the book does not have a detailed table of contents, the student should pay attention to the subject and name indexes.

Selected fragments or the entire text (if it is entirely related to the topic) require thoughtful, leisurely reading with "mental elaboration" of the material. Such reading involves highlighting: 1) the main thing in the text; 2) main arguments; 3) conclusions. Particular attention should be paid to whether the thesis follows from the arguments or not.

It is also necessary to analyze which of the author's statements are problematic, hypothetical in nature and to grasp hidden issues.

It is clear that the ability to work with text in this way does not come immediately. The best way to learn to highlight the main points in a text, to grasp the problematic nature of statements, and to evaluate the author's position is comparative reading, during which the student gets acquainted with different opinions on the same issue, compares the weight and evidence of the arguments of the parties and draws a conclusion about the greatest persuasiveness of that one or other position.

If in the literature there are different points of view on a particular issue due to the complexity of past events and legal phenomena, they cannot be rejected without understanding them. If there are discrepancies between the authors, it is necessary to find a rational grain in each of them, which will allow a deeper understanding of the subject of study and a more critical assessment of the issues being studied. Getting acquainted with the special positions of the authors, you need to identify their similar judgments, arguments, conclusions, and then compare them with each other and apply the one that is more convincing.

The next stage of working with literary sources is the creation of notes that capture the main theses and arguments. You can make notes on separate sheets of paper, which can then be easily organized into individual topics of the course being studied. Another way is to keep thematic notebooks on one topic. It is advisable to take notes on large specialized works of a monographic nature in separate notebooks. It is important to remember here that notes are written on one side of the sheet, with margins and sufficient line spacing for corrections and remarks (these rules are observed for ease of editing). If quotations are given in the notes, then an indication of the source (author, title, imprint, page number) must certainly be given. Subsequently, this information can be used when writing the text of an essay or other assignment.

Thus, when working with sources and literature, it is important to be able to:

- - compare, compare, classify, group, systematize information in accordance with a specific educational task;
- - summarize the information received, evaluate what you listened to and read;
- - record the main content of messages; formulate, orally and in writing, the main idea of the message; draw up a plan, formulate theses;
- - prepare and present detailed reports such as a report;

- - work in different modes (individually, in pairs, in groups), interacting with each other;
- - use abstract and reference materials;
 - control your actions and the actions of your comrades, objectively evaluate your actions;
 - - seek help, additional explanations from the teacher, other students.
 - - use linguistic or contextual guesses, dictionaries of various types, various kinds of hints, supports in the text (keywords, text structure, preliminary information, etc.);
 - - use periphrases, synonymous means, words that describe general concepts, explanations, examples, interpretations, “word creation” when speaking and writing;
 - - repeat or paraphrase the interlocutor’s remark to confirm understanding of his statement or question;
 - - seek help from your interlocutor (clarify the question, ask again, etc.);
 - - use facial expressions, gestures (in general and in cases where linguistic means are not enough to express certain communicative intentions).

- **Preparation for intermediate certification.**

When preparing for intermediate certification, it is advisable to:

- carefully study the list of questions and determine which sources contain the information necessary to answer them;
- carefully read the recommended literature;
- make short notes of answers (answer plans).