



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution of Higher Education  
**"Far Eastern Federal University"**  
(FEFU)  
INSTITUTE (SCHOOL) OF LIFE SCIENCES AND BIOMEDICINE (SCHOOL)

AGREED  
Head of OP

(signature)

December 21, 2021



Yu.S. Khotimchenko  
(FULL NAME)

APPROVE

Director of the Department of Pharmacy and Pharmacology

(signature) (I.O. Surname)

December 21, 2021

E.V. Khozhaenko

**WORKING PROGRAM OF THE DISCIPLINE**

Providing emergency medical care

Area of study 32.04.01 Public health

Master's program "Leadership and governance in public health (program in English for foreign citizens)"

Form of training: full-time

course 1 semester 1

lectures at 6 p.m.

practical classes 18 hours.

laboratory work is not provided

including using MAO lek. 0/ practice 6 o'clock

total classroom hours 36 hours.

including using MAO 6 hours

independent work 36 hours.

Exam not included

control works (quantity) are not provided

term paper / term project-semester are not provided

credit 1 semester

The work program was compiled in accordance with the requirements of the Federal State Educational Standard in the field of study 32.04.01 Public Health, approved by order of the Ministry of Education and Science of Russia dated 31.05.2017 No. 485.

The work program was discussed at the meeting Department of Pharmacy and Pharmacology, Protocol No. 4 dated December 21, 2021

Director of the Department Ph.D., E.V. Khozhaenko

Compiled by: Candidate of Medical Sciences, Associate Professor V.G. Moreva

Reverse side of the title page of the RPD

1. The work program was revised at a meeting of the Department / department / department (implementing the discipline) and approved at a meeting of the Department / department / department (issuing structural unit), protocol dated “ \_\_\_\_ ” \_\_\_\_\_ 2021 No. \_\_\_\_\_
2. The work program was revised at a meeting of the Department / department / department (implementing the discipline) and approved at a meeting of the Department / department / department (issuing structural unit), protocol dated “ \_\_\_\_ ” \_\_\_\_\_ 2021 No. \_\_\_\_\_
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## I. Goals and objectives of mastering the discipline:

### Target:

studying the theoretical issues of providing medical care to the most common diseases and injuries in emergency situations, consolidating and improving theoretical knowledge and norms of medical ethics, acquiring skills and practical skills in providing first aid to suddenly ill and injured during emergency response, acquiring skills and practical skills general and special care for the sick.

### Tasks:

- to form a clear idea of the stages of development and clinical manifestations of the most common diseases and lesions in emergency situations;
- be able to provide timely and full first aid in emergency situations;
- own methods of providing care for the sick and injured, to carry out measures for their hygienic maintenance.

As a result of studying this discipline, students form the following universal, general professional and professional competencies (elements of competencies).

General professional competencies of graduates and indicators of their achievement:

Task type	Code and name of professional competence (result of development)	Code and name of the indicator of achievement of competence
	GPC-6 Ability to organize patient care and provide first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	GPC-6.1 Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction GPC-6.2 Able to organize patient care and provision of first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction GPC-6.3 Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction

Code and name of the indicator of achievement of competence	Name of the assessment indicator (the result of training in the discipline)
GPC-6.1 Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction	Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction Able to organize patient care and provide first pre-medical medical and sanitary assistance in emergency conditions in the centers of mass destruction

	Possesses the skills of providing first pre-medical medical and sanitary aid in case of emergency in the centers of mass destruction
GPC-6.2 Able to organize patient care and provision of first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	Knows the methods of organizing patient care and providing first medical aid in case of emergency in emergency situations, epidemics, in centers of mass destruction Able to organize patient care and provision of first pre-hospital medical and sanitary assistance in emergency conditions in emergency situations, epidemics, in centers of mass destruction Possesses the skills of planning, organizing and implementing measures to ensure the protection of public health in emergency conditions in emergency situations, epidemics, in hotbeds of mass destruction
GPC-6.3 Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	Knows the theoretical basis for actions in non-standard situations and the organization of patient care and the provision of first pre-medical health care in emergency conditions Able to plan activities to ensure the protection of public health; properly draw up official medical documents, maintain primary medical records, taking measures to ensure the protection of public health, as well as the organization of patient care and the provision of first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction

For the formation of the above competencies within the discipline "Providing emergency medical care" the following methods of active / interactive learning are used: lectures - conferences, problematic lectures, visualization lectures; practical exercises - debate, round table (preparation and discussion of abstracts).

2. The complexity of the discipline and types of training sessions in the discipline

The total labor intensity of the discipline is 2 credit units (72 academic hours). (1 credit unit corresponds to 36 academic hours)

Designation	Types of training sessions and work of the student
Lek	Lectures
Lek electr.	
Etc	Practical lessons
Right electr.	
SR:	Independent work of the student during the period of theoretical training

including control	Independent work of the student and contact work of the student with the teacher during the period of intermediate certification
	And other types of work

### I. Discipline structure:

#### Full-time form of education

N o.	Section name disciplines	Se me ster	The number of hours by type of training sessions and work of the student						Forms of intermediate certification
			Lek	lab	Etc	OK	SR	Cont rol	
1	Desmurgy. Applying bandages to wounds. Stop bleeding. Transport immobilization		4		4			9	
2	terminal states. Technique of indirect heart massage and artificial respiration. Techniques for restoring patency of the upper respiratory tract		6		6			9	
3	Protection of the population in the centers of especially dangerous infections. Anti-plague suit: purpose, rules of use		4		4			9	
4	Techniques for general and special care for the sick and injured (prevention of bedsores, moving, shifting, hygienic care, etc.)		4		4			9	
Total:		1	18	-	18	-		36	offset

### III. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

**Topic 1.** First aid in the system of measures to provide medical care to suddenly ill and injured in emergency situations. Fundamentals of deontology.

The role, place, tasks and scope of pre-medical care in the system of staged treatment of injured / injured in peacetime and wartime emergencies.

Features of the provision of first aid to the injured and suddenly ill in the city and in remote areas.

Code of conduct and emergency procedures

Transportation of the victim from the center of the emergency. Assessment of the nature of the lesions and the severity of the condition of the victim. Volumes of rendering the first medical and pre-medical aid. Rules for removing clothes and shoes from the victim.

Deontology in the provision of first aid and care for the sick and injured in emergency situations

**Topic 2**Psychic trauma in victims of emergency situations

Mental disorders and forms of psychosis in victims/injured in emergency situations of peacetime and wartime.

Syndrome of post-traumatic disorders in people who find themselves in a natural disaster area or in the focus of a disaster.

First medical and medical aid to the injured / injured in mental disorders.

Self-help and mutual assistance to victims with mental disorders in mental situations.

**Topic 3**.traffic accidents

Features of traffic accidents. Mechanisms of damaging action in a traffic accident. Violation of the function of vital organs and systems in road traffic accidents.

Formation of the road medicine service. The composition and purpose of the personnel means of the first-aid kit for automobiles. Technique for removing the victim from the car. Rendering first medical and pre-medical aid to the victims using the standard means of the first-aid kit of the car.

**Topic 4**.Acute poisoning with emergency chemically hazardous substances (AHOV)

The main properties of AHO. Ways of getting AHO into the body. Medico-tactical characteristics of foci of chemical contamination depending on the persistence and duration of the toxic action of AChO. Diagnosis of acute poisoning AHOV. Therapeutic measures for the conduct of detoxification, antidote and symptomatic therapy for acute poisoning with hazardous substances.

First medical and first aid in case of acute poisoning with AHOV (carbon monoxide, ammonia, chlorine, methane).

**Topic 5**.First aid for acute poisoning

Therapeutic measures for the victims:

- with chemical damage by toxic substances;
- with acute drug poisoning;
- with household poisoning;
- with snake bites, insect stings, food poisoning.

**Topic 6**.Wounds, wound process.

Classification of wounds. Clinical characteristics of stab, cut, chopped, torn, torn-crushed, bruised, gunshot, bitten wounds. The volume of emergency first medical and first aid for injuries. General concepts of the wound process. Wound toilet technique. The role of primary surgical treatment of wounds during the wound process. The main stages of primary surgical treatment of wounds. Types of

wound healing. Local signs of early wound complications, ways of their prevention and treatment.

**Topic 7.**Bleeding, blood loss. Providing first aid.

Classification of bleeding. Reliable and probable signs of external arterial, venous, mixed bleeding. General signs of blood loss. Reliable and probable signs of intracavitary bleeding. Ways to stop external bleeding. The volume of first aid for bleeding and blood loss at the prehospital stage of treatment. Ways to compensate for blood loss. Organization of transfusion of blood substitutes. The main clinical signs of transfusion complications, ways of their prevention.

**Topic 8.**Desmurgy

Classification of bandages. Types of soft bandages used in practice. General rules for bandaging and applying soft bandages. The main types of bandage bandages, the technique of applying them to the head, torso, limbs. Rules for the use of an individual dressing package. Contour bandages on the chest. Bandages. Technique of imposing kerchief bandages. The use of a mesh elastic bandage for fixing aseptic dressings on various parts of the body.

**Topic 9.**Mechanical lesions

Traumatic shock. Phases of traumatic shock. The severity of the torpid phase of traumatic shock. Clinic of traumatic shock. Prevention of traumatic shock.

Classification of polytrauma (multiple, combined, combined injuries).

Peculiarities of polytrauma in emergency situations Mutual burden syndrome, its significance in determining the severity of the condition of the injured/injured.

First medical and first aid for mechanical injuries. Methods of transporting victims.

**Topic 10.**Traumatic brain injury, trauma to the chest and abdomen.

Classification of traumatic brain injury. Reliable clinical signs of open and closed TBI. The main symptoms of concussion, bruising and compression of the brain. Types of impaired consciousness in traumatic brain injury. The most dangerous violations of the functions of the vital systems of the body. Measures to prevent asphyxia in traumatic brain injury.

Eye injury. Nose injury. Spinal injury.

Chest injury. Fractures of the clavicle, ribs. Damage to the lungs, heart, blood vessels and diaphragm. Pneumothorax, hemothorax.

Classification of traumatic injuries of the abdominal organs. The main symptom complexes with these injuries. Features of first aid for closed and open abdominal injuries. Application of an aseptic dressing for open injuries of the hollow organs of the abdominal cavity

**Topic 11.**Damage to the musculoskeletal system. transport immobilization.

Types of trauma. Characteristics of closed soft tissue injuries. Clinic, diagnosis, bruises, features of first aid for soft tissue bruises. Reliable and probable symptoms of damage to the ligamentous apparatus and muscles of the limbs. Principles of providing first medical aid for bruises, closed injuries of the ligamentous apparatus of the joints, muscles. Features of the provision of pre-hospital medical care in the syndrome of prolonged compression.

Classification of damage to bones and joints, reliable and probable signs of fractures. Clinical picture of the most common traumatic dislocations. First aid for suspected fracture, dislocation. Indications and means of transport immobilization. Rules for the imposition of service transport tires for open and closed injuries of the limbs. Principles and methods of treatment of fractures and dislocations in the hospital.

**Topic 12.** terminal states. Cardiopulmonary resuscitation. Electrical injury. Drowning.

Classification of conditions that threaten the life of victims and suddenly ill. Clinical signs and features of acute pulmonary and cardiovascular insufficiency. Causes of fainting, shock, collapse. shock classification. The volume of emergency first aid for fainting, shock, collapse. Characteristics of terminal states, clinical death. Principles and methods of providing emergency first aid in terminal conditions and clinical death. Technique of indirect heart massage and artificial respiration. Rules for the use of a mouth expander, an air duct. Familiarization with anti-shock measures. Features of resuscitation measures for drowning and electric shock.

**Topic 13.** Burns. Frostbite.

Classification of burns and frostbite. Methods for determining the area of the depth of thermal lesions. The main clinical signs of periods of burn disease. Criteria for the severity of the condition of the burnt. Principles of providing first aid for thermal injuries and care for patients who have undergone thermal burns and frostbite. Peculiarities of care for burnt patients in the period of burn shock. The volume of first aid for burns with concentrated solutions of acids and alkalis, radiation burns.

**Topic 14.** Acute therapeutic diseases



Classification of acute therapeutic diseases. The main clinical signs and emergency first aid for angina pectoris and myocardial infarction, bronchial asthma. Classification of acute therapeutic diseases of the respiratory system. Clinic and first aid for pneumonia, pleurisy. Clinical characteristics of coma. Clinic and first aid for hyper- and hypoglycemic coma. Providing first aid for heat stroke. Signs of acute airway obstruction. Measures to provide first aid in case of the threat of asphyxia.

**Topic 15.** Acute surgical diseases of the abdominal organs.

General classification of acute surgical diseases of the abdominal organs. Pathogenesis, main symptoms in acute appendicitis and first aid in adults and children. Clinic and volume of the first pre-hospital in acute cholecystitis, acute pancreatitis, peritonitis, intestinal obstruction, hernia of the anterior abdominal cavity. The main types of traumatic injuries of the abdominal organs. Basic rules for the transportation and care of patients with diseases of the abdominal cavity.

**Topic 16.** Acute surgical infection.

Classification of acute and chronic infections. The main stages of the pathogenesis of acute surgical infection. Features of the general and local reaction of tissues to surgical infection. Characteristics of certain types of local purulent diseases: furuncle, carbuncle, lymphadenitis, lymphangitis, abscess, phlegmon. Clinical characteristics of common purulent diseases: toxic-resorptive fever, sepsis. Principles of treatment of acute and chronic purulent diseases, their prevention. Clinical manifestations, prevention and principles of treatment of putrefactive infection. Causes, early signs, prevention and clinic of anaerobic infection and tetanus. Features of care for patients with anaerobic infection and tetanus.

**Topic 17.** General care and monitoring of the sick and injured in emergencies. Healing procedures.

Creation of a protective regime for patients. Ensuring sanitary and hygienic regime in the room. Hygienic maintenance of the patient and assistance to him during physiological departures. Making a comfortable bed and keeping it clean.

Healing procedures. Medical nutrition. Recommended means for the care of the injured and sick. Monitoring the injured and sick.

**Topic 18.** Special care for the sick and injured in emergencies.

Special care for the sick/injured, the elderly and children; in serious condition; during preparation for surgery and in the postoperative period.

Peculiarities of care for patients/injured who have suffered blood loss, with damage to the musculoskeletal system; burns and frostbite; wounds and trauma to the head and chest, acute surgical diseases and injuries of the abdominal organs.

Features of care for patients with acute therapeutic diseases of the cardiovascular and respiratory systems, abdominal organs; chemical and radiation injuries, acute surgical infection.

#### **IV. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE AND INDEPENDENT WORK**

Lesson 1. Desmurgy. Applying bandages to wounds. Stop bleeding. Transport immobilization (4 hours)

1. Formulation of the problem.
2. Goal definition.
3. Technology for performing practical manipulations.

Lesson 2.terminal states.Technique of indirect heart massage and artificial respiration.Techniques for restoring the patency of the upper respiratory tract (4 hours)

1. Formulation of the problem.
2. Goal definition.
3. Technology for performing practical manipulations.

Lesson 3. Protection of the population in the centers of especially dangerous infections. Anti-plague suit: purpose, rules of use (4 hours)

1. Formulation of the problem.
2. Goal definition.
3. Technology for performing practical manipulations.

Lesson 4. Techniques for general and special care for the sick and injured (prevention of bedsores, moving, shifting, hygienic care, etc.) (4 hours)

1. Formulation of the problem.
2. Goal definition.
3. Technology for performing practical manipulations.

Lesson 5.Test lesson(2 hours)

#### **Schedule for the implementation of independent work on the discipline**

No. p/p	Date/Due dates	Type of independent work	Approximate lead times	form of control
1	1-6 weeks	Preparation of abstracts	10 hours	Protection
2	7-12 weeks	Presentation preparation	10 hours	Protection
3	13-18 weeks	Preparation for the	16 hours	offset

		test		
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Independent work of students consists of preparing for practical classes, working on recommended literature, writing reports on the topic of the seminar, preparing presentations, abstracts.

The teacher offers each student individual and differentiated tasks. Some of them can be carried out in a group (for example, preparing a report and presentations on the same topic can be done by several students with a division of their duties - one prepares a scientific and theoretical part, and the second analyzes practice).

### **Recommendations for independent work of students**

The purpose of the student's independent work is to work meaningfully and independently first with educational material, then with scientific information, lay the foundations for self-organization and self-education in order to instill the ability to continuously improve their professional qualifications in the future.

The process of organizing independent work of students includes the following stages:

- preparatory (defining goals, drawing up a program, preparing methodological support, preparing equipment);
- the main one (implementation of the program, use of methods of information search, assimilation, processing, application, transfer of knowledge, fixing the results, self-organization of the work process);
- final (assessment of the significance and analysis of the results, their systematization, evaluation of the effectiveness of the program and methods of work, conclusions about the directions of labor optimization).

In the process of independent work, the student acquires the skills of self-organization, self-control, self-government, self-reflection and becomes an active independent subject of educational activity. Independent work of students should have an important impact on the formation of the personality of a future specialist; it is planned by the student independently. Each student independently determines the mode of his work and the measure of labor expended on mastering the educational content in each discipline. He performs extracurricular work according to a personal individual plan, depending on his preparation, time and other conditions.

Independent work of students consists of preparing for practical classes, working on recommended literature, writing reports on the topic of the seminar, preparing presentations, performing tests, essays.

The teacher offers each student individual and differentiated tasks. Some of them can be carried out in a group (for example, preparing a report and

presentations on the same topic can be done by several students with a division of their duties - one prepares a scientific and theoretical part, and the second analyzes practice).

One of the necessary components for the successful development of the course is writing an essay.

Independent work of students implies preparation for practical classes, independent information search.

### **Methodological recommendations for independent work of students**

As the material on the subject of the discipline is mastered, it is envisaged to carry out independent work of students to collect and process literary material to expand the field of knowledge in the discipline being studied, which allows deepening and consolidating specific practical knowledge gained in the classroom. To study and fully master the program material in the discipline, educational, reference and other literature recommended by this program, as well as specialized periodicals, are used.

In self-preparation for classes, students take notes on the material, independently study questions on the topics covered, using educational literature from the proposed list, periodicals, scientific and methodological information, databases of information networks (Internet, etc.).

Independent work consists of such types of work as studying material from textbooks, reference books, videos and presentations, as well as other reliable sources of information; preparation for the test. To consolidate the material, it is enough, turning over the abstract or reading it, to mentally restore the material. If necessary, refer to the recommended educational and reference literature, write down incomprehensible points in the questions to clarify them in the upcoming lesson.

Preparation for practical exercises. This type of independent work consists of several stages:

1) Repetition of the studied material. For this, lecture notes, recommended basic and additional literature are used;

2) Deepening knowledge on the topic. It is necessary to differentiate the available material in lectures, teaching aids in accordance with the points of the practical lesson plan. Separately write out unclear questions, terms. It is better to do this in the margins of the lecture notes or textbook. Clarification should be carried out with the help of reference literature (dictionaries, encyclopedias, etc.);

3) Drawing up a detailed plan for a speech, or making calculations, solving problems, exercises, etc. In preparation for practical classes, students outline the material, prepare answers to the questions given on the topics of practical classes. In addition to the practical material, students independently study questions on the

topics covered, using educational literature from the proposed list, periodicals, scientific and methodological information, databases of information networks (Internet, etc.).

### **Requirements for the presentation and presentation of the results of independent work**

There are no special requirements for the presentation and presentation of the results of this independent work.

#### **Guidelines for writing and designing an abstract**

An abstract is a student's creative activity, which reproduces in its structure research activities to solve theoretical and applied problems in a certain branch of scientific knowledge. Because of this, term paper is the most important component of the educational process in higher education.

The abstract, being a model of scientific research, is an independent work in which the student solves a problem of a theoretical or practical nature, applying the scientific principles and methods of this branch of scientific knowledge. The result of this scientific search may have not only subjective, but also objective scientific novelty, and therefore can be presented for discussion by the scientific community in the form of a scientific report or message at a scientific and practical conference, as well as in the form of a scientific article.

The abstract involves the acquisition of skills in building business cooperation based on ethical standards for the implementation of scientific activities. Purposefulness, initiative, disinterested cognitive interest, responsibility for the results of one's actions, conscientiousness, competence are personality traits that characterize the subject of research activities that correspond to the ideals and norms of modern science.

An abstract is an independent educational and research activity of a student. The teacher provides advisory assistance and evaluates the process and results of the activity. He provides an approximate topic for abstracts, clarifies the problem and the topic of research together with the intern, helps to plan and organize research activities, appoints the time and minimum number of consultations.

The teacher accepts the text of the abstract for verification at least ten days before the defense.

Traditionally, a certain structure of the abstract has developed, the main elements of which, in the order of their location, are the following:

1. Title page.
2. Task.
3. Table of contents.
4. List of symbols, symbols and terms (if necessary).
5. Introduction.

6. The main part.
7. Conclusion.
8. Bibliographic list.
9. Applications.

The title page indicates: educational institution, graduating department, author, teacher, research topic, place and year of the abstract.

The title of the abstract should be as short as possible and fully correspond to its content.

The table of contents (content) reflects the names of the structural parts of the abstract and the pages on which they are located. It is advisable to place the table of contents at the beginning of work on one page.

The presence of a detailed introduction is a mandatory requirement for the abstract. Despite the small volume of this structural part, its writing causes considerable difficulties. However, it is a well-executed introduction that is the key to understanding the entire work and testifies to the professionalism of the author.

Thus, the introduction is a very important part of the abstract. The introduction should begin with a rationale for the relevance of the chosen topic. When applied to the abstract, the concept of "relevance" has one feature. From how the author of the abstract knows how to choose a topic and how correctly he understands and evaluates this topic from the point of view of modernity and social significance, characterizes his scientific maturity and professional readiness.

In addition, in the introduction it is necessary to isolate the methodological basis of the abstract, to name the authors whose works formed the theoretical basis of the study. A review of the literature on the topic should show the author's thorough acquaintance with specialized literature, his ability to systematize sources, critically examine them, highlight the essential, determine the main thing in the current state of study of the topic.

The introduction reflects the significance and relevance of the chosen topic, defines the object and subject, purpose and objectives, and the chronological framework of the study.

The introduction ends with a statement of general conclusions about the scientific and practical significance of the topic, the degree of its study and availability of sources, and the formulation of a hypothesis.

In the main part, the essence of the problem is stated, the topic is revealed, the author's position is determined, factual material is given as an argument and for illustrations of the put forward provisions. The author needs to show the ability to consistently present the material while simultaneously analyzing it. Preference is given to the main facts, rather than small details.

The abstract ends with the final part, which is called the “conclusion”. Like any conclusion, this part of the abstract plays the role of a conclusion determined by the logic of the study, which is in the form of a synthesis of the scientific information accumulated in the main part. This synthesis is a consistent, logically coherent presentation of the results obtained and their relationship with the general goal and specific tasks set and formulated in the introduction. It is here that the so-called "inferential" knowledge is contained, which is new in relation to the original knowledge. The conclusion may include suggestions of a practical nature, thereby increasing the value of theoretical materials.

So, in the conclusion of the abstract should be: a) the conclusions on the results of the study are presented; b) theoretical and practical significance, novelty of the abstract; c) the possibility of applying the results of the study is indicated.

After the conclusion, it is customary to place a bibliographic list of used literature. This list is one of the essential parts of the abstract and reflects the independent creative work of the author of the abstract.

The list of sources used is placed at the end of the work. It is issued either in alphabetical order (by the author's last name or the title of the book), or in the order in which references appear in the text of the written work. In all cases, the full title of the work, the names of the authors or the editor of the publication, if a team of authors participated in writing the book, data on the number of volumes, the name of the city and publishing house in which the work was published, the year of publication, the number of pages are indicated.

### **Guidelines for preparing presentations**

To prepare a presentation, it is recommended to use: PowerPoint, MS Word, Acrobat Reader, LaTeX beamer package. The simplest presentation program is Microsoft PowerPoint. To prepare the presentation, it is necessary to process the information collected when writing the abstract.

The sequence of preparation of the presentation:

1. Clearly state the purpose of the presentation.
2. Determine what will be the format of the presentation: live performance (then how long will it be) or email (what will be the context of the presentation).
3. Select all the content for the presentation and build a logical chain of presentation.
4. Identify key points in the content of the text and highlight them.
5. Determine the types of visualization (pictures) to display them on slides in accordance with the logic, purpose and specifics of the material.
6. Choose the design and format the slides (the number of pictures and text, their location, color and size).

## 7. Check the visual perception of the presentation.

Visualization types include illustrations, images, diagrams, tables. An illustration is a representation of a real-life visual range. Images, unlike illustrations, are metaphors. Their purpose is to evoke emotion and create an attitude towards it, to influence the audience. With the help of well-thought-out and presented images, information can remain in a person's memory for a long time. Diagram - visualization of quantitative and qualitative relationships. They are used to convincingly demonstrate data, for spatial reasoning in addition to logical reasoning. A table is a concrete, visual and accurate display of data. Its main purpose is to structure information, which sometimes makes it easier for the audience to perceive the data.

### *Practical Tips for Preparing a Presentation*

- printed text + slides + handouts are prepared separately;
- slides - a visual presentation of information, which should contain a minimum of text, a maximum of images that carry a semantic load, look clear and simple;
- textual content of the presentation - oral speech or reading, which should include arguments, facts, evidence and emotions;
- recommended number of slides 17-22;
- obligatory information for the presentation: topic, surname and initials of the speaker; message plan; brief conclusions from what has been said; list of sources used;
- handouts - should provide the same depth and scope as a live performance: people trust what they can carry with them more than disappearing images, words and slides are forgotten, and handouts remain a constant tangible reminder; it is important to hand out handouts at the end of the presentation; handouts should be different from slides, should be more informative.

### **Abstract Evaluation Criteria**

The stated understanding of the abstract as a holistic author's text determines the criteria for its evaluation: the novelty of the text; the validity of the choice of source; the degree of disclosure of the essence of the issue; compliance with formatting requirements.

**Text novelty:** a) the relevance of the research topic; b) novelty and independence in posing the problem, formulating a new aspect of a well-known problem in establishing new connections (interdisciplinary, intradisciplinary, integration); c) the ability to work with research, critical literature, systematize and structure the material; d) the manifestation of the author's position, the independence of assessments and judgments; e) stylistic unity of the text, unity of genre features.



**The degree of disclosure of the essence of the issue:**a) compliance of the plan with the topic of the essay; b) compliance of the content with the topic and plan of the abstract; c) completeness and depth of knowledge on the topic; d) the validity of the methods and methods of working with the material; f) the ability to generalize, draw conclusions, compare different points of view on one issue (problem).

**The validity of the choice of sources:**a) assessment of the literature used: whether the most famous works on the research topic were involved (including journal publications of recent years, the latest statistics, summaries, references, etc.).

**Compliance with formatting requirements:**a) how correctly the references to the literature used, the list of references are drawn up; b) assessment of literacy and culture of presentation (including spelling, punctuation, stylistic culture), knowledge of terminology; c) compliance with the requirements for the volume of the abstract.

**The reviewer should clearly articulate** remarks and questions, preferably with links to the work (possible to specific pages of the work), to research and factual data that the author did not take into account.

**The reviewer may also indicate:**whether the student has addressed the topic before (abstracts, written works, creative works, olympiad works, etc.) and whether there are any preliminary results; how the graduate did the work (plan, intermediate stages, consultation, revision and revision of the written or lack of a clear plan, rejection of the leader's recommendations).

**Students** submit an abstract for review no later than a week before the defense. The teacher is the reviewer. Experience shows that it is advisable to familiarize the student with the review a few days before the defense. Opponents are appointed by the teacher from among the students. For an oral presentation, a student needs 10-20 minutes (approximately so much time answers the tickets for the exam).

**Grade 5 is put**, if all the requirements for writing and defending the abstract are met: the problem is identified and its relevance is justified, a brief analysis of various points of view on the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the topic is fully disclosed, the volume is maintained, the requirements for external design are met, given correct answers to additional questions.

**Grade 4**— the basic requirements for the abstract and its defense are met, but there are some shortcomings. In particular, there are inaccuracies in the presentation of the material; there is no logical sequence in judgments; the volume

of the abstract is not maintained; there are omissions in the design; incomplete answers were given to additional questions during the defense.

**Grade 3**– there are significant deviations from the requirements for referencing. In particular: the topic is covered only partially; Factual errors were made in the content of the abstract or when answering additional questions; no output during protection.

**Grade 2**- the topic of the abstract is not disclosed, a significant misunderstanding of the problem is revealed.

**Grade 1**– The abstract is not submitted by the student.

### **Topics for essays and presentations**

1. The severity of injuries. Local and general symptoms arising from injuries.
2. Wound infection. Types of wound infections (aerobic and anaerobic).
3. Features of the course of wound infections. Measures to prevent wound infection
4. The concept of asepsis and antisepsis.
5. Desmurgy. Bandage value. Types of dressings.
6. Penetrating wounds of the chest cavity and abdomen. Pneumothorax.
7. Neuroses and their types. The reasons for their occurrence.
8. Tuberculosis and the level of its distribution in Russia. "Risk group" of tuberculosis. State preventive measures for the prevention of tuberculosis. Socio-hygienic problems of health disorders.
9. Varieties of poisoning. The volume of first aid in case of poisoning with substances of local, resorptive and reflex action.
10. Drug poisoning. First aid. Precautionary measures.
11. Poisoning by pesticides used in agriculture. First aid. Precautionary measures.
12. Mushroom poisoning. First aid. Precautionary measures.
13. Heat and sunstroke. First aid.
14. Street injuries.
15. Injuries in everyday life.
16. Injuries at school and kindergarten.

### **Criteria for assessing students' independent work**

*Evaluation of independent work* is carried out according to the following criteria:

- the completeness and quality of the tasks performed;

- possession of methods and techniques of computer modeling in the issues under study, the use of software tools;
- the quality of the report design, the use of rules and standards for the design of text and electronic documents;
- use of data from domestic and foreign literature, Internet sources, regulatory information and best practices;
- absence of factual errors related to understanding the problem.

When evaluating students' knowledge, not only the amount of knowledge is taken into account, but, first of all, the quality of assimilation of the material, understanding the logic of the academic discipline, the ability to freely, competently, logically present what has been learned is evaluated, the ability to reasonably defend one's own point of view.

“Excellent” marks the answer to independent tasks, in which the material is systematically, logically and consistently presented.

The “good” rating implies knowledge of the material and the ability to draw independent conclusions, comment on the material presented; answer with minor flaws.

Assimilation of the material is assessed as "satisfactory" when the student has not studied some sections deeply enough, allows fuzzy formulations, and gives incomplete answers.

"Unsatisfactory" is put in the case when the student does not know a significant part of the educational material, makes significant mistakes; knowledge is unsystematic.

#### • **Abstract Evaluation Criteria**

- 100-86 points ("excellent") is given to the student if he expressed his opinion on the formulated problem, argued it, accurately defining its content and components. The data of domestic and foreign literature, statistical information, information of a regulatory nature are given. The student knows and owns the skill of independent research work on the research topic; methods and techniques for analyzing the theoretical and / or practical aspects of the area under study.

- 85-76 points ("good") - the work is characterized by semantic integrity, coherence and consistency of presentation; no more than 1 mistake was made when explaining the meaning or content of the problem. For argumentation, data of domestic and foreign authors are given. Demonstrated research skills and abilities. There are no actual errors related to understanding the problem.

- 75-61 points ("satisfactory") - the student conducts a fairly independent analysis of the main stages and semantic components of the problem; understands the basic foundations and theoretical justification of the chosen topic. The main

sources on the topic under consideration are attracted. No more than 2 errors were made in the sense or content of the problem.

- 60-50 points ("unsatisfactory") - if the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic is not disclosed. Three or more than three errors were made in the semantic content of the problem being disclosed.

## **V. EDUCATIONAL AND METHODOLOGICAL PROVISION OF STUDENTS' INDEPENDENT WORK**

Independent work is defined as an individual or collective learning activity carried out without the direct guidance of a teacher, but according to his instructions and under his control. Independent work is a cognitive learning activity, when the sequence of a student's thinking, his mental and practical operations and actions depends and is determined by the student himself.

Independent work of students contributes to the development of independence, responsibility and organization, a creative approach to solving problems at the educational and professional levels, which ultimately leads to the development of the skill of independent planning and implementation of activities.

The purpose of independent work of students is to master the necessary competencies in their field of study, experience in creative and research activities.

Forms of independent work of students:

- work with basic and additional literature, Internet resources;
- self-acquaintance with the lecture material presented on electronic media in the library of an educational institution;
- preparation of abstract reviews of sources of periodicals, reference notes, predetermined by the teacher;
- search for information on the topic with its subsequent presentation to the audience in the form of a report, presentations;
- preparation for the implementation of classroom control work;
- performance of home control works;
- performance of test tasks, problem solving;
- drawing up crossword puzzles, schemes;
- preparation of reports for presentation at a seminar, conference;
- filling out a workbook;
- essay writing, term paper;
- preparation for business and role-playing games;
- compiling a resume;
- preparation for tests and exams;
- other kinds activities, organized And carried out

educational institution and student self-government bodies.

## VI. CONTROL OF ACHIEVEMENTS OF THE GOALS OF THE COURSE

No. p / p	Controlled modules / sections / topics of the discipline	Codes and stages of formation of competencies		Appraisal tools - name	
				current control	intermediate certification
1	Desmurgy. Applying bandages to wounds. Stop bleeding. Transport immobilization	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 1-16
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	
2	terminal states. Technique of indirect heart massage and artificial respiration. Techniques for restoring patency of the upper respiratory tract	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 17-31
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	
3	Protection of the population in the centers of especially dangerous infections. Anti-plague suit: purpose, rules of use	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 32-47
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	
4	Techniques for general and special care for the sick and injured (prevention of bedsores, moving, shifting, hygienic care, etc.)	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 48-62
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	

## VII. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF DISCIPLINE

### Main literature

1. Life safety and disaster medicine: textbook / A.S. Sarychev, Ya.V. Shimanovskaya, K.A. Shimanovskaya. - Moscow: KnoRus, 2018. - 477 p. <https://www.book.ru/book/927501>

2. Emergency medical care at the prehospital stage [Electronic resource]: textbook / A. L. Vertkin, L. A. Aleksanyan, M. V. Balabanova and others; ed. A. L. Vertkina. - M.: GEOTAR-Media, 2016. - 544 p. <http://www.studentlibrary.ru/book/ISBN9785970435793.html>

3. Disaster medicine. A set of tests for self-control: Educational and methodological manual / Akulin I.M., Pilnik N.M., Bigunets V.D. - St. Petersburg: St. Petersburg State University, 2016. - 107 p.: ISBN 978-5-288-05803-5 -

Access mode:<http://znanium.com/catalog/product/1000466>

4. Emergency Medicine. Course of lectures [Electronic resource]: textbook / Levchuk I.P., Tretyakov N.V. - M. : GEOTAR-Media, 2015. - 240c /<http://www.studentlibrary.ru/book/ISBN9785970433478.html>

5. Disaster medicine [Electronic resource] / I.V. Rogozina - M. : GEOTAR-Media, 2014. - 152p.

<http://www.studentlibrary.ru/book/ISBN9785970429365.html>

### **additional literature**

1. Directory of an emergency physician / A. N. Inkova, E. G. Kadieva. Rostov-on-Don: Phoenix, 2015. - 574 p. 6th ed.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:779744&theme=FEFU>

2. Fundamentals of first aid: textbook / M.A. Morozov. - 2nd ed., corrected and additional - St. Petersburg, SpecLit, 2017. - 335p. ISBN: 978-5-299-00869-2

3. Demichev S.V. First aid for injuries and diseases. M.: GEOTAR-Media, 2011. - 160s.

6. First aid. Tutorial. Ed. prof. Velichenko V.M., prof. Yumasheva G.S. M., Medicine, 2015. - 272 p.

### **The list of resources of the information and telecommunication network "Internet", necessary for the development of the discipline**

1. <http://www.xn--b1afkidmfaflnm6k.xn--p1ai/> - Pervostolnik.rf - Pharmaceutical website

2. <http://vladmedicina.ru> Medical portal of Primorsky Krai

3. <http://www.rosminzdrav.ru> Official website of the Ministry of Health of the Russian Federation

4. <http://www.mchs.gov.ru> Website of the Ministry of the Russian Federation for Civil Defense, Emergency Situations and Elimination of Consequences of Natural Disasters.

5. <http://www.mchspk.ru> Website of the Ministry of Emergency Situations of Russia in Primorsky Krai

6. student library <http://www.studmedlib.ru>

7. <http://www.rmj.ru/medjurnrus.htm>

### **List of information technologies and software**

- Microsoft Office Professional Plus 2010;
- an office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.);
- 7Zip 9.20 - free file archiver with a high degree of data compression;
- ABBYY FineReader 11 - software for optical character recognition;
- Adobe Acrobat XI Pro - a software package for creating and viewing electronic publications in PDF format;
- ESET Endpoint Security - comprehensive protection of workstations based on Windows OS. Virtualization support + new technologies;
- WinDjView 2.0.2 is a program for recognizing and viewing files with the same name format DJV and DjVu.

## **VIII. METHODOLOGICAL INSTRUCTIONS FOR MASTERING THE DISCIPLINE**

The theoretical part of the discipline "Providing emergency medical care" is revealed in lectures, since the lecture is the main form of education, where the teacher gives the basic concepts of the discipline.

The sequence of presenting the material in lectures is aimed at forming an indicative basis for students to subsequently master the material during independent work.

Practical classes of the course are held in the simulation center and are aimed at developing the skills of students to perform practical manipulations. During practical classes, the master performs a set of tasks that allows you to consolidate the lecture material on the topic under study.

Active consolidation of theoretical knowledge is facilitated by the discussion of problematic aspects of the discipline in the form of a seminar and classes using active learning methods. At the same time, the development of skills of independent research activity in the process of working with scientific literature, periodicals, the formation of the ability to reasonably defend one's point of view, listen to others, answer questions, and lead a discussion take place.

*Lecture classes* are focused on highlighting the main topics in each section of the course and are designed to orient students in the proposed material, lay the scientific and methodological foundations for further independent work of students.

Particularly significant for the professional training of students is independent work on the course. In the course of this work, students select the necessary material on the issue under study and analyze it. Independent work with literature includes such techniques as drawing up a plan, theses, abstracts, annotating sources, writing tests.

Students need to be introduced to the main sources, without which it is impossible to fully understand the issues of the course. Therefore, these sources are recommended for students to study at home and are included in the program.

Mastering the course should contribute to the development of skills for reasonable and independent assessments of facts and scientific concepts. Therefore, in all forms of knowledge control, especially when passing a test, attention should be paid to understanding the main problem field, to the ability to critically use its results and conclusions.

In the process of teaching the discipline, the following methods of active / interactive learning are used:

Lectures:

### **1. Problem lecture.**

The lecture begins with the teacher posing problems that are solved in the course of presenting the material. The answer to the problem requires thinking of the entire audience. During the lecture, students' thinking occurs with the help of the teacher creating a problem situation before they receive all the necessary information that constitutes new knowledge for them. Thus, students independently try to find a solution to the problem situation.

Educational problems are available according to their difficulty for students, they take into account the cognitive capabilities of students, proceed from the subject being studied and are significant for the assimilation of new material and personal development - general and professional.

The problem lecture provides creative assimilation by future specialists of the principles and patterns of the studied science, activates the educational and cognitive activity of students, their independent classroom and extracurricular work, the assimilation of knowledge and their application in practical classes.

**Practical lessons** focused on the most fundamental and problematic issues and are designed to stimulate the development of their own position on these topics.

In working with students, a variety of means, forms and methods of teaching (information-developing, problem-search) are used: the method of scientific discussion, a conference or a round table, an analysis of specific educational situations (case study).

### **Conference or round table**

When using this method, you can invite various specialists involved in the study of the problem under consideration or working on a topic studied by students. These can be scientists, economists, artists, representatives of public organizations, government agencies, etc.



Before such a meeting, the teacher invites students to put forward a problem of interest to them on this topic and formulate questions for their discussion. If students find it difficult, the teacher can suggest a number of problems and, together with the students, choose a more interesting one for them. Selected questions are transferred to the invited expert of the round table to prepare for the presentation and answers. At the same time, several specialists involved in the study of this problem can be invited to the "round table". In order for the round table meeting to be active and interested, it is necessary to encourage listeners to exchange views and maintain an atmosphere of free discussion.

When applying all these forms of classes, students get a real practice of formulating their point of view, comprehending the system of argumentation, that is, turning information into knowledge, and knowledge into beliefs and views.

The collective form of interaction and communication teaches students to formulate thoughts in a professional language, to speak orally, to listen, hear and understand others, to argue correctly and reasonably. Joint work requires not only individual responsibility and independence, but also self-organization of the work of the team, exactingness, mutual responsibility and discipline. At such seminars, the subject and social qualities of a professional are formed, the goals of training and educating the personality of a future specialist are achieved.

The features of collective mental activity are that there is a rigid dependence of the activity of a particular student on a fellow student; it helps to solve the psychological problems of the team; there is a "transfer" of action from one participant to another; self-management skills develop.

There are various forms of organizing and conducting this type of training, such as a press conference.

At the previous lesson, the teacher gives the task to students to individually answer the questions of the practical lesson and collectively discuss options for solving the same situation, which significantly deepens the experience of the trainees. Faced with a specific situation, the student must determine whether there is a problem in it, what it consists of, determine their attitude to the situation. At the same time, each student must, by getting used to the role of specific historical figures, analyze the causes, course and results of the events. The practical lesson begins with an introductory speech by the teacher, in which the problems for discussion are voiced. As the discussion proceeds, each of the students has the opportunity to get acquainted with the solutions, listen and weigh their many assessments, additions, changes, enter into a dialogue and discussion.

As the questions of the practical lesson are discussed, the analytical abilities of the trainees develop, contribute to the correct use of the information at their disposal, develop independence and initiative in decisions.

At the final stage of the lesson, the teacher, correcting the conclusions on the performances of students, draws general conclusions for each practical task and the overall result for the entire lesson.

### **Method of scientific discussion**

The academic group is divided into two subgroups - generators and critics of ideas. Three more people stand out - expert analysts.

The practical lesson is implemented in four stages:

The first is preparatory (carried out 1-2 weeks before the practical session). The teacher instructs about the purpose, content, nature, rules of participation in the game. Student preparation includes:

- determination of the purpose of the lesson, specification of the educational task;
- planning the general course of the lesson, determining the time of each stage of the lesson;
- development of criteria for evaluating the proposals and ideas received, which will make it possible to purposefully and meaningfully analyze and summarize the results of the lesson.

Mutual criticisms and evaluations are strictly prohibited; they hinder the emergence of new ideas. You should refrain from actions, gestures that may be misinterpreted by other participants in the session. No matter how fantastic or incredible the idea put forward by any of the participants in the session, it should be met with approval. The more proposals put forward, the greater the likelihood of a new and valuable idea.

The second - the lesson begins with the fact that the generators of ideas quickly and clearly characterize the ruler, the situation in the country and express all proposals for solving the named problem;

Third - critics of ideas "attack" - select the most valuable, progressive of them, analyze, evaluate, criticize and include in the list of relevant assumptions that provide a solution to the problem;

Fourth - experts analyze and evaluate the activities of both subgroups, the significance of the ideas put forward.

The goal of the teacher is to organize collective mental activity to find non-traditional ways to solve problems, when discussing controversial issues, hypotheses, problematic or conflict situations.

When writing essays, it is recommended to independently find literature for it. The abstract reveals the content of the problem under study. Working on an essay helps to deepen the understanding of individual issues of the course, form and defend one's point of view, acquire and improve the skills of independent creative work, and conduct active cognitive work.

An interview and a survey are conducted to conduct ongoing monitoring and intermediate certification. To prepare for the test, a list of questions is provided in Appendix 2.

## IX. LOGISTICS AND TECHNICAL SUPPORT OF THE DISCIPLINE

The educational process in the discipline is carried out in the lecture, computer classes of the building of the School of Biomedicine of the FEFU campus, equipped with computers and multimedia systems, with a connection to the FEFU corporate network and the Internet, the simulation Center of the FEFU School of Biomedicine.

The material and technical support for the implementation of the discipline includes classrooms for lectures and practical classes, equipped with multimedia support and corresponding to sanitary and contrary rules and regulations.

In order to provide special conditions for the education of people with disabilities and people with disabilities in FEFU, all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilets, information and navigation support signs.

Name of equipped premises and premises for independent work	List of main equipment
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 422, area 158.6 m <sup>2</sup>	Multimedia Audience: Motorized Screen 236*147cm Trim Screen Line; Projector DLP, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; document camera CP355AF Avervision, video camera MP-HD718 Multipix; Subsystem of specialized equipment fastenings CORSA-2007 Tuarex; Video switching subsystem: Audio switching and sound amplification subsystem: power amplifier, wireless LAN based on 802.11a/b/g/n 2x2 MIMO(2SS) access points.
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks settlement, 10, room M612, area 47.2 m <sup>2</sup>	Computer class for 22 workplaces: HP ProOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, W, usb kbd/ mse, Win7Pro(64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty (25 pcs.)
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 419, area 74.9 m <sup>2</sup>	Multimedia Audience: Motorized Screen 236*147cm Trim Screen Line; Projector DLP, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; document camera CP355AF Avervision, video camera MP-HD718 Multipix; Subsystem of specialized equipment fastenings CORSA-2007 Tuarex; Video switching subsystem: Audio switching and sound amplification subsystem: power amplifier, wireless LAN based on 802.11a/b/g/n 2x2 MIMO(2SS) access points.
Reading rooms of the FEFU Scientific Library with open access to the fund (building A -	HP ProOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, BT, usb kbd/ mse, Win7Pro (64-

level 10)	<p>bit)+Win8.1Pro(64-bit),1-1-1 Wty Internet access speed 500 Mbps.</p> <p>Workplaces for people with disabilities are equipped with Braille displays and printers; equipped with: portable devices for reading flat-print texts, scanning and reading machines, a video enlarger with the ability to regulate color spectra; magnifying electronic loupes and ultrasonic markers</p>
Room M 508, area 64.9 m <sup>2</sup>	<p>Accreditation and simulation center:</p> <p><b>First aid, disaster medicine, traumatology</b></p> <p>Adult Model for Demonstrating and Practicing Foreign Body Removal (Heimlich maneuver) (2 pcs.)</p> <p>Defibrillator Schiller Fred mod. Easy Trainer with accessories (1 pc.)</p> <p>Adult simulator with electronic control, educational, computerized (1 pc.)</p> <p>Defibrillator AED for training (1 pc.)</p> <p>Phantom of the respiratory system, NMS and defibrillation (1 pc.)</p> <p>Mannequin for resuscitation and patient care (1 pc.)</p> <p>Pulse oximeter (1 pc.)</p> <p>Spinal immobilization shield YXH-1A6A complete with folding immobilization head clamp (1 pc.)</p> <p>Tire - collar for adults ShTIVV-01</p> <p>Longitudinal-transverse folding stretcher NPPS-MM (2 pcs.)</p> <p>Set of transport ladder tires KShTL-MP-01Medical stretcher (1 pc.)</p> <p>Protractor medical universal</p>

## X. VALUATION FUND

### FOS passport

General professional competencies of graduates and indicators of their achievement:

Task type	Code and name of professional competence (result of development)	Code and name of the indicator of achievement of competence
	<p>GPC-6 Ability to organize patient care and provide first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction</p>	<p>GPC-6.1 Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction</p> <p>GPC-6.2 Able to organize patient care and provision of first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction</p> <p>GPC-6.3 Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations,</p>

Task type	Code and name of professional competence (result of development)	Code and name of the indicator of achievement of competence
		epidemics, in centers of mass destruction

Code and name of the indicator of achievement of competence	Name of the assessment indicator (the result of training in the discipline)
GPC-6.1 Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction	Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction Able to organize patient care and provide first pre-medical medical and sanitary assistance in emergency conditions in the centers of mass destruction Possesses the skills of providing first pre-medical medical and sanitary aid in case of emergency in the centers of mass destruction
GPC-6.2 Able to organize patient care and provision of first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	Knows the methods of organizing patient care and providing first medical aid in case of emergency in emergency situations, epidemics, in centers of mass destruction Able to organize patient care and provision of first pre-hospital medical and sanitary assistance in emergency conditions in emergency situations, epidemics, in centers of mass destruction Possesses the skills of planning, organizing and implementing measures to ensure the protection of public health in emergency conditions in emergency situations, epidemics, in hotbeds of mass destruction
GPC-6.3 Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	Knows the theoretical basis for actions in non-standard situations and the organization of patient care and the provision of first pre-medical health care in emergency conditions Able to plan activities to ensure the protection of public health; properly draw up official medical documents, maintain primary medical records, taking measures to ensure the protection of public health, as well as the organization of patient care and the provision of first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction

### Monitoring the achievement of course goals

No.	Controlled modules /		Appraisal tools - name
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p / p	sections / topics of the discipline	Codes and stages of formation of competencies	current control	intermediate certification	
1	Desmurgy. Applying bandages to wounds. Stop bleeding. Transport immobilization	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 1-16
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	
2	terminal states. Technique of indirect heart massage and artificial respiration. Techniques for restoring patency of the upper respiratory tract	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 17-31
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	
3	Protection of the population in the centers of especially dangerous infections. Anti-plague suit: purpose, rules of use	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 32-47
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	
4	Techniques for general and special care for the sick and injured (prevention of bedsores, moving, shifting, hygienic care, etc.)	GPC-6.1; GPC-6.2; GPC-6.3	Knows	UO-1, PR-1	offset Questions 48-62
			Can	UO-3, PR-11	
			owns	Performing practical manipulations	

**Competence level assessment scale  
in the discipline "Providing emergency medical care"**

Code and wording of competence	Stages of competence formation		criteria	Indicators	Points
OPK-6 the ability to organize patient care and provide first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	knows (threshold level)	Fundamentals of planning and organizing measures to ensure the protection of public health in emergency situations, epidemics, in the centers of mass destruction	knowledge of the basics of planning and organizing measures to ensure the protection of public health in conditions of emergencies, epidemics, in centers of mass destruction	ability to organize patient care and provide first pre-hospital medical care in case of emergency	61-70
	can (advanced)	plan activities to ensure the organization of patient care and the provision of first pre-medical health care in emergency conditions	the ability to provide primary pre-medical care in emergency situations, epidemics, in the centers of mass destruction	the ability to organize patient care and provide first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	71-84

	owns (high)	methods of planning and organizing measures to ensure the protection of public health in emergency situations, epidemics, in the centers of mass destruction	knowledge of the basics of scientific research and methods of planning and organizing activities for the organization of patient care and the provision of first pre-medical health care in emergency conditions	methods and carries out measures to ensure the protection of public health in emergency conditions in emergency situations, epidemics, in the centers of mass destruction	85-100
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### **Methodological recommendations that determine the procedures for evaluating the results of mastering the discipline**

Current certification of students. It is carried out in accordance with the local regulations of the Far Eastern Federal University and is mandatory. It is carried out in the form of control measures: the defense of a test, an interview to assess the actual results of students' learning and is carried out by a leading teacher.

The objects of assessment are:

- academic discipline (activity in the classroom, the timeliness of the implementation of various types of tasks, attendance at all types of classes in the discipline being certified);
- the degree of assimilation of theoretical knowledge (survey);
- the level of mastery of practical skills and abilities in all types of educational work (colloquium);
- results of independent work.

Intermediate certification of students. It is carried out in accordance with the local regulations of the Far Eastern Federal University and is mandatory. Provides for the accounting of the results of all stages of the development of the course. Provided that two stages of the current attestation have been successfully passed, the student is given an intermediate attestation (test, exam).

Testing and examination materials. When assessing students' knowledge, intermediate control takes into account the amount of knowledge, the quality of their assimilation, understanding the logic of the academic discipline, the place of each topic in the course. The ability to freely, competently, logically coherently present what has been studied, the ability to reasonably defend one's own point of view are assessed.

### **Evaluation tools for intermediate certification**

#### **Questions for the test lesson**

1. Anthropometry (chest circumference measurement, weighing, body length measurement, spirometry);
2. Determination of the frequency of respiratory movements of the patient;
3. Determination and counting of the pulse on the temporal, carotid, radial, femoral arteries;
4. Technique for measuring systemic arterial pressure;
5. Signs of cardiac arrest (clinical death of the patient);
6. Cardiopulmonary resuscitation. Restoration of the patient's airway patency;
7. Cardiopulmonary resuscitation. Artificial ventilation of the lungs;
8. Cardiopulmonary resuscitation. Cardiopulmonary bypass (closed heart massage);
9. Determining the effectiveness of ongoing resuscitation measures;
10. First aid for a foreign body in the upper respiratory tract;
11. Clinical signs of Quincke's angioedema;
12. First aid for electrical injury;
13. First aid in case of lightning strike;
14. First aid for drowning;
15. First aid for heat and sunstroke;
16. First aid for fainting;
17. First aid for collapse;
18. First aid for anaphylactic shock;
19. First aid for chest pain;
20. First aid for abdominal pain;
21. First aid for headaches;
22. Thermometry technique;
23. Method of setting cans, mustard plasters;
24. Technique for setting a gas outlet tube;
25. Patient care (hygiene of the patient);
26. Patient care (change of underwear, change of bed linen);
27. Technique of oxygen supply through nasal catheters, through a mask;
28. Gastric lavage technique;
29. First aid for food poisoning;
30. First aid for alcohol poisoning;
31. First aid for carbon monoxide poisoning;
32. First aid for barbiturate poisoning;
33. First aid for snake bite;
34. First aid for an epileptic seizure;
35. Types of wounds. Principles of rendering assistance to the wounded;



36. First aid for penetrating wounds of the chest;
37. First aid for penetrating wounds of the abdominal cavity;
38. Specific wound infection. Kinds. Rules for the provision of first aid;
39. Rules for applying bandage bandages;
40. Technique for applying bandages on the head and neck;
41. Technique for bandaging the chest and shoulder girdle;
42. Technique for bandaging the abdomen and pelvis;
43. Technique of bandaging the upper and lower limbs;
44. Rules for imposing tires;
45. Transport immobilization;
46. First aid for an open fracture;
47. First aid for a closed fracture;
48. First aid for dislocation;
49. Method of setting a cleansing enema;
50. Method for applying a rubber band;
51. Method of imposing a cloth tourniquet-twist;
52. Inhalation technique;
53. Technique of setting a warming compress;
54. First aid for hemoptysis;
55. First aid for nosebleeds.
56. Rules for stopping external bleeding. Kinds. Places of finger pressing of arteries;
57. Clinical signs of internal bleeding;
58. Burns. Assessment of the degree and area of the burn;
59. First aid for thermal burns;
60. First aid for chemical burns (acid, alkali);
61. First aid for electrical injury;
62. Frostbite. Determination of the degree of frostbite. First aid;
63. The composition of the first aid kit;
64. Ways of transporting patients;
65. Care of a patient with an infectious disease.

### **List of required practical skills**

(possession of each of these practical skills is assessed with separate marks)

The student must be able to:

1. Carry out cardiopulmonary resuscitation in terminal conditions;
2. Provide first aid for a foreign body in the upper respiratory tract;
3. Treat and bandage wounds;
4. Make a temporary stop of bleeding;

5. Apply bandages to various parts of the body;
6. Do transport immobilization of limbs in case of fractures and dislocations;
7. Provide gentle transportation of the injured and seriously ill;
8. Do gastric lavage.

### **Criteria for grading a student in the test**

<b>Credit score</b>	<b>Requirements for the formed competencies</b>
"passed"	The grade "passed" is given to the student if he knows the material well, presents it competently and to the point, avoids significant inaccuracies in answering the question, correctly applies the theoretical provisions in solving practical issues and tasks, possesses the necessary skills and techniques for their implementation
"not counted"	The grade "not passed" is given to a student who does not know a significant part of the program material, makes significant mistakes, uncertainly, with great difficulty answers the questions posed. As a rule, the "failed" mark is given to students who cannot continue their studies without additional classes in the relevant discipline.