Federal state budgetary educational institute of the higher education

«Orenburg state medical university» of Ministry of Health of the Russian Federation»

**ASSESSMENT FUND**

**FOR CURRENT PROGRESS MONITORING AND MIDTERM CERTIFICATION OF STUDENTS STUDYING ON DISCIPLINE**

**Nursing in therapy**

majoring in (specialty)

*31.05.01 General medicine, Faculty of Foreign Students*

It is part of the main professional educational program of higher education majoring in (specialty) *31.05.01 General medicine*, approved by the Academic Council of the FSBEI HE ORGMU of the Ministry of Health of Russia

protocol № 8 from «\_25\_\_» \_March 2016

Orenburg

1. **Explanatory note**

The Fund of estimated means on discipline contains the standard control and estimated materials for the current control, including control of independent work, and also for control of the results of training formed in the course of studying of discipline on intermediate certification in the form of examination.

Control and assessment materials of the current control of progress are distributed on themes of discipline and are accompanied by the indication of the used forms of control and criteria of assessment. Control and assessment materials for intermediate certification correspond to the form of intermediate certification of the discipline defined in the curriculum and aimed at checking the formation of knowledge and skills for each competence established in the work program of the discipline.

As a result of the study of the discipline in the student formed the **following competencies**:

ОПК-10 readiness to ensure the patient care and the provision of primary pre-medical health care

ОПК-11 readiness to use medical devices provided for in the procedures for providing medical care

ПК-11 readiness to provide emergency medical care for conditions requiring urgent medical intervention

1. **Assessment materials of the current control of academic performance**

**Assessment materials within the discipline (СIW)**

**The form of the current control of academic performance –** *аbstract defense.*

**Assessment materials within the discipline (СIW)**

**The form of the current control of academic performance –** *аbstract defense.*

**АBSTRACT DEFENSE TOPICS:**

1. History of nursing.

2. Nurse and patient.

3.

4. Optimization of nursing care for patients with neuropsychiatric pathology in a specialized sanatorium.

5. Organization of nursing care in the intensive care unit.

6. Organization of nursing care for patients with gravesbody'sdisease.

7. Basic manipulations on the Nursing.

8. Features of the nursing process in emergency medicine.

9. The concept of body's biomechanics. Professional protection during transportation of patients

10. Professional stress. General patient care as an integral part of the treatment process.

11. Communication and psychological influence as an effective means of helping sick people.

12. Medical ethics and deontology in the work of medical personnel.

13. The doctor as the organizer of qualified patient care.

14. Moral and legal responsibility of medical workers.

15. The iatrogeny. Causes of occurrence, prevention.

16. Features of the work of nurses in the departments of palliative care.

17. Features of the work of nurses in hospices.

18. Simulation training and nursing skills.

19. Psychological problems of a sick person.

20. Professional burnout syndrome.

**Assessment materials for each topic of the discipline:**

**Module 1. Participation of a nurse in the medical and diagnostic process**

**Topic 1. Nursing in nephrology**

**Forms of current monitoring of academic performance:** *сontrol of assignments in the workbook,**solving problem-situational tasks,**рractical task completion monitoring.*

**Assessment materials of the current control of academic performance:**

**ASSIGNMENTS IN THE WORKBOOK**

**Question № *1. List the patient's symptoms related to kidney disease***

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***Question******№ 2: Fill the table***

**Urination Disorders**

|  |  |
| --- | --- |
| **NAME OF DISORDER** | **CHARACTERISTIC OF DISORDER** |
| Dysuria |  |
| Stranguria |  |
| Pollakiuria |  |
| Enuresis |  |
| Ischuria |  |
| Anuria |  |
| Oliguria |  |
| Nocturia |  |
| Polyuria |  |

***Question № 3: Fill the table***

**Differential diagnosis of edema**

|  |  |  |
| --- | --- | --- |
| **PARAMETERS** | **KIDNEY EDEMA** | **HEART EDEMA** |
| Localization |  |  |
| Time of occurrence |  |  |
| Density (consistency) |  |  |
| The slew rate of edema |  |  |

***Question № 4: List the features of arterial hypertension of renal origin***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Question № 5: Fill the table «Diets for kidney diseases»***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Diet №\_\_ | Diet №\_\_ | Diet №\_\_ |
| Indications for use |  |  |  |
| Characteristic |  |  |  |
| Products that should be restricted or excluded |  |  |  |

***Question № 6: Explain to a 32-year-old female patient the rules for collecting urine for Zimnitsky test.*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Tell her what to do if the seventh container is empty at 3.00 a.m.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Tell her what to do if the fifth container is already full at 8 p.m.*

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***Question № 7: Fill the table (looking at the photos determine type of catheterization)***

|  |  |
| --- | --- |
| Катетер Фолея: действенный метод стимуляции родов |  |
| Катетер нелатона урологический для новорожденных неонатальные ... |  |
| Clinical photograph of the patient after applying BioDerm Tube Holder. A dressing and BioDerm Tube Holder hold the suprapubic catheter securely, thus preventing any traction on the Foley catheter. |  |

**PROBLEM-SITUATIONAL TASKS**

***Task № 1.*** A 38-year-old patient with glomerulonephritis was admitted to the Nephrology Department

**Questions**

Give recommendations for the care of this patient (Assign the necessary regimen (ward, bed rest, strict bed rest or there’s no restriction of the routine activity) to this patient and explain why it is important to follow it.

Explain the rules of the regime to the patient in detail.

Tell him about Dietary restriction

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***Task № 2.*** 42-year male patient woke up at night because of sudden sharp pain in the lumber region spread to the groin and painful urge for urination

Patient told previous night he had eaten a large portion of grilled meat. He describes this pain as the most intense painful experience in his life.

Objective data: Consciousness is clear, the patient cannot find a comfortable position. Body temperature is normal, pulse 100 BPM, BP 120/80 mm Hg Urination is frequent and painful, with blood.

**Questions**

Determine an emergency

Provide first aid at the pre-medical stage

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***Task 3.*** The patient complains of pain in the lower abdomen and a painful urge to urinate. According to the patient, the last urination was difficult about 9 hours ago. Objective data: patient's condition is satisfactory. Body temperature is normal, pulse 60 BPM, BP 120/80 mm Hg. In the lungs: vesicular breathing, no wheezes. The tongue is clean and moist. Palpation of the abdomen is difficult due to soreness, palpated full bladder



*1. What diagnosis do you suggest?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*2. What is first aid for this condition?*

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*3. What are the possible causes of this condition? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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***Task 4:*** The patient has an indwelling catheter installed. The patient's wife insists on being allowed to take care of the patient herself. The doctor agrees, but asks you to instruct her.

**Question**

Explain to her how to care for catheterized patient.

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***Task 5:*** The daily diuresis of the patient is 1000 ml of urine. The patient drank and administered 1000 ml of liquid parenterally per day.

**Question**

Evaluate the water balance

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**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS:**

1. The algorithm of catheterization of the bladder to a woman

2. The algorithm of catheterization of the bladder to a man

3. An algorithm for catheterization of the bladder with a "permanent" urinary catheter

4. Algorithm for the care of a permanent urinary catheter

**Topic 2. Nursing in Intensive Care**

**Forms of current monitoring of academic performance:** *сontrol of assignments in the workbook,**solving problem-situational tasks,**рractical task completion monitoring.*

**Assessment materials of the current control of academic performance:**

**ASSIGNMENTS IN THE WORKBOOK**

***Question № 1***Fill in the table

Differences between clinical and biological death

|  |  |  |
| --- | --- | --- |
|  | CLINICAL DEATH | BIOLOGICAL DEATH |
| Definition |  |  |
| Main symptoms |  |  |

***Question № 2.***Define the CARDIO PULMONARY RESUSCITATION

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

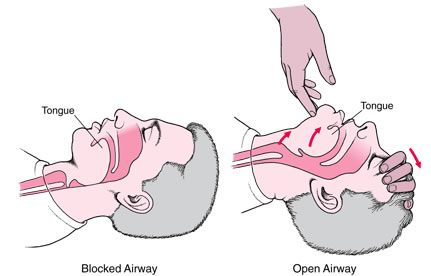
***Question № 3****.* Look at the picture and answer the questions

Describe the symptom shown in the picture, what does it mean?



**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Question № 4.** What is the name and purpose of this procedure?



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**Question № 5.**  What is the name and purpose of the device shown in the picture. Tell us about the rules for using this device.



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**Question № 6.**  Look at the pictures, identify errors in the actions of rescuers and fill in the table

|  |  |
| --- | --- |
| **Actions** | **Mistakes** |
|  |  |
|  |  |

**PROBLEM-SITUATIONAL TASKS**

***Task № 1.*** A 36-year-old patient died as a result of acute drug poisoning.

**Questions**

Determine the type of death (depending on the cause of death), explain your answer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task № 2.*** A 56-year-old patient diagnosed with a myocardial infarction died in an ambulance. During the inspection the following data were obtained: there is no consciousness, breathing absent, pulse on carotid arteries is not defined, skin pale, pupils dilated.

**Question**

Determine the type of death (depending on the stages of dying), explain your answer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task № 3.*** The ambulance arrived to the patient. During the examination, the following data were obtained; consciousness is absent, breath is absent, the pulse on the carotid arteries is not detected, when the pupil is examined, it takes the form of a cat's pupil, blue-red coloring of some parts of the body.

**Question**

Determine the type of death (depending on the stages of dying), explain your answer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task № 4.*** In the airport building, the man suddenly lost consciousness. During the examination, the following data were obtained: consciousness is absent, respiration is absent.

**Questions**

Determine the emergency condition

Describe the algorithm of your actions

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task№ 5.*** In the building, a man suddenly lost consciousness. The rescuer performed the following actions: 1. Checked consciousness 2. Restored patency of breath 3. Checked breath 4. Went to the administrator for a defibrillator 5. Used a defibrillator 6. Performed the CAB algorithm (30 compressions and 2 breaths) for 30 minutes.

**Questions**

Evaluate the actions of the rescuer, explain his mistakes

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task № 6****.*When carrying out artificial lung ventilation by technique mouth-to-mouth rescuer noticed that there is no movement of the chest (during ventilation the chest must rise and fall).

**Questions**

List possible causes of that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS:**

1. Assessment of the patient's consciousness

2. Algorithm for determining the central and peripheral pulse

3. Algorithm for determining respiration

4. Algorithm for conducting cardiopulmonary resuscitation

**Topic 3. Emergency conditions in therapeutic practice**

**Forms of current monitoring of academic performance:** *сontrol of assignments in the workbook,**solving problem-situational tasks,**рractical task completion monitoring.*

**Assessment materials of the current control of academic performance:**

**ASSIGNMENTS IN THE WORKBOOK**

**Question № 1.** Give a description of the heart pain

\* Localization of pain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Reasons and conditions of pain occurrence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Nature of pain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Pain commonly irradiates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* The pain is usually removed by \_\_\_\_\_\_\_\_\_\_\_\_

**Question № 2.** Сompare the clinical picture of Heart and Bronchial asthma and emergency care, fill in the table

|  |  |  |
| --- | --- | --- |
| **INDICATES** | **CARDIAC ASTHMA** | **BRONCIAL ASTHMA** |
| AGE OF PATIENTS |  |  |
| PAST HYSTORY |  |  |
| TYPE OF DYSPNEA |  |  |
| CHARACTER OF SPUTUM |  |  |
| SKIN COLOR |  |  |
| BREATHING SOUNDS |  |  |
| FORCED POSITION |  |  |
| FIRST AID |  |  |

**Question № 3.** Сompare clinical picture of Collapse and Syncopy, fill in the table

|  |  |  |
| --- | --- | --- |
| **INDICATES** | **SYNCOPE** | **COLLAPSE** |
| CAUSES |  |  |
| CONSIOSNESS |  |  |
| BLOOD PRESSURE |  |  |
| DURATION |  |  |
| FIRST AID |  |  |

**Question № 4.** Select symptoms related to the upper and lower gastrointestinal tract. Fill in the table

COFFEE GROUND VOMIT

HEMOPTYSIS

MELENA

IMPURITY OF BLOOD IN VOMIT OF PIMK COLOR

FRESH BLOOD IN STOOL

NOSE BLEEDING

|  |  |
| --- | --- |
| Upper GIT bleeding | Lower GIT bleeding |
|  |  |

**Question № 5.** What position should be given to the patient in different emergency conditions. Fill the table

|  |  |
| --- | --- |
| Emergency condition | Position which should be given |
| Gastrointestinal bleeding |  |
| Hypertensive crisis |  |
| Collapse |  |
| Pulmonary hemorrhage |  |
| Syncope |  |
| Cardiac asthma |  |
| Bronchial asthma |  |

**PROBLEM-SITUATIONAL TASKS**

***TASK № 1.*** The patient complains of severe pain behind the sternum. The pain started about an hour ago. The patient had taken 2 nitroglycerin tablets without effect. Anamnesis data: the patient has been suffering from coronary heart disease for about 10 years.

**Question**

Your presumed diagnosis and emergency care

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***TASK № 2.*** A 67-year-old patient woke up at night with a sudden feeling of suffocation. Objective data; the condition is severe, the patient is sitting on the bed with his legs down, breathing is difficult breathing rate is 35 per minute, shortness of breath with difficulty inhaling, at a distance you can hear wet wheezes, pink frothy sputum. life history: suffered a myocardial infarction 3 years ago

**Question**

Your presumed diagnosis and emergency care

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***TASK № 3.*** A 43-year- old patient suffering from stomach ulcers complains of weakness, dizziness and black stools.

**Question**

What are the presumptive diagnosis?

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***TASK № 4.*** The patient of the infectious Department complains of severe weakness. Objective data: the patient is inhibited, answers questions late, the skin is pale, BP is 80 /50 mm Hg, the temperature dropped within an hour from 39 C to 36.2 C.

**Question**

Identify an emergency and provide first aid

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***TASK № 5.*** A patient in the cardiology Department complained of pain behind the sternum. Objective data: blood PRESSURE 90/70 mm Hg, pulse rate 110 in a min. The nurse gave the patient nitroglycerin under the tongue.

**Question**

Whether you agree with the actions of the nurse

Explain your answer

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***TASK № 6.*** A nurse came to a patient diagnosed with lung cancer to administer pain medication. The patient started coughing with the release of red foamy blood.

**Question**

Identify an emergency and provide first aid

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***TASK № 7.*** A 52 year old patient suffering from arterial hypertension has come to you with the following complaints: a sharp headache in the occipital region that appeared about 15 minutes ago after emotional stress. Objective data: facial hyperemia, BP 195/90 mm Hg pulse 74 BPM

**Question**

Identify an emergency and provide first aid

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**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS:**

1. Algorithm for measuring blood pressure

2. Algorithm for determining the pulse in the central and peripheral arteries

3. Algorithm for evaluating the patient's breathing

4. Algorithm for oxygen administration

**Topic 4. Nursing in allergology, neurology, and infectious diseases**

**Forms of current monitoring of academic performance:** *сontrol of assignments in the workbook,**solving problem-situational tasks,**рractical task completion monitoring*.

**Assessment materials of the current control of academic performance:**

**ASSIGNMENTS IN THE WORKBOOK**

**Question № 1**. Fill the table

**Classification based on how the allergen enters the body**

|  |  |
| --- | --- |
| Way of entering | **Examples of allergens** |
|  |  |
|  |  |
|  |  |

**Question № 2.** Give the definition of Anaphylactic shock

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**Question № 3**. In your opinion, the symptom of what disease is depicted in the pictures (characterized as itchy blistering rashes)

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**Question № 4**. Describe the plan of nursing interventions for allergic diseases

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**Question № 5**. Describe the symptoms of the Fever, depending on its stage, and the care plan. Fill in the table

|  |  |  |
| --- | --- | --- |
| Stages of Fever | Symptoms | Nursing care |
|  |  |  |
|  |  |  |
|  |  |  |

***Question № 6.*** Make a graphic record of the curve and determine the type of fever by the nature of the fluctuations.

Days Morning ( ° C) Evening (° C)

1day 37,2 40,7

2day 37,0 40,3

3day 37,4 40,5

4day 36,8 40,0

5day 37,1 40,2

6day 36,6 39,9

7day 36,7 39,8

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***Question № 7.*** Make a graphic record of the curve and determine the type of fever by the nature of the fluctuations.

Days Morning (° C) Evening (° C)

1day 36,7 37,3

2day 37,1 37,8

3day 36,9 37,7

4day 36,6 37,3

5day 37,1 37,9

6day 37,0 37,8

7day 36,8 37,5

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROBLEM-SITUATIONAL TASKS**

***Task № 1***. When examining a feverish patient, the following data were obtained: the Patient complains of chills (cannot warm up), headache, muscle pain, weakness. On examination, the condition is satisfactory, the position in bed is active, the skin is pale and cold, the heart rate is 115 BPM, BP 130/70mm Hg, breathing is free 20 per minute, temperature 38.5 ° C

**Questions:**

1. Determine the stage of fever

2. Write the rules for the care of the patient

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***Task № 2.*** When examining a feverish patient, the following data were obtained: the patient's condition is severe, consciousness is confused (the patient is delirious) the position in bed is passive due to pronounced weakness, the skin is hyperemic, there is dryness of the skin and mucous membranes (cracks on the lips) the tongue is covered with a gray coating, the heart rate is 130 BPM, BP 140/80 mm Hg, breathing 32 per minute, temperature 41 ° C

**Questions:**

1. Determine the stage of fever

2. Write the rules for the care of the patient

3. Tell about the principles of nutrition of this patient (specify the number of the diet)

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***Task № 3.*** During the intravenous administration of the drug, the patient complained of severe heat in the body and difficulty breathing. After a few seconds, he lost consciousness. Objective data: pronounced facial hyperemia and blistering rashes, blood pressure is not determined, breathing is stridorous.

**Questions**

Identify an emergency and provide first aid

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***Task № 4.*** Patient suddenly started blankly for a few seconds then repeatedly twitched his arms and legs and Lost of consciousness. During the attack, white foam was released from the mouth

**Questions**

Determine the emergency condition

Provide first aid

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS:**

1. Algorithm for providing emergency care for Anaphylactic shock

2. Algorithm for providing emergency care for Convulsions

3. Algorithm for applying a cold compress for fever

4. Algorithm for intramuscular administration of Epinephrine

**Topic 5. Manipulation techniques in nursing practice**

**Forms of current monitoring of academic performance:** *сontrol of assignments in the workbook,**solving problem-situational tasks,**рractical task completion monitoring.*

**Assessment materials of the current control of academic performance:**

**ASSIGNMENTS IN THE WORKBOOK**

**Question № 1**. Requirements for the treatment of the hands of medical personnel. After studying the appropriate manipulation algorithm, fill in the following diagrams:

Hand treatment

in a hygienic way.

Levels

The algorithm:

The algorithm:

**Question № 2.** The requirements for personal hygiene and clothes for medical personnel. After studying the appropriate manipulation algorithm, fill in the following diagrams:

?

?

?

Protective clothing

?

?

?

**Question № 3.** ANTI-AIDS KIT

After studying the algorithm of the manipulation "ANTI-AIDS KIT", mark on the diagram your actions when blood gets on the mucous membrane of the eye, nose, mouth, and skin.



**Question № 4. Fill in the table.**

**Parenteral method of drug administration**

|  |  |  |  |
| --- | --- | --- | --- |
| **Injection** | **Syringe volume** | **Needle length** | **Injection site** |
| **Subcutaneous**  **injection** |  |  |  |
| **Intramuscular injection** |  |  |  |
| **Intravenous injection** |  |  |  |

**Question № 5. Fill in the table**

**The simplest methods of physical therapy**

|  |  |  |
| --- | --- | --- |
| **Method of physical therapy** | **Indications** | **Contraindications** |
| **Cold applications** |  |  |
| **Heat applications** |  |  |

**Question № 6.** A medical college student is undergoing an internship at the therapeutic department. While working in the treatment room, she pricked her finger with an infected needle. She has not been vaccinated against hepatitis B.

List the contents of the first aid kit ANTI-AIDS:

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**PROBLEM-SITUATIONAL TASKS**

***TASK № 1.*** In the neurological department there is a patient receiving treatment for acute cerebral circulatory disorders. The patient has serious motor activity disorders in the right arm and leg, a violation of the swallowing process. The patient is on artificial nutrition through a nasogastric tube.

**Questions**

Determine what vital needs are violated in the patient.

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What kind of a diet prescribed by a doctor?

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***TASK № 2.*** A patient with severe chronic heart failure is in the cardiology department for treatment. Due to the deterioration of the patient's condition, the doctor prescribed bed rest.

**Question**

Name the potential problems of the patient. Your actions in the event of these problems.

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***TASK № 3.*** The patient has chronic catarrhal rhinitis. The attending physician prescribed instillation of nose drops to restore nasal breathing 3 times a day. The patient performed the procedure independently. After the next instillation, the patient complained to the nurse about unpleasant sensations after instilling in the throat, the appearance of a taste of the drug in the mouth, the lack of effect.

**Question**

What mistake does the patient make when performing the manipulation?

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***TASK № 4.*** The patient is on an intravenous infusion in the treatment room. 5 minutes after the start of the infusion, he complained of shortness of breath and chills.

**Question**

What the emergency condition can you suspect? Your actions.

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***TASK № 5.*** The patient is on inpatient treatment in the pulmonology department. She was prescribed a course of treatment with antibiotics. In the evening, the patient turned to the nurse on duty with complaints of pain in the area of the right buttock. During the examination, the nurse determined a swelling, a seal at the injection site.

**Questions**

What possible complication of injections did the patient develop?

Specify the possible cause of this condition, make a care plan.

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**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS:**

1. Blood collection from the peripheral vein with a syringe

2. Intradermal administration of drugs

3. Intravenous-jet injection of drugs

4. Subcutaneous administration of drugs

5. Subcutaneous administration of drugs

6. Intravenous-drip administration of medicines

7. Setting up a medical hot water bottle

8. Setting up an ice bubble

9. Setting up a wet warming compress

10. Instillation in the ears

11. Instilling drops in the eyes

12. Instilling drops in the nose

13. Carrying out catheterization of the bladder in men

14. Carrying out catheterization of the bladder in women

**Topic 6.** Instrumental methods of examination of the patient. Types of instrumental methods, general presentation. Preparation of the patient for instrumental methods. Laboratory research methods. The method of collecting tests of urine, sputum, blood, feces.

**Forms of current monitoring of academic performance:** *сontrol of assignments in the workbook, solving problem-situational tasks, рractical task completion monitoring.*

**Assessment materials of the current control of academic performance:**

**ASSIGNMENTS IN THE WORKBOOK**

**Question № 1.** List the Most common laboratory tests:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question № 2.** Fill the table

**Key red blood cells indices**

|  |  |  |
| --- | --- | --- |
| **Name** | **Abbreviation** | **What does it mean** |
|  | RBC |  |
|  | Hb |  |
|  | MCV |  |
|  | Hct |  |

**Question № 3.** Fill the table

**Laboratory and instrumental methods of research**

|  |  |
| --- | --- |
| **Types of Laboratory and instrumental methods** | **Research methods related to this type** |
| Radiological methods |  |
| Endoscopic methods |  |
| Functional methods |  |

**Question № 4.** Describe the stages of preparation of the patient for Irrigoscopy

|  |  |
| --- | --- |
| 3 days before examination |  |
| In the evening before examination |  |
| In the morning of day examination |  |

**Question № 5**. What are the main endoscopic methods for examining various organs? Fill the table

|  |  |
| --- | --- |
| Organs to be examined | Name of the method |
| examination of the trachea and bronchi |  |
| examination of the esophagus |  |
| examination of the esophagus, stomach and duodenum |  |
| examination of the colon |  |
| examination of the rectum and sigmoid colon |  |
| examination of the bladder |  |
| examination of the abdominal cavity ( is an invasive operation) |  |

**PROBLEM-SITUATIONAL TASKS**

**TASK 1.** At 22 o'clock, a patient who will have a cholecystography in the morning asked you if he could eat a little now, as a strong feeling of hunger prevents him from falling asleep.

**Questions**

Your tactics?

**TASK 2.** The patient is in the hospital for chronic cholecystitis and in a day he will have a cholecystography. The patient's relatives brought him a transfer; milk, apples, cookies, boiled chicken.

**Questions**

What should you do?

Explain your actions

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK 3.** The patient, who was scheduled for FGDS, took medication in the morning, when it turned out, he said that the nurse warned him that he should not start eating before the examination. The patient did not have breakfast.

**Questions**

What is the mistake of the ward nurse?

Is it possible to perform FGDS for this patient?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK 4.** The patient is prescribed intravenous urography. The patient suffers from constipation, complains of poor gas discharge.

**Questions**

Your tactics?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK 5.** The patient is scheduled for a colonoscopy. The nurse recommended that he exclude black bread, vegetables, fruits, milk, and sweets from his diet. The patient was given two cleansing enemas with a capacity of 1 liter - one the day before at 10 pm. The other is 30 minutes before the study.

**Questions**

What is the nurse mistake?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment materials of the current control of academic performance:**

**QUESTIONS TO THE RECITATION**

1. The main complaints of patients with kidney diseases.

2. Preparation of the patient for urine tests (urine according to Zimnitsky, Nechiporenko, general urine analysis)

3. Indications for catheterization of the bladder.

4. Emergency conditions in nephrology (emergency care for an attack of renal colic)

5. Symptoms of clinical death.

6. Symptoms of biological death.

7. Algorithm of cardiopulmonary resuscitation.

8. An attack of bronchial asthma, the causes, the main pathogenetic mechanisms, the clinic, help at the pre-medical stage.

9. Laryngeal stenosis, causes, main pathogenetic mechanisms, clinic, primary pre-medical medical care.

10. Acute left ventricular failure syndrome: an attack of cardiac asthma and pulmonary edema. The causes, the main pathogenetic mechanisms, the clinic, the help at the pre-medical stage.

11. Hypertensive crisis, causes, main pathogenetic mechanisms, clinic, help at the pre-medical stage.

12. Angina, causes, main pathogenetic mechanisms, clinic, pre-medical care.

13. Myocardial infarction, causes, main pathogenetic mechanisms, clinic, pre-medical care.

14. Symptoms of anaphylactic shock, main pathogenetic mechanisms

15. Emergency care for anaphylactic shock.

16. Fever, definition, stages of fever. Care for a feverish patient

.

**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS:**

1. Algorithm of urinary bladder catheterization in women.

2. The algorithm of urinary bladder catheterization in men

3. Algorithm of cardiopulmonary resuscitation.

4. The algorithm for evaluating respiration.

5. Algorithm for determining the pulse in the central and peripheral arteries**.**

**Assessment criteria used in the current control of progress, including the monitoring of students' independent work.**

|  |  |
| --- | --- |
| **Monitoring form** | **Assessment criteria** |
| **Recitation** | On "FIVE POINTS" the answer is assessed, which shows solid knowledge of the main questions of the studied material, is distinguished by the depth and completeness of the disclosure of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. |
| On "FOUR POINTS" the answer is assessed, which reveals a solid knowledge of the basic questions of the studied material, differs in the depth and completeness of the disclosure of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. However, one or two inaccuracies in the answer are allowed. |
| On "THREE POINTS" the answer is assessed, which testifies mainly to the knowledge of the studied material, which is characterized by insufficient depth and completeness of the disclosure of the topic; knowledge of the basic issues of theory; poorly formed skills in analyzing phenomena, processes, insufficient ability to give reasoned answers and give examples; lack of fluency in monologue speech, logic and consistency of the answer. Several mistakes are allowed in the content of the answer. |
| On "TWO POINTS" the answer is assessed, revealing ignorance of the studied material, characterized by a shallow disclosure of the topic; ignorance of the main issues of theory, unformed skills in the analysis of phenomena, processes; inability to give reasoned answers, weak command of monologue speech, lack of consistency and consistency. Serious errors in the content of the answer are allowed. |
| ZERO POINTS" is given if there is no answer |
| **Problem-situational tasks** | "FIVE POINTS" - the student correctly and fully conducts the initial assessment of the condition, independently identifies the satisfaction of which needs are violated, determines the patient's problems, sets goals and plans nursing interventions with their justification, conducts current and final assessment. |
| "FOUR POINTS" - the student correctly conducts the initial assessment of the condition, identifies the satisfaction of what needs are violated, determines the patient's problems, sets goals and plans nursing interventions with their justification, conducts the current and final assessment. Some minor difficulties in answering are allowed; justification and final assessment is carried out with additional comments from the teacher. |
| "THREE POINTS" - the student correctly but incompletely conducts the initial assessment of the patient's condition. Identifying the satisfaction of what needs are violated, determining the patient's problem is possible with leading questions from the teacher. Sets goals and plans for nursing interventions without justification, conducts ongoing and final assessment with leading questions from the teacher; Difficulties with a comprehensive assessment of the proposed situation. |
| "TWO POINTS" - wrong assessment of the situation; incorrectly chosen tactics of action. |
| "ZERO POINTS" is set if there is no answer. |
| **Practical skills** | "FIVE POINTS". The student has shown full knowledge of the program material, the workplace is equipped with all the requirements for preparation for performing manipulations; practical actions are performed sequentially in accordance with the algorithm for performing manipulations; all requirements for the safety of the patient and medical staff are observed; the time limit is observed; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological supervision; all actions are justified. |
| "FOUR POINTS". The student has shown complete knowledge of the program material, the workplace is not fully independently equipped to perform practical manipulations; practical actions are performed consistently, but not confidently; all requirements for the safety of the patient and medical staff are observed; time regulations are violated; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological regime; all actions are justified with clarifying questions of the teacher, made small mistakes or inaccuracies. |
| "THREE POINTS". The student showed knowledge of the basic program material in the amount necessary for the upcoming professional activity, but made no more than one fundamental mistake, the workplace is not fully equipped to perform practical manipulations; the sequence of their implementation is broken; unsure actions, leading and additional questions and comments of the teacher are needed to justify actions; all requirements for the safety of the patient and medical staff are observed; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological regime. |
| "TWO POINTS". The student discovered significant gaps in the knowledge of the practical skill algorithm, made more than one fundamental mistake, difficulties in preparing the workplace, the inability to independently perform practical manipulations; actions are taken that violate the safety of the patient and the medical staff, the requirements of the sanitary and epidemiological regime, safety measures when working with the equipment and materials used are violated. |
| "ZERO POINTS" is given if there is no answer |
| **Abstract defense** | "FIVE POINTS" is awarded if the student fulfills all the requirements for writing and defending the abstract: 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 their own position is logically stated, conclusions are formulated, the topic is fully disclosed, the volume is maintained, requirements for the external design, the correct answers to additional questions are given. |
| "FOUR POINTS" is given if the students meet the basic requirements for the abstract and its defense, but at the same time there are some mistakes. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the abstract is not kept; there are omissions in the design; incomplete answers were given to additional questions during the defense. |
| "THREE POINTS" is given if the student allows significant deviations from the requirements for abstracting. In particular, the topic is covered only partially; factual errors were made in the content of the abstract or when answering additional questions; there is no output during protection. |
| "TWO POINTS" is given if the topic of the abstract is not disclosed to the students, a significant misunderstanding of the problem is revealed. |
| "ZERO POINTS" is given if there is no answer |
| **Control of assignments in the workbook** | "FIVE POINTS" is given to a student if he knows the conceptual apparatus, demonstrates the depth and complete mastery of the content of the educational material, in which he is easily oriented. |
| "FOUR POINTS" are given to the student for the ability to correctly present the material, but the content and form of the answer may have some inaccuracies. |
| "THREE POINTS" is awarded if a student discovers knowledge and understanding of the main provisions of the educational material, but expresses it incompletely, inconsistently, makes inaccuracies in the definition of concepts, does not know how to substantiate his judgments with evidence. |
| "TWO POINTS" is given if a student has scattered, unsystematic knowledge, does not know how to distinguish the main and the secondary, makes mistakes in the definition of concepts, distorts their meaning. |
| "ZERO POINTS" is set if there is no answer. |

**3. Assessment materials for the midterm certification of students**

The discipline has Intermediate certification. Ticket contain two theoretical questions (in oral form), one practical question (in the form of a demonstration of practical skills).

**Evaluating criteria students on the intermediate certification**

Table 3.1

**Criteria for evaluating the Recitation (5-point system)**

|  |  |
| --- | --- |
| **Assessment** | **Assessment criteria** |
| 5 | On "FIVE POINTS" the answer is assessed, which shows solid knowledge of the main questions of the studied material, is distinguished by the depth and completeness of the disclosure of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. |
| 4 | On "FOUR POINTS" the answer is assessed, which reveals a solid knowledge of the basic questions of the studied material, differs in the depth and completeness of the disclosure of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. However, one or two inaccuracies in the answer are allowed. |
| 3 | On "THREE POINTS" the answer is assessed, which testifies mainly to the knowledge of the studied material, which is characterized by insufficient depth and completeness of the disclosure of the topic; knowledge of the basic issues of theory; poorly formed skills in analyzing phenomena, processes, insufficient ability to give reasoned answers and give examples; lack of fluency in monologue speech, logic and consistency of the answer. Several mistakes are allowed in the content of the answer. |
| 2 | On "TWO POINTS" the answer is assessed, revealing ignorance of the studied material, characterized by a shallow disclosure of the topic; ignorance of the main issues of theory, unformed skills in the analysis of phenomena, processes; inability to give reasoned answers, weak command of monologue speech, lack of consistency and consistency. Serious errors in the content of the answer are allowed. |
| 0 | ZERO POINTS" is given if there is no answer |

Table 3.1

**Criteria for evaluating the Practical skill (5-point system)**

|  |  |
| --- | --- |
| **Assessment** | **Assessment criteria** |
| 5 | "FIVE POINTS". The student has shown full knowledge of the program material, the workplace is equipped with all the requirements for preparation for performing manipulations; practical actions are performed sequentially in accordance with the algorithm for performing manipulations; all requirements for the safety of the patient and medical staff are observed; the time limit is observed; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological supervision; all actions are justified. |
| 4 | "FOUR POINTS". The student has shown complete knowledge of the program material, the workplace is not fully independently equipped to perform practical manipulations; practical actions are performed consistently, but not confidently; all requirements for the safety of the patient and medical staff are observed; time regulations are violated; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological regime; all actions are justified with clarifying questions of the teacher, made small mistakes or inaccuracies. |
| 3 | "THREE POINTS". The student showed knowledge of the basic program material in the amount necessary for the upcoming professional activity, but made no more than one fundamental mistake, the workplace is not fully equipped to perform practical manipulations; the sequence of their implementation is broken; unsure actions, leading and additional questions and comments of the teacher are needed to justify actions; all requirements for the safety of the patient and medical staff are observed; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological regime. |
| 2 | "TWO POINTS". The student discovered significant gaps in the knowledge of the practical skill algorithm, made more than one fundamental mistake, difficulties in preparing the workplace, the inability to independently perform practical manipulations; actions are taken that violate the safety of the patient and the medical staff, the requirements of the sanitary and epidemiological regime, safety measures when working with the equipment and materials used are violated. |
| 0 | "ZERO POINTS" is given if there is no answer |

Table 3.3

Formation of the final assessment of the midterm certification

|  |  |  |
| --- | --- | --- |
| **Stage** | **Content** | **Assessment** |
| 1 | Recitation | 0 - 5 |
| 2 | Recitation | 0 - 5 |
| 3 | Practical skill | 0 - 5 |
| RESULT | FINAL ASSESSMENT | 0 - 15 |

**The translation system Final Assessment of the midterm certification from 5-point to 30-point for the purpose of standardization**

Calculated by the formula:

**FA = (Aa \* 30)/мак (Aa)**

Where:

**FA** – final assessment for the midterm certification;

**Aa** – actual assessment for the midterm certification;

**Мах (Aa) мак** assessment for the midterm certification (15);

Midterm certification in the discipline is passed if the student received:

- final assessment for the midterm certification at least 15 points

- current standardized rating of at least 35 points

The disciplinary rating for the discipline (Dr) is calculated according to the formula:

Dr = current standardized rating + final assessment for the midterm certification

**Questions for testing the theoretical knowledge of the discipline**

1. Symptoms of clinical death

2. Symptoms of biological death

3. Stages of cardiopulmonary resuscitation

4. Termination conditions CPR

5. Physical methods of research

6. Sources of information

7. Types of information

8. Methods of examination of patients

9. The main parts of the questioning of patients

10. The methods of physical of examination of patients

11. Plan of general inspection

12. Types of general condition

13. Quantitative violations consciousness

14. Qualitative impairment of consciousness (mental disorders)

15. The position of the patient

16. Body types

17. Skin and visible mucous membranes examination

18. Assessment of subcutaneous fat

19. Methods of peripheral edema determination

20. Main vital functions evaluation

21. Stages of the fever

22. Nursing care in fevers

23. Properties of normal urine

24. Main symptoms of urinary system pathology (change of urine properties,

25. Urinary disorder, swellings, pain in the lumbar region, increased blood pressure.

26. Urinary disorder

27. Laboratory methods of urine examination. Type, general principles of urine collection for analysis. clinical urine analysis, nechiporenko test, zimnitsky test.

28. General recommendations on the care for patients with kidney diseases

29. Renal colic, symptoms, first aid.

30. Acute urinary retention, symptoms, first aid.

31. Pulmonary bleeding, symptoms, first aid.

32. Bronchial asthma attack, symptoms, first aid.

33. Gastrointestinal bleeding, symptoms, first aid.

34. Acute abdominal pain, symptoms, first aid.

35. Heart pain (stenocardia, myocardial infarction) , symptoms, first aid.

36. Cardiac asthma, symptoms, first aid.

37. Hypertensive crisis, symptoms, first aid.

38. Fainting/syncope, symptoms, first aid.

39. Collapse, symptoms, first aid.

40. Stroke, Risk factors, symptoms, first aid.

41. Anaphylactic shock, symptoms, first aid.

42. Bronchial asthma attack, clinic, premedical aid.

43. Stenocardia. Clinic. First Aid (predoctor care).

44. Hypertensive crisis. Clinic. First Aid (predoctor care).

45. Syncope. Clinic. First Aid (predoctor care).

46. Collapse. Clinic. First Aid (predoctor care).

47. Define Diabetes. Differences between type 1 and type 2 diabetes

48. Complications of diabetes mellitus

49. Symptoms of hyperglycemia

50. Symptoms and signs of ketoacidosis

51. Symptoms of hypoglycemia.

52. Diabetes. Chronic complications.

1. Symptoms of clinical death

2. Symptoms of biological death

3. Stages of cardiopulmonary resuscitation

4. Termination conditions CPR

5. Physical methods of research

6. Sources of information

7. Types of information

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52. Diabetes. Chronic complications.

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2. Symptoms of biological death

3. Stages of cardiopulmonary resuscitation

4. Termination conditions CPR

5. Physical methods of research

6. Sources of information

7. Types of information

8. Methods of examination of patients

9. The main parts of the questioning of patients

10. The methods of physical of examination of patients

11. Plan of general inspection

12. Types of general condition

13. Quantitative violations consciousness

14. Qualitative impairment of consciousness (mental disorders)

15. The position of the patient

16. Body types

17. Skin and visible mucous membranes examination

18. Assessment of subcutaneous fat

19. Methods of peripheral edema determination

20. Main vital functions evaluation

21. Stages of the fever

22. Nursing care in fevers

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24. Main symptoms of urinary system pathology (change of urine properties,

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37. Hypertensive crisis, symptoms, first aid.

38. Fainting/syncope, symptoms, first aid.

39. Collapse, symptoms, first aid.

40. Stroke, Risk factors, symptoms, first aid.

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44. Hypertensive crisis. Clinic. First Aid (predoctor care).

45. Syncope. Clinic. First Aid (predoctor care).

46. Collapse. Clinic. First Aid (predoctor care).

47. Define Diabetes. Differences between type 1 and type 2 diabetes

48. Complications of diabetes mellitus. Prevention

49. Symptoms of hyperglycemia. Prevention

50. Symptoms and signs of ketoacidosis. Prevention

51. Symptoms of hypoglycemia. Prevention.

52. Diabetes. Chronic complications. Prevention

**PRACTICAL TASKS TO DEMONSTRATE PRACTICAL SKILLS**

1. Catheterization of the urinary bladder of men
2. Catheterization of the urinary bladder of women
3. Cardiopulmonary resuscitation
4. Removal of a foreign body in adults
5. Blood pressure Measurement.
6. Counting the pulse and assessment of its main characteristics.
7. Subcutaneous injection
8. Intramuscular injection
9. Intravenous injection
10. Water balance
11. Decision of clinical tasks. Emergency (urgent) situation, first aid. Pulmonary bleeding, Gastrointestinal bleeding, bronchial asthma attack, heart pain (stenocardia, myocardial infarction), cardiac asthma, hypertensive crisis, fainting/syncope, collapse, Acute abdominal pain.
12. Preparation medicines (take out from an ampule)
13. Intradermal Injection
14. Subcutaneous Injection
15. Intramuscular inject
16. Intravenous injection

**A sample ticket**

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTE OF THE HIGHER EDUCATION

«ORENBURG STATE MEDICAL UNIVERSITY» OF MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION»

department " Training Simulation Center»

majoring in (specialty) 31.05.01 General medicine, Faculty of Foreign Students

discipline «Nursing in therapy»

**TICKET № 1.**

I. General rules for Collection of Stool Specimen.

II. Hypertensive crisis. Clinic. First Aid (predoctor care).

III. Technique of determination of the pulse on the carotid artery.

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Yudaeva Yu. A.)

Dean of the General medicine \_\_\_\_\_\_\_\_\_\_\_\_\_ (Mironchev A.O.)

« 01» september 2021г.

**List of equipment used for carrying out the midterm assessment**

**Simulation equipment:**

* + 1. Mannequin of the Nursing care (female)
    2. Mannequin of the Nursing care (male)
    3. The phantom of the female perineum
    4. The phantom of the male perineum
    5. Phantom for the formation of skills for performing various types of enemas
    6. Манекен для отработки навыков зондирования
    7. Манекен для отработки навыков СЛР без обратной связи
    8. Манекен для отработки навыков с электронным контролем
    9. Dummy for practicing the Heimlich technique
    10. Dummy for ECG

**Medical equipment:**

1. Bed

2. Bed linen

3. Tweezers

4. Forceps

5. Trays

6. Waste containers of Class A and B

7. Syringes

8. Additional needles

9. Harnesses

10. The slut

11. Dressing material

12. Spatulas

13. Ampoules with imitation of a medicinal product

14. Medical tripod

15. Systems for intravenous drip administration of drugs

16. Probes (thick, thin, nasogastric)

17. Urinary catheters (Nelaton, Foley)

18. Urination device

19. Esmarch mug, rectal tips

20. Bottles with imitation lube, skin antiseptics

**Table of compliance of the training results in the discipline and evaluation materials**

|  |  |  |  |
| --- | --- | --- | --- |
| № | Verifiable competence | Descriptor | Evaluation materials (Question / practical skill) |
| 1 | ОПК-10 readiness to ensure the patient care and the provision of primary pre-medical health care | To know:  Know the meaning, types, and basics of the organization of patient care in a medical organization;  General principles of the organization of general and special care for the patient of the therapeutic profile;  Basic principles of the organization of general and special care in a surgical hospital;  The main clinical signs of urgent and emergency conditions that threaten the patient's life;  The volume and methods of primary pre-medical health care, actions algorithms of nurse in the provision of primary pre-medical health care. | Question № 1-28, 47-52 |
| Be able to:  Observe hospital regimes, organize a safe hospital environment, nutrition the patient in the hospital, care for the elderly and seriously ill patient;  Perform pharmacotherapy in a hospital setting;  Organize special care for cardiological, pulmonological, gastroenterological patients;  Provide care for the patient in the perioperative period, organize the work of the dressing room;  Conduct a patient examination, provide primary pre-medical medical care using standard medical devices and medical devices. | practical skills № 1-12 |
| Possess:  Methods of performing simple medical manipulations, administering medications in various ways, collecting biological fluids for laboratory testing, and organizing special care depending on the disease;  The skills to assess the patient's condition to make a decision about the need to provide him with primary pre-medical care. | practical skills № 1-12 |
| 2 | ОПК-11 readiness to use medical devices provided for in the procedures for providing medical care | To know:  Types of medical devices provided for in the procedures for providing medical care;  The significance and basic principles of the sanitary and epidemiological regime;  Types of medical waste, methods of disposal;  Definition of disinfection and sterilization, types, methods. | Question № 3,10,19-20, 27,52 |
| Be able to:  It is correct to use standard medical devices when performing the manipulation, taking into account single-use and reusable using. | practical skills № 1-12 |
| Possess:  The skills to work with disposable and reusable medical instruments;  Master the skills of using standard medical devices in nursing care and primary pre-hospital health care. | practical skills № 1-12 |
| 3 | ПК-11 readiness to provide emergency medical care for conditions requiring urgent medical intervention | To know:  Methods of parenteral administration of drugs, possible post-injection complications. | Question № 1-5, 8, 11-17, 21-22, 29-46, 50-51 |
| Be able to:  Apply the rules of asepsis and antiseptics in the parenteral administration of drugs;  Provide first aid for post-injection complications. | practical skills № 1-3, 5-9, 11-12 |
| Possess:  The technique of performing subcutaneous, intramuscular, intravenous injections;  The technique of assembling the system for intravenous drip administration of the drug. | practical skills № 1-3, 5-9, 11-12 |

**4. Methodological recommendations for the use of a rating system for evaluating students ' academic achievements**

* 1. **Rules for forming the current actual rating of the student.**

The current actual rating for the discipline (maximum 5 points) is calculated as the arithmetic mean of the results (points) of all control points:

- current control at each practical lesson;

- control of extracurricular independent work of students in the discipline and practical classes.

For each practical lesson, there are two control points (theory and practice). For these control points, the student receives from 0 to 5 points inclusive. The control forms are presented in Section 2.

If a student skipped a practical lesson, he gets a " 0 " for each control point. The student can increase the current rating in the discipline during consultations.

**4.2. Rules for the formation of the bonus actual rating.**

Bonus points are determined in the range from 0 to 5 points. The criteria for receiving bonus points are:

- visit of all practical classes and lectures – 2 points;

- results of the student's participation in the Olympiad in the studied discipline: 1st place – 3 points, 2nd place, 3rd place-2 points, participation – 1 point.