


ОҢТҮСТІК ҚАЗАҚСТАН MEDISINA АКАДЕМИАСЫ «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Department of «Emergency medicine and nursing» Syllabus on the discipline «Emergency medical care – 1»		044-57/11 () p 1 of 18

SYLLABUS

Department of «Emergency medicine and nursing»
 Working program of the discipline (Syllabus) «Emergency medical care – 1»
 Educational program 6B10101 – "General medicine"

1.	General information about the discipline		
1.1	Discipline code: EMC-5302-1	1.6	Educational year: 2024-2025
1.2	Name of the discipline: Emergency medical care-1	1.7	Course: 5
1.3	Prerequisites: Fundamentals of internal medicine, fundamentals of evidence-based medicine.	1.8	Semester: 9
1.4	Post-requirements: Emergency medical care-2.	1.9	Number of credits (ECTS): 5
1.5	Cycle: PD	1.10	Component: BP
2.	Description of the discipline (maximum 150 words)		
<p>The subject, tasks, scope and basic principles of emergency medical care. Regulatory and legal acts of emergency medical care. Methods of clinical examination of the patient and diagnosis of emergency conditions at the pre-hospital stage. Terminal states. Basic cardiopulmonary resuscitation – (BLS). Advanced Cardiopulmonary Resuscitation – (ACLS). Emergency medical care for cardiological, pulmonological, endocrinological, and other patients.</p>			
3.	Summative assessment form		
3.1	Testing	3.5	Coursework
3.2	Written	3.6	Essay
3.3	Oral examination	3.7	Project
3.4	✓ OSCE/OSPE or practical skills reception	3.8	Other (specify)
4.	Goals of the discipline		
<p>Stimulating the student's interests in integrated clinical thinking, the formation and consolidation of sustainable knowledge, skills and abilities in the most common emergency conditions in accordance with the modern principles of evidence-based medicine.</p>			
5.	Final learning outcomes (LO disciplines)		
LO1	The student demonstrates knowledge of standard operating procedures for emergency medical care, the main symptoms and syndromes of emergency conditions.		
LO2	The student is able to conduct an initial assessment of the patient's condition (ABCDE algorithm), choose the right tactics for providing assistance.		
LO3	Able to provide qualified assistance in emergency conditions in cardiology, pulmonology, endocrinology, allergology and other emergency conditions, according to the protocols of diagnosis and treatment.		
LO4	Able to evaluate the results of the therapy and determine the indications for hospitalization.		
LO5	Provides information about the hospitalized patient to specialists of specialized hospitals.		
LO6	Search for information about emergency medical care in the evidence-based medicine database.		
5.1	LO of the discipline	Learning outcomes of the educational program (EP), which are related to the learning outcomes (LO) of the discipline	

		LO 1	LO 4 Demonstrates knowledge and understanding of biomedical sciences for the diagnosis, treatment, and dynamic observation of the most common diseases of adults and children.			
		LO 2 LO 3 LO 4	LO 9 Able to provides emergency and emergency qualified care of the basic category of complexity to patients of adult and child age.			
		LO 5 LO 6	LO 10 Effectively uses information and information technologies in the field of medicine.			
6.	Detailed information about the discipline					
6.1	Venue (building, auditorium): South Kazakhstan Medical Academy, Department of Emergency Medicine and Nursing, Vodopyanova str.1, Nursing care hospital. Sestrinskoe_delo@mail.ru					
6.2	Number of hours: 150	Lectures	Practical class	Independent work of a student with a teacher (IWST)	Independent work of a student	
		10	40	15	85	
7.	Information about teachers					
№	Full name	Degrees and position	Email address	Research interests, etc.	Progress	
1.	Seidakhmetova Aizat Ashimkhanovna	Head of the Department, PhD, Associate Professor	aizat-seidahmetova@mail.ru	Gastroenterology, rheumatology, Cardiology	Therapy, innovative teaching methods, participant of the Erasmus + program, scientific and technical program, congresses.	
2.	Sultanova Zhanat Sarsenovna	assistant of the department	Zhanat.sultanova.2016@mail.ru	Palliative care	Pediatrics, innovative teaching methods, author of 30 articles.	
3.	Yerimbet Bekzat Mynbayevich	assistant of the department	bekzat231090@mail.ru	Primary health care	Conference participant	
4.	Yunusmetov Eldor Shavkatovich	assistant of the department	yunusmetov.eldor@mail.ru	Anesthesiology and intensive care	Participant of the Erasmus +, a scientific and technical program	
5.	Auyezkhankyzy Dana	assistant of the department	dana.auyezkhankyzy@mail.ru	Anesthesiology and intensive care	Participant of the Erasmus + a scientific program	
6.	Khojakulova Umida Abduvalievna	master, assistant of the department	umidah@mail.ru	Nursing care	Participant of the Erasmus +, a scientific and technical program	
8.	Thematic plan					
Day	Topic name	Brief content	LO dis- tsiplin	Nu mb er	Forms/ methods/ technologies	Assessm ent forms /



			уны	of ho urs	of training	methods
1	<p>The lecture. Organization of the emergency medical service in the Republic of Kazakhstan. Organization of medical care in emergency situations at the prehospital stage.</p>	<p>Structure and prospects of development of the emergency medical service in the Republic of Kazakhstan. Principles of evidence-based medicine Legal and ethical aspects of the professional activity of an emergency doctor. Organization of the reception department of a multidisciplinary hospital. Issues of continuity of medical care at the prehospital and early inpatient stages. Brigade tacticsNSR in the elimination of medical consequences of an emergency. Modern principles of medical triage.</p>	<p>LO 1 LO 2 LO 3</p>	1	Overview	blitz survey
	<p>Practical lesson. Organization of the emergency medical service in the Republic of Kazakhstan. Organization of medical care in emergency situations at the prehospital stage.</p>	<p>Structure and prospects of development of the emergency medical service in the Republic of Kazakhstan. Principles of evidence-based medicine Legal and ethical aspects of the professional activity of an emergency doctor. Organization of the reception department of a multidisciplinary hospital. Issues of continuity of medical care at the prehospital and early inpatient stages. Brigade tacticsNSR in the elimination of medical consequences of an emergency.</p>	<p>LO 4 LO 5 LO 6</p>	4	An oral survey. Work with orders and documentation . Solving test tasks and situational tasks. Working with dummies and phantoms.	Assessment of the quality of medical documentation processing. Checklist

		Modern principles of medical triage.				
	IWST. Organization of the emergency medical service in the Republic of Kazakhstan. Organization of medical care in emergency situations at the prehospital stage. Organization of EMC to the population during the COVID 19 pandemic at the pre-hospital stage.	Structure and prospects of development of the emergency medical service in the Republic of Kazakhstan. Principles of evidence-based medicine Legal and ethical aspects of the professional activity of an emergency doctor. Organization of the reception department of a multidisciplinary hospital. Issues of continuity of medical care at the prehospital level and early inpatient treatment. Brigade tacticsNSR in the elimination of medical consequences of an emergency. Modern principles of medical triage.	LO 4 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Assessment of the quality of medical documentation. Checklist
2	The lecture. Terminal states. Basic cardiopulmonary resuscitation.	Stages. Clinic. Providing medical care at the pre-hospital and early inpatient stages. Monitoring of vital functions of a critically ill patient. Basic CRR complex.	LO 1 LO 2 LO 3	1	Problematic	Blitz survey
	Practical lesson. Terminal states. Basic cardiopulmonary resuscitation.	Stages. Clinic. Providing medical care at the pre-hospital and early inpatient stages. Monitoring of vital functions of a critically ill patient. Basic CRR complex.	LO 4 LO 5 LO 6	4	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklist
	IWST. Terminal states. Basic cardiopulmonary resuscitation.	Stages. Clinic. Providing medical care at the pre-hospital and early inpatient stages. Monitoring of vital functions of a critically ill patient. Basic CPR	LO 3 LO 5 LO 6	2/8	Work with clinical protocols, demonstration of presentations,	Checklist



		complex.			work in the CPS.	
3	The lecture. Extended cardiopulmonary resuscitation.	Extended complex CPR. Shock rhythm.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Advanced cardiopulmonary resuscitation.	Extended complex CPR. Shock rhythm.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklist
	IWST. Advanced cardiopulmonary resuscitation.	Extended complex CPR. Shock rhythm.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work.	Checklist
4	The lecture. Advanced cardiopulmonary resuscitation.	Advanced CPR package. Not a shock rhythm.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Advanced cardiopulmonary resuscitation.	Advanced CPR package. Not a shock rhythm.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklist
	IWST. Advanced cardiopulmonary resuscitation.	Advanced CPR package. Not a shock rhythm.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist



					Testing	
5	The lecture. Hypertension. Emergency medical care for hypertensive crisis.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Hypertension. Emergency medical care for hypertensive crisis.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklis t
	IWST. Hypertension. Emergency medical care for hypertensive crisis.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklis t
6	The lecture. Acute coronary syndrome. Myocardial infarction.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Acute coronary syndrome. Myocardial infarction.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklis t
	IWST. Acute coronary syndrome. Myocardial infarction.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	2/7	Work with clinical protocols, demonstration of presentations, work in the	Checklis t Oral



	MC- 1				CPS.	examination
7	The lecture. Acute heart failure. Cardiogenic shock. Pulmonary embolism.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Acute heart failure. Cardiogenic shock.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklist
	IWST. Acute heart failure. Cardiogenic shock.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
8	The lecture. Emergency pulmonology. Acute respiratory failure. Bronchial asthma. Asthmatic status. Conicotomy.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Pulmonary embolism.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklist
	IWST. Pulmonary embolism.	Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations,	Checklist



					work in the CPS.	
9	The lecture. Emergency allergology.	Allergic reactions. Anaphylactic shock. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Emergency pulmonology.	Bronchial asthma. Asthmatic status. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	TBL	Checklist
	IWST. Emergency pulmonology.	Bronchial asthma. Asthmatic status. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	1/7	TBL	Checklist
10	The lecture. Urgent conditions in endocrinology	Diabetes mellitus. Diabetic comas. Thyrotoxic crisis. Acute adrenal insufficiency.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	Practical lesson. Emergency pulmonology.	Acute respiratory failure. Conicotomy. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklist
	IWST. Emergency pulmonology.	Acute respiratory failure. Conicotomy. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
11	Practical lesson. Emergency allergology.	Allergic reactions. Anaphylactic shock. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	3	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the	Checklist

					CPS.	
	IWST. Emergency allergology.	Allergic reactions. Anaphylactic shock. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklis t
12	Practical lesson. Urgent conditions in endocrinology.	Diabetes mellitus. Diabetic comas. Clinic. Diagnostics. Tactics of the EMC brigade. Thyrotoxic crisis. Acute adrenal insufficiency. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 4 LO 5 LO 6	4	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	Checklis t
	IWST. Urgent conditions in endocrinology. MC- 2	Diabetes mellitus. Diabetic comas. Clinic. Diagnostics. Tactics of the EMC brigade. Thyrotoxic crisis. Acute adrenal insufficiency. Clinic. Diagnostics. Tactics of the EMC brigade.	LO 3 LO 5 LO 6	2/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklis t Oral examina tion
Preparation and conduct of interim certification				15	Test execution	
9.		Training methods and forms of controls				
9.1	Lectures	Overview issues, problem.				
9.2	Practical training	An oral survey. Solving test tasks and situational tasks. Working with clinical protocols. Work in CPS.				
9.3	IWST.	Work with clinical protocols, demonstration of presentations, work in CPS.				
9.4	Midterm control	Oral examination				
10.		Evaluation criteria				
10.1		Criteria for evaluating the results of discipline training				
LO №	Learning outcomes	Unsatisfactory	Satisfactory	Good	Excellent	
LO1	Demonstrates knowledge of standard operating procedures for	Has no idea about standard operating procedures for emergency	There are errors in understanding standard operating	Demonstrates knowledge of standard operating procedures for	Fully, comprehensive ly demonstrates knowledge of	

	emergency medical care, the main symptoms and syndromes of emergency conditions.	care, the main symptoms and syndromes of emergency care.	procedures for emergency medical care, the main symptoms and syndromes of emergency care.	emergency care, the main symptoms and syndromes of emergency care.	standard operating procedures for emergency medical care, the main symptoms and syndromes of emergency care.
LO2	He is able to conduct an initial assessment of the patient's condition (ABCD algorithm), choose the right tactics for providing assistance.	Unable to determine the indicators of hospitalization and to conduct an initial assessment of the patient's condition (ABCDE algorithm), to choose the tactics of emergency care.	Makes mistakes during the initial assessment of the patient's condition (ABCD algorithm), the choice of emergency care tactics and the determination of hospitalization rates.	Correctly determines the initial assessment of the patient's condition (ABCD algorithm), the tactics of emergency care, but there are errors in determining the indicators of hospitalization.	Can conduct an initial assessment of the patient's condition (ABCD algorithm), choose the tactics of emergency care and fully determine the indicators of hospitalization.
LO3	He is able to provide qualified assistance in urgent conditions in cardiology, pulmonology, endocrinology, allergology and other urgent conditions, according to the protocols of diagnosis and treatment.	Cannot provide qualified assistance in cardiology, pulmonology, endocrinology, allergology and other urgent conditions in accordance with diagnostic and treatment protocols.	In accordance with the protocols of diagnosis and treatment, there are significant errors in the provision of qualified care in cardiology, pulmonology, endocrinology, allergology and other urgent conditions.	Can provide qualified assistance in cardiology, pulmonology, endocrinology, allergology and other urgent conditions in accordance with diagnostic and treatment protocols.	In accordance with the protocols of diagnosis and treatment, it can provide fully, comprehensively qualified assistance in cardiology, pulmonology, endocrinology, allergology and other urgent conditions.
LO4	Able to evaluate the results of the therapy and determine the indications for hospitalization.	Cannot evaluate the results of the therapy and determine the indicators of hospitalization.	When evaluating the results of the therapy and determining the indicators of	Able to evaluate the results of the therapy and determine the indicators of	Can fully, comprehensively determine the evaluation of the results of the therapy and



			hospitalization, there are errors.	hospitalization.	the indicators of hospitalization.
LO5	Provides information about the hospitalized patient to specialists of specialized hospitals.	Cannot provide specialists of specialized hospitals with information about the patient to be hospitalized	There are errors in providing information about the patient being hospitalized to specialists of specialized hospitals.	Provides specialists of specialized hospitals with information about the patient to be hospitalized.	Provides specialists of specialized hospitals with information about the patient to be hospitalized in full.
LO6	Searches for information on the provision of emergency medical care in the evidence-based medicine database.	Cannot find and use information on emergency medical care based on evidence-based medicine.	There are errors in the search and use of information on the provision of emergency medical care based on evidence-based medicine.	Can find and use information on the provision of emergency medical care based on evidence-based medicine.	It can find and fully, comprehensively use information on the provision of emergency medical care on the basis of evidence-based medicine.
10.2	Criteria for evaluating teaching methods and technologies				
Checklist for practical lesson					
Evaluation criteria			Degree		
	Excellent	Good	Satisfactory	Unsatisfactory	
	90 –100	70-89	50-69	<50	
Oral interview	35-40	25-34	20-24	< 20	
Knowledge of the basic terms and definitions of the topic under consideration.	10-10	8-10	7	<6	
Knowledge of the basic principles of research work.	10-10	8-10	7	<6	
Be able to determine the relationship of the topic under consideration with the future profession, give examples from real experience.	10-10	8-10	6	<6	



Links to additional literary sources in the response, additional summary, analysis of medical publications	5-10	1-4	0-3	0-2
Solving problems or completing a task.	27-30	23-26	20-22	< 20
Data analysis.	9-10	8-9	7-8	<7
The ability to work with regulatory documents.	9-10	8-9	7-7	<6
Solving a situational problem.	Excellent	Good	Satisfactory	Unsatisfactory
Systematic, in-depth knowledge of the program material necessary to solve situational problems, detailed answers to questions about diagnosis, basic examination methods, analysis of symptoms, localization of syndromes and diagnosis of the syndrome, and the appointment of additional examination methods were revealed.	90 –100	70-89	50-69	<50
It is assigned to a student who has found systematic knowledge about the software material necessary to solve situational problems, answered questions	35-40	25-34	20-24	< 20



about diagnosis, basic examination methods, analysis of symptoms, localization of syndromes and diagnosis of the syndrome, and the appointment of additional examination methods.				
It is assigned to a student who knew the program material necessary to solve situational problems, answered questions about diagnosis, basic examination methods, analysis of symptoms, localization of syndromes and making a syndrome diagnosis, appointment of additional research methods, but allowed inaccuracies in the answer to 1 question of the task.	10-10	8-10	7	<6
It is given to the student who studies the program material necessary to solve situational problems, answers questions about diagnosis, basic examination methods, analysis	10-10	8-10	7	<6



of symptoms, localization of syndromes and making a syndrome diagnosis, the appointment of additional research methods that make mistakes of a non-systemic nature when answering the questions of the assignment.				
It is assigned to a student who knew the program material necessary to solve situational problems, answered questions about diagnosis, basic examination methods, analysis of symptoms, localization of syndromes and diagnosis of the syndrome, but without sufficient justification, prescribed additional examination methods that did not make fundamental mistakes.	10-10	8-10	6	<6
It is assigned to a student who knew the program material necessary to solve situational problems, answered questions about diagnosis, basic examination	5-10	1-4	0-3	0-2



methods, analysis of symptoms, localization of syndromes and diagnosis of the syndrome, but made fundamental mistakes without sufficient justification.				
It is given to the student who studies the program material necessary to solve situational problems, who has made a diagnosis, basic examination methods, analysis of symptoms, localization of syndromes and syndrome diagnosis.	27-30	23-26	20-22	< 20
To solve situational problems, the student studying the necessary program material is asked the question of diagnosis, basic examination methods, analysis of symptoms, ignorance of syndromes and making a syndromic diagnosis.	9-10	8-9	7-8	<7
It is assigned to the teacher, who made many mistakes of a fundamental nature when answering	9-10	8-9	7-7	<6



the questions of the assignment.			
Checklist for IWST			
	Assessments	Evaluation criteria	
Presentation	Excellent A (4,0; 95-100%) A- (3,67; 90-94%)	At least 20 slides have been prepared using 5 literature. The slides are informative and decorated. He showed deep knowledge in the defense. I answered the questions completely. The presentation was delivered before the deadline.	
	Good B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	At least 18 slides have been prepared using 4 literature. The slides are informative and decorated. He showed deep knowledge in the defense. He answered the questions completely, and admitted flaws in some answers. The presentation was submitted before the deadline.	
	Satisfactory C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) D (1,0; 50 -54%)	At least 15 slides have been prepared using 3 literature. The slides are not meaningful. During the defense, he did not show deep knowledge. The questions were not fully answered, and some answers had flaws. The presentation was not submitted before the deadline.	
	Unsatisfactory Fx (0,5; 25-49%) F (0; 0-24%)	At least 10 slides have been prepared using 3 literature. The slides are not meaningful. Does not know the topic when defending. He did not answer the questions completely, and there were flaws in some of the answers. I did not submit the presentation before the deadline.	
Report	Excellent A (4,0; 95-100%) A- (3,67; 90-94%)	The report was carefully compiled and submitted before the deadline. At least 15 sheets using more than 7 literature. Figures and tables are shown in accordance with the topic of the report. I did not read the report in defense, but I told it myself. I answered all the questions correctly.	
	Good B+ (3,33; 85-89%)	The report was carefully compiled and submitted before the deadline. At least	



	<p>B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)</p>	<p>10 sheets with more than 5 references. Figures and tables are shown in accordance with the topic of the report. I didn't read the report in defense, but I told it myself. The answers to the questions asked were incomplete.</p>
	<p>Satisfactory</p> <p>C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) D (1,0; 50 -54%)</p>	<p>The report was carefully compiled and submitted before the deadline. At least 8 sheets using more than 3 literature. Figures and tables are shown in accordance with the topic of the report. It was read out during the defense of the report. The answers to the questions asked were incomplete.</p>
	<p>Unsatisfactory</p> <p>Fx (0,5; 25-49%) F (0; 0-24%)</p>	<p>The report was not drafted in detail, it was not submitted before the deadline. Figures and tables are not shown on the topic. It was read out during the defense of the report. When answering the questions asked, made gross mistakes.</p>
Preparation of test tasks	<p>Excellent</p> <p>A (4,0; 95-100%) A- (3,67; 90-94%)</p>	<p>The test questions must be at least 20 questions long. For rent in due time. The test questions are informative and carefully worked out. The questions are not of the same type. The correct answers are shown.</p>
	<p>Good</p> <p>B+ (3,33; 85-89%) B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)</p>	<p>The test questions must be at least 18 questions long. For rent in due time. The test questions are informative and carefully worked out. The correct answers are shown.</p>
	<p>Satisfactory</p> <p>C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) D (1,0; 50 -54%)</p>	<p>The test questions must be at least 15 questions. For rent in due time. The test questions are informative and inaccurate. Not all correct answers are given.</p>
	<p>Unsatisfactory</p> <p>Fx (0,5; 25-49%) F (0; 0-24%)</p>	<p>Test questions are less than 10 questions. I didn't give up at the time. The test questions were not meaningful or exhaustive. The correct answers are not specified.</p>
Type of control	Assessments	Evaluation criteria

Completing test tasks	Excellent	The correct answer is 90-100%
	Good	The correct answer is 70-89%
	Satisfactory	The correct answer is 50-69%
	Unsatisfactory	The correct answer is 0-49%

Multibal knowledge assessment system			
Letter system score	Digital equivalent of points	Percentage content	Assessment according to the traditional system
A	4,0	95-100	Excellent
A -	3,67	90-94	
B +	3,33	85-89	Good
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	Satisfactory
C	2,0	65-69	
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	Unsatisfactory
FX	0,5	25-49	

11.	Training resources	
Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example, video, audio, digests)	<ol style="list-style-type: none"> 1. The SKMA Electronic Library - https://e-lib.skma.edu.kz/genres 2. Republican Interuniversity electronic library (RMEB) – http://rmebrk.kz/ 3. Digital library «Aknurpress» - https://www.aknurpress.kz/ 4. «Epigraph» Electronic Library- http://www.elib.kz/ 5. Epigraph - portal of multimedia textbooks https://mbook.kz/ru/index/ 6. ЭБС IPR SMART https://www.iprbookshop.ru/auth 7. Information and legal system «Заң» - https://zan.kz/ru 8. Cochrane Library - https://www.cochranelibrary.com/ 	

Electronic resources


Utepov, D. P. implementation of the management of Primary Health Care [electronic resource] : dis. ... master acad. get the degree / D. P. Utepov. - Electron. text from. (702MB). - Shymkent: SKSPHA, 2015. - 64 pages.

Aylamazyan, E. K. Emergency care in obstetrics [Electronic resource] : a guide for doctors /E. K. Aylamazyan. - 5-e ISD., pererab. and the ball. - Electron.text from. (43.1 MB). - M.: GEOTAR-Media, 2017. - 12298.00 Tenge.

First medical and sanitary assistance as a priority in the health system [electronic resource] : lecture complex /SHSPH. Department: "Public Health - 1". - Electron.text from. - Shymkent: [B. I.], 2015. - El. opt.disk (CD-ROM) (291kb).

Seidakhmetova A. A. Palliative care [electronic resource]: manual / Seidakhmetova A. A. - Electron.text from. (702MB). - Shymkent: [B. I.], 2016. - El. opt.disc (CD-ROM).

Necessary to provide assistance to children at the appropriate stage. Turlanov K. M., Musaev A. T., Karabaeva A. I. , Madenov N. N., 2014 / <https://aknurpress.kz/login>

ОҢТҮСТІК ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Department of Emergency Medicine and Nursing Syllabus on the discipline "Ambulance - 1"	044-57/16 () P 19 of 18

The algorithm/algorithm for providing emergency care in the pre-hospital stage is simple help at the dogospital stage. Alpysova A. R., Molodovskaya N. V., 2015 / <https://www.aknurpress.kz/reader/web/1352>

Emergency medical care. Kanybekov A., 2017/ <https://www.aknurpress.kz/reader/web/1346>

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12.	Discipline Policy
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1. When completing the module at the department, you must wear a medical uniform: a robe, cap, mask.
2. Observe discipline, silence, ethics and deontology, subordination with the staff.
3. Observe safety precautions: do not touch objects with wet hands that are exposed to electric shock.
4. Carefully treats medical equipment and technical training facilities at the department
5. Actively participate in the discussion of all topics.
6. When performing the SIW, the form is selected by the student.
7. All written works are checked for plagiarism.

Prohibited:

1. Smoking on the territory of educational and clinical bases of the department.
2. Show up at the workplace without a uniform (dressing gown, cap).
3. Go out of the educational and clinical bases in uniform.
4. Talk loudly, make noise, on the territory of educational and clinical bases.

Requirements for students:

- Don't skip classes without good reason.
- Activity during practical classes;
- Preparation for classes;
- Perform and complete the IWST in a timely manner and on schedule.
- Don't be late for classes.
- Do not engage in extraneous activities during classes;
- Be tolerant, open, and friendly to fellow students and teachers.
- Carefully treats the property of the department;
- Work out missed classes in a timely manner for good reasons.

Penalties:

- 1 point is deducted for skipping the lecture without a valid reason
 2 points are deducted for skipping the SRSP without a valid reason
 A student who has not passed the boundary control is not allowed to take the exam.

13.	Academic policy based on the moral and ethical values of the Academy
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Academic policy. P. 4 Student's Code of Honor

Discipline Grading Policy

The assessment of the admission rating (RD) consists of an assessment of the current control and the current assessment of academic performance (boundary control, mandatory two.)

- Current control includes current assessments: at seminars and practical classes, when performing independent work.
- Assessment of the flow and boundary control is set by the teacher leading the class.



	<ul style="list-style-type: none"> When calculating the admission rating, the current control or border control is mandatory. <p>The level of academic achievement of students is determined for each subject</p> <ul style="list-style-type: none"> Final rating $IO = ORD \times 0.6 + DEC \times 0.4$: IO-final rating ORD-assessment of the admission rating DEC – assessment of the final control (exam in the discipline) $DECs = ORD \times 0.6 + DEC \times 0.4$: ORD accounts for 60% of knowledge in the IO discipline Education in the discipline is 40% of the DEC The final score is calculated only if the student receives positive marks in the final control and admission rating. <p>The student can appeal the assessment of the admission rating or final control. For this purpose, the university creates an appeal commission. The commission consists of highly qualified teachers.</p>		
14.	Approval and revision		
Date of approval at the Library and Information Center	Protocol № <u>2</u> 14.06.24	Head of the library Darbicheva R.I.	
Date of approval by the Academic Committee	Protocol № <u>11</u> 14.06.24	Chairman of the Academic Committee Kalmenov N.Zh.	
Date of revision at the department	Protocol № <u>11</u> 18.06.24	Head of the department Seidakhmetova A. A.	