


ОҢТҮСТІК ҚАЗАҚСТАН <b>MEDISINA</b> <b>АКАДЕМИАСЫ</b> «Оңтүстік Қазақстан медицина академиясы» АҚ	 <b>SKMA</b> -1979-	SOUTH KAZAKHSTAN <b>MEDICAL</b> <b>ACADEMY</b> АО «Южно-Казахстанская медицинская академия»
Department of «Emergency medicine and nursing» Syllabus on the discipline «Emergency medical care – 2»		044-57/11 ( ) p 1 of 18

## SYLLABUS

Department of «Emergency medicine and nursing»  
 Working program of the discipline (Syllabus) «Emergency medical care – 2»  
 Educational program 6B10101 – "General medicine"

<b>1.</b>	<b>General information about the discipline</b>		
1.1	Discipline code: EMC-5302-2	1.6	Educational year: 2024-2025
1.2	Name of the discipline: Emergency medical care-1	1.7	Course: 5
1.3	Prerequisites: Neurology, psychiatry and narcology, infectious diseases, children's infectious diseases, traumatology, fundamentals of surgical diseases, obstetrics, gynecology, fundamentals of children's diseases.	1.8	Semester: 10
1.4	Post-requirements: Internship courses in general medical practice.	1.9	Number of credits (ECTS): 4
1.5	Cycle: PD	1.10	Component: BP
<b>2.</b>	<b>Description of the discipline (maximum 150 words)</b>		
<p>Subject, tasks, scope, and basic principles of emergency medical care.            Regulatory legal acts of emergency medical care provision. Methods of clinical examination of the patient and diagnosis of emergency conditions at the prehospital stage. Emergency situations in the practice of infectious, neurological, psychiatric, surgical, urological, obstetric-gynecological and pediatric pathologies.</p>			
<b>3.</b>	<b>Summative assessment form</b>		
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)
<b>4.</b>	<b>Goals of the discipline</b>		
<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>			
<b>5.</b>	<b>Final learning outcomes (LO disciplines)</b>		
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	Learning outcomes of the educational program (EP), which are	

	discipline	related to the learning outcomes (LO) of the discipline			
	LO 1	LO 1 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 Able to provides emergency and emergency qualified care of the basic category of complexity to patients of adult and child age.			
	LO 3				
	LO 4				
	LO 5	LO 6 Effectively communicates communicates in medical practice, taking into account the peculiarities of the psychology of children and adults, multiculturalism, observing the principles of ethics and deontology.			
	LO 6	LO 7 Effectively uses information and information technologies in the field of medicine.			
<b>6.</b>	<b>Detailed information about the discipline</b>				
6.1	Venue (building, auditorium): South Kazakhstan Medical Academy, Department of Emergency Medicine and Nursing, Vodopyanova str.1, Nursing care hospital. <a href="mailto:Sestrinskoe_delo@mail.ru">Sestrinskoe delo@mail.ru</a>				
6.2	Number of hours: 120	Lectures	Practical class	Independent work of a student with a teacher (IWST)	Independent work of a student
		10	30	12	68
<b>7.</b>	<b>Information about teachers</b>				
№	Full name	Degrees and position	Email address	Research interests, etc.	Progress
1.	Seidakhmetova Aizat Ashimkhanovna	Head of the Department, PhD, Associate Professor	<a href="mailto:aizat-seidahmetova@mail.ru">aizat-seidahmetova@mail.ru</a>	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	<a href="mailto:Zhanat.sultanova.2016@mail.ru">Zhanat.sultanova.2016@mail.ru</a>	Palliative care	Pediatrics, innovative teaching methods, author of 30 articles.
3.	Yerimbet Bekzat Mynbayevich	assistant of the department	<a href="mailto:bekzat231090@mail.ru">bekzat231090@mail.ru</a>	Primary health care	Conference participant
4.	Yunusmetov Eldor Shavkatovich	assistant of the department	<a href="mailto:yunusmetov.eldor@mail.ru">yunusmetov.eldor@mail.ru</a>	Anesthesiology and intensive care	Participant of the Erasmus +, a scientific and technical program
5.	Auyezkhankyzy Dana	assistant of the department	<a href="mailto:dana.auyezkhankyzy@mail.ru">dana.auyezkhankyzy@mail.ru</a>	Anesthesiology and intensive care	Participant of the Erasmus +, a scientific and technical program
6.	Khojakulova Umida Abduvalievna	master, assistant of	<a href="mailto:umidah@mail.ru">umidah@mail.ru</a>	Nursing care	Participant of the Erasmus +, a



		the department			scientific and technical program	
8.	Thematic plan					
Day	Topic name	Brief content	LO discipline	Number of hours	Forms/ methods/ technologies of training	Assessment forms / methods
1	<b>The lecture.</b> Acute infectious pathology	General principles of diagnosis and emergency care in acute infectious diseases. Quarantine (especially dangerous) infections. Airborne infections. Severe forms of influenza and acute respiratory viral infections. Diphtheria. Infectious febrile conditions accompanied by a rash. Neuroinfections. Meningococcal infection, tetanus, botulism, rabies. Intestinal infections.	LO 1 LO 2 LO 3	1	Overview	blitz survey
	<b>Practical lesson.</b> Acute infectious pathology	General principles of diagnosis and emergency care in acute infectious diseases. Quarantine (especially dangerous) infections. Airborne infections. Severe forms of influenza and acute respiratory viral infections. Diphtheria. Infectious febrile conditions accompanied by a rash. Neuroinfections. Meningococcal infection, tetanus, botulism, rabies. Intestinal infections.	LO 4 LO 5 LO 6	3	An oral survey. Work with orders and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Working with dummies and phantoms.	Assessment of the quality of medical documentation processing. Checklist
	<b>IWST.</b> Acute infectious pathology.	General principles of diagnosis and emergency care in acute infectious diseases. Quarantine (especially dangerous) infections. Airborne infections. Severe	LO 3 LO 5 LO 6	1/7	Students work with clinical protocols, demonstration of presentations,	Ass. of the quality of med. documentation. Checklist

		forms of influenza and acute respiratory viral infections. Diphtheria. Infectious febrile conditions accompanied by a rash. Neuroinfections. Meningococcal infection, tetanus, botulism, rabies. Intestinal infections.			work in the CPS.	t
2	<b>The lecture.</b> Diseases and injuries of the nervous system.	General principles of diagnosis and emergency care in neurology. Traumatic brain injury. Spinal cord injury. Acute disorders of cerebral circulation. Convulsive syndrome. Acute inflammatory diseases of the brain and spinal cord and their membranes. Injuries and diseases of the peripheral nervous system. Diseases of the autonomic nervous system.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	<b>Practical lesson.</b> Diseases and injuries of the nervous system.	General principles of diagnosis and emergency care in neurology. Traumatic brain injury. Spinal cord injury. Acute disorders of cerebral circulation. Convulsive syndrome. Acute inflammatory diseases of the brain and spinal cord and their membranes. Injuries and diseases of the peripheral nervous system. Diseases of the autonomic nervous system.	LO 4 LO 5 LO 6	3	An oral survey. Work with orders and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Working with dummies and phantoms.	Checklist
	<b>IWST.</b> Diseases and injuries of the nervous system.	General principles of diagnosis and emergency care in neurology. Traumatic brain injury. Spinal cord injury. Acute disorders of cerebral circulation. Convulsive syndrome. Acute	LO 3 LO 5 LO 6	1/7	Students' work with clinical protocols, demonstration of presentations, work in the	Checklist

		inflammatory diseases of the brain and spinal cord and their membranes. Injuries and diseases of the peripheral nervous system. Diseases of the autonomic nervous system.			CPS.	
3	<b>The lecture.</b> Emergency psychiatry.	General principles of diagnosis and treatment tactics for mental illnesses in the practice of an emergency doctor.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	<b>Practical lesson.</b> Emergency psychiatry.	General principles of diagnosis and treatment tactics for mental illnesses in the practice of an emergency doctor.	LO 4 LO 5 LO 6	3	An oral survey. Work with orders and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Working with dummies and phantoms.	Checklist
	<b>IWST.</b> Emergency psychiatry.	General principles of diagnosis and treatment tactics for mental illnesses in the practice of an emergency doctor.	LO 3 LO 5 LO 6	1/6	Students' work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
4	<b>The lecture.</b> NSR in case of accidents.	Drowning. Strangulation asphyxia. Electrical injury. Exposure to high temperatures (general overheating, burns, burn shock). Features of resuscitation of low temperatures (general hypothermia. About frostbite).	LO 1 LO 2 LO 3	1	Problematic	blitz survey



	<b>Practical lesson.</b> NSR in case of accidents.	Drowning. Strangulation asphyxia. Electrical injury. Exposure to high temperatures (general overheating, burns, burn shock). Features of resuscitation of low temperatures (general hypothermia. About frostbite).	LO 4 LO 5 LO 6	3	TBL	Checklist
	<b>IWST.</b> NSR in case of accidents.	Drowning. Strangulation asphyxia. Electrical injury. Exposure to high temperatures (general overheating, burns, burn shock). Features of resuscitation of low temperatures (general hypothermia. About frostbite).	LO 3 LO 5 LO 6	1/7	Analysis of a scientific article	Checklist
<b>5</b>	<b>The lecture.</b> Wounds. Bleeding. Injuries of the musculoskeletal system.	Wounds. External and internal bleeding. Traumatic illness. Combined, multiple, and combined injuries. Fundamentals of regional methods of analgesia (blockade) at the prehospital stage. Fundamentals of orthopedics for differential diagnosis of somatic pathology. Fractures and dislocations of the lower extremities. Fractures and dislocations of the upper extremities. Fractures of the pelvic and spinal bones.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	<b>Practical lesson.</b> Wounds. Bleeding. Injuries of the musculoskeletal system.	Wounds. External and internal bleeding. Traumatic illness. Combined, multiple, and combined injuries. Fundamentals of regional methods of analgesia (blockade) at the prehospital stage. Fundamentals of orthopedics for differential	LO 4 LO 5 LO 6	3	An oral survey. Work with orders and documentation. Solving test tasks and situational tasks. Working with	Checklist

		diagnosis of somatic pathology. Fractures and dislocations of the lower extremities. Fractures and dislocations of the upper extremities. Fractures of the pelvic and spinal bones.			clinical protocols. Working with dummies and phantoms.	
	<b>IWST.</b> Wounds. Bleeding. Injuries of the musculoskeletal system.	Wounds. External and internal bleeding. Traumatic illness. Combined, multiple, and combined injuries. Fundamentals of regional methods of analgesia (blockade) at the prehospital stage. Fundamentals of orthopedics for differential diagnosis of somatic pathology. Fractures and dislocations of the lower extremities. Fractures and dislocations of the upper extremities. Fractures of the pelvic and spinal bones.	LO 3 LO 5 LO 6	1/7	Students ' work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
	<b>MC №1</b>				<b>Oral examination</b>	
<b>6</b>	<b>The lecture.</b> Acute surgical diseases and injuries of the chest and abdomen.	Purulent surgical infection - abscess, boil, carbuncle, Phlegmon. Anaerobic infection. Trophic ulcers. Thrombosis, embolism, mesenteric thrombosis, dissecting aortic aneurysm. Differential diagnosis of acute surgical diseases of the abdominal cavity. Punch line ulcer. Gastrointestinal bleeding. Acute cholecystitis. Acute pancreatitis. Acute appendicitis. Peritonitis. Acute intestinal obstruction. Hernia of the abdominal wall. Acute surgical pathology and injuries of the chest organs. Closed and penetrating abdominal injury.	LO 1 LO 2 LO 3	1	Problematic	blitz survey



	<b>Practical lesson.</b> Acute surgical diseases and injuries of the chest and abdomen.	Purulent surgical infection - abscess, boil, carbuncle, Phlegmon. Anaerobic infection. Trophic ulcers. Thrombosis, embolism, mesenteric thrombosis, dissecting aortic aneurysm. Differential diagnosis of acute surgical diseases of the abdominal cavity. Punch line ulcer. Gastrointestinal bleeding. Acute cholecystitis. Acute pancreatitis. Acute appendicitis. Peritonitis. Acute intestinal obstruction. Hernia of the abdominal wall. Acute surgical pathology and injuries of the chest organs. Closed and penetrating abdominal injury.	LO 4 LO 5 LO 6	3	An oral survey. Work with orders and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Working with dummies and phantoms.	Checklist
	<b>IWST.</b> Acute surgical diseases and injuries of the chest and abdomen.	Purulent surgical infection - abscess, boil, carbuncle, Phlegmon. Anaerobic infection. Trophic ulcers. Thrombosis, embolism, mesenteric thrombosis, dissecting aortic aneurysm. Differential diagnosis of acute surgical diseases of the abdominal cavity. Punch line ulcer. Gastrointestinal bleeding. Acute cholecystitis. Acute pancreatitis. Acute appendicitis. Peritonitis. Acute intestinal obstruction. Hernia of the abdominal wall. Acute surgical pathology and injuries of the chest organs. Closed and penetrating abdominal injury.	LO 3 LO 5 LO 6	2/7	Students' work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
7	<b>The lecture.</b> Acute urological	Principles of diagnosis of kidney diseases. Acute renal	LO 1 LO 2	1	Problematic	blitz survey





	diseases and injuries Acute diseases and injuries of the maxillofacial region, ear, throat, nose and eyes.	failure. Features of transportation of patients receiving chronic hemodialysis. Acute urinary retention. Renal colic. Acute inflammatory urological diseases. Infectious toxic shock. Traumatic injuries of the genitourinary organs. Inflammatory diseases and injuries of the maxillofacial region. Acute diseases and injuries of the nose. Acute ear diseases and injuries. Acute diseases and injuries of the pharynx. Acute diseases and injuries of the larynx. Acute attack of glaucoma. Inflammatory eye diseases. Traumatic damage to the visual organ. Thermal and chemical burns of the eyes.	LO 3			
	<b>Practical lesson.</b> Acute urological diseases and injuries Acute diseases and injuries of the maxillofacial region, ear, throat, nose and eyes.	Principles of diagnosis of kidney diseases. Acute renal failure. Features of transportation of patients receiving chronic hemodialysis. Acute urinary retention. Renal colic. Acute inflammatory urological diseases. Infectious-toxic shock. Traumatic injuries of the genitourinary organs. Inflammatory diseases and injuries of the maxillofacial region. Acute diseases and injuries of the nose. Acute ear diseases and injuries. Acute diseases and injuries of the pharynx. Acute diseases and injuries of the larynx. Acute attack of glaucoma. Inflammatory eye diseases. Traumatic	LO 4 LO 5 LO 6	3	An oral survey. Work with orders and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Working with dummies and phantoms.	Checklist

		damage to the visual organ. Thermal and chemical burns of the eyes.				
	<b>IWST.</b> Acute urological diseases and injuries Acute diseases and injuries of the maxillofacial region, ear, throat, nose and eyes.	Principles of diagnosis of kidney diseases. Acute renal failure. Features of transportation of patients receiving chronic hemodialysis. Acute urinary retention. Renal colic. Acute inflammatory urological diseases. Infectious toxic shock. Traumatic injuries of the genitourinary organs. Inflammatory diseases and injuries of the maxillofacial region. Acute diseases and injuries of the nose. Acute ear diseases and injuries. Acute diseases and injuries of the pharynx. Acute diseases and injuries of the larynx. Acute attack of glaucoma. Inflammatory eye diseases. Traumatic damage to the visual organ. Thermal and chemical burns of the eyes.	LO 3 LO 5 LO 6	1/7	Students ' work with clinical protocols, demonstration of presentations, work in the CPS.	Checklis t
<b>8</b>	<b>The lecture.</b> Acute poisoning.	General questions of clinical toxicology. Poisoning with psychotropic drugs. Cardiotoxic poisons. Alcohol poisoning and its surrogates. Poisoning with chlorinated hydrocarbons. Toxic gas poisoning. Poisoning with organophosphorus compounds. Poisoning with cauterizing agents. Poisoning with heavy metal compounds. Methemoglobin-forming poisons. Poisoning with poisons of animal and plant	LO 1 LO 2 LO 3	1	Problematic	blitz survey



		origin.				
	<b>Practical lesson.</b> Acute poisoning.	General questions of clinical toxicology. Poisoning with psychotropic drugs. Cardiotoxic poisons. Alcohol poisoning and its surrogates. Poisoning with chlorinated hydrocarbons. Toxic gas poisoning. Poisoning with organophosphorus compounds. Poisoning with cauterizing agents. Poisoning with heavy metal compounds. Methemoglobin-forming poisons. Poisoning with poisons of animal and plant origin.	LO 4 LO 5 LO 6	3	TBL	Checklist
	<b>IWST.</b> Acute poisoning.	General questions of clinical toxicology. Poisoning with psychotropic drugs. Cardiotoxic poisons. Alcohol poisoning and its surrogates. Poisoning with chlorinated hydrocarbons. Toxic gas poisoning. Poisoning Organophosphate poisoning connections. Poisoning with cauterizing agents. Poisoning with heavy metal compounds. Methemoglobin-forming poisons. Poisoning with poisons of animal and plant origin.	LO 3 LO 5 LO 6	1/7	TBL	Checklist
<b>9</b>	<b>The lecture.</b> Emergency care in obstetrics and acute gynecological pathology.	Therapeutic and diagnostic tactics for toxicosis of pregnant women. Delivery management outside the hospital. Acute gynecological diseases and injuries. Obstetric and gynecological bleeding.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	<b>Practical lesson.</b> Emergency care in	Therapeutic and diagnostic tactics for toxicosis of	LO 4 LO 5	3	An oral survey. Work	Checklist

	obstetrics and acute gynecological pathology.	pregnant women. Delivery management outside the hospital. Acute gynecological diseases and injuries. Obstetric and gynecological bleeding.	LO 6		with orders and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	
	<b>IWST.</b> Emergency care in obstetrics and acute gynecological pathology.	Therapeutic and diagnostic tactics for toxicosis of pregnant women. Delivery management outside the hospital. Acute gynecological diseases and injuries. Obstetric and gynecological bleeding.	LO 3 LO 5 LO 6	1/7	Work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
<b>10</b>	<b>The lecture.</b> Emergency conditions in pediatrics	Age characteristics of the child from the point of view of emergency care. Medicines used in emergency therapy in children. Conditions that require urgent care in children. Features of resuscitation and intensive care in childhood. Features of injuries and accidents in childhood. Critical conditions in children of the first year of life. Hyperthermic syndrome in children. Convulsive syndrome in children. Life-threatening conditions in respiratory diseases in children. Acute bronchial obstruction syndrome in children. Acute laryngeal stenosis.	LO 1 LO 2 LO 3	1	Problematic	blitz survey
	<b>Practical lesson.</b> Emergency conditions in pediatrics	Age characteristics of the child from the point of view of emergency care.	LO 4 LO 5 LO 6	3	An oral survey. Work with orders	Checklist



		Medicines used in emergency therapy in children. Conditions that require urgent care in children. Features of resuscitation and intensive care in childhood. Features of injuries and accidents in childhood. Critical conditions in children of the first year of life. Hyperthermic syndrome in children. Convulsive syndrome in children. Life-threatening conditions in respiratory diseases in children. Acute bronchial obstruction syndrome in children. Acute laryngeal stenosis.			and documentation. Solving test tasks and situational tasks. Working with clinical protocols. Work in the CPS.	
	<b>IWST.</b> Emergency conditions in pediatrics.	Age characteristics of the child from the point of view of emergency care. Medicines used in emergency therapy in children. Conditions that require urgent care in children. Features of resuscitation and intensive care in childhood. Features of injuries and accidents in childhood. Critical conditions in children of the first year of life. Hyperthermic syndrome in children. Convulsive syndrome in children. Life-threatening conditions in respiratory diseases in children. Acute bronchial obstruction syndrome in children. Acute laryngeal stenosis.	LO 3 LO 5 LO 6	2/6	Students' work with clinical protocols, demonstration of presentations, work in the CPS.	Checklist
	<b>MC №2</b>				<b>Oral examination</b>	
	<b>Preparation and conduct of interim certification</b>			<b>12</b>		
<b>9.</b>	<b>Training methods and forms of controls</b>					
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.			
<b>10.</b>	<b>Evaluation criteria</b>				
<b>10.1</b>	<b>Criteria for evaluating the results of discipline training</b>				
<b>LO №</b>	<b>Learning outcomes</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>LO1</b>	Demonstrates knowledge of standard operating procedures for emergency medical care, the main symptoms and syndromes of emergency conditions.	Has no idea about standard operating procedures for emergency care, the main symptoms and syndromes of emergency care.	There are errors in understanding standard operating procedures for emergency medical care, the main symptoms and syndromes of emergency care.	Demonstrates knowledge of standard operating procedures for emergency care, the main symptoms and syndromes of emergency care.	Fully, comprehensively demonstrates knowledge of standard operating procedures for emergency medical care, the main symptoms and syndromes of emergency care.
<b>LO2</b>	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.
<b>LO3</b>	He is able to provide qualified assistance in urgent conditions in cardiology, pulmonology, endocrinology,	Cannot provide qualified assistance in cardiology, pulmonology, endocrinology, allergology and other urgent conditions in	In accordance with the protocols of diagnosis and treatment, there are significant errors in the provision of qualified care in	Can provide qualified assistance in cardiology, pulmonology, endocrinology, allergology and other urgent conditions in	In accordance with the protocols of diagnosis and treatment, it can provide fully, comprehensively qualified



	allergology and other urgent conditions, according to the protocols of diagnosis and treatment.	accordance with diagnostic and treatment protocols.	cardiology, pulmonology, endocrinology, allergology and other urgent conditions.	accordance with diagnostic and treatment protocols.	assistance in cardiology, pulmonology, endocrinology, allergology and other urgent conditions.
<b>L04</b>	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 hospitalization, there are errors.	Able to evaluate the results of the therapy and determine the indicators of hospitalization.	Can fully, comprehensively determine the evaluation of the results of the therapy and the indicators of hospitalization.
<b>L05</b>	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.
<b>L06</b>	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
<b>Oral interview</b>	35-40	25-34	20-24	< 20
Knowledge of the basic terms and definitions of the topic under	10-10	8-10	7	<6



consideration.				
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
<b>Solving a situational problem.</b>	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	90 –100	70-89	50-69	<50





additional examination methods were revealed.				
It is assigned to a student who has found systematic knowledge about the software material necessary to solve situational problems, answered questions about diagnosis, basic examination methods, analysis of symptoms, localization of syndromes and diagnosis of the syndrome, and the appointment of additional examination methods.	35-40	25-34	20-24	< 20
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	10-10	8-10	7	<6



question of the task.				
It is given to the student who studies the program material necessary to solve situational problems, answers questions about diagnosis, basic examination methods, analysis 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.	10-10	8-10	7	<6
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	10-10	8-10	6	<6



methods that did not make fundamental mistakes.				
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 made fundamental mistakes without sufficient justification.	5-10	1-4	0-3	0-2
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	9-10	8-9	7-8	<7



examination methods, analysis of symptoms, ignorance of syndromes and making a syndromic diagnosis.				
It is assigned to the teacher, who made many mistakes of a fundamental nature when answering the questions of the assignment.	9-10	8-9	7-7	<6

**Checklist for IWST**

	<b>Assessments</b>	<b>Evaluation criteria</b>
<b>Presentation</b>	<b>Excellent</b>  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.
	<b>Good</b>  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.
	<b>Satisfactory</b>  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.
	<b>Unsatisfactory</b>  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.
<b>Report</b>	<p>Excellent</p> <p>A (4,0; 95-100%) A- (3,67; 90-94%)</p>	<p>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.</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 report was carefully compiled and submitted before the deadline. At least 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>
<b>Preparation of test tasks</b>	<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>

	Satisfactory  C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) D (1,0; 50 -54%)	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.
	Unsatisfactory  Fx (0,5; 25-49%) F (0; 0-24%)	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.
<b>Type of control</b>	<b>Assessments</b>	<b>Evaluation criteria</b>
<b>Completing test tasks</b>	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	
C	2,0	65-69	Satisfactory
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory

<b>11.</b>	<b>Training resources</b>
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"> <li>1. The SKMA Electronic Library - <a href="https://e-lib.skma.edu.kz/genres">https://e-lib.skma.edu.kz/genres</a></li> <li>2. Republican Interuniversity electronic library (RMEB) – <a href="http://rmebrk.kz/">http://rmebrk.kz/</a></li> <li>3. Digital library «Aknurpress» - <a href="https://www.aknurpress.kz/">https://www.aknurpress.kz/</a></li> <li>4. «Epigraph» Electronic Library- <a href="http://www.elib.kz/">http://www.elib.kz/</a></li> <li>5. Epigraph - portal of multimedia textbooks <a href="https://mbook.kz/ru/index/">https://mbook.kz/ru/index/</a></li> </ol>

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	6. ЭБС IPR SMART <a href="https://www.iprbookshop.ru/auth">https://www.iprbookshop.ru/auth</a> 7. Information and legal system «Заң» - <a href="https://zan.kz/ru">https://zan.kz/ru</a> 8. Cochrane Library - <a href="https://www.cochranelibrary.com/">https://www.cochranelibrary.com/</a>
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### Electronic resources

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Turlanov, K. M. Ambulance/ K. M. Turlanov, S. A. Kalkabayeva. – 2 nd head., complete. and ed. - Almaty: Evero, 2014 – - 444 p.

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Nurse of the intensive care unit: a practical guide / Ed. V. L. Kassil., goose. "I'm sorry," he said. "What's The Matter?" - M.: GEOTAR-media, 2016. - Page 312.

Medical aid: National Management / Russian society of medical aid; Ed. S. F. Bagnenko and others. - M. : G ASBOTAR-media, 2015. - 888 PP. II.

#### **12. Discipline Policy**

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 SRS, 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.

<b>13.</b>	<b>Academic policy based on the moral and ethical values of the Academy</b>		
<b>1</b>	Academic policy. P. 4 Student's Code of Honor		
<b>2</b>	<p><b>Discipline Grading Policy</b></p> <p>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.)</p> <ul style="list-style-type: none"> <li>• Current control includes current assessments: at seminars and practical classes, when performing independent work.</li> <li>• Assessment of the flow and boundary control is set by the teacher leading the class.</li> <li>• When calculating the admission rating, the current control or border control is mandatory.</li> </ul> <p>The level of academic achievement of students is determined for each subject</p> <ul style="list-style-type: none"> <li>• Final rating</li> <li>• <math>IO = ORD \times 0.6 + DEC \times 0.4</math>:</li> <li>• IO-final rating</li> <li>• ORD-assessment of the admission rating</li> <li>• DEC – assessment of the final control (exam in the discipline)</li> <li>• <math>DECs = ORD \times 0.6 + DEC \times 0.4</math>:</li> <li>• ORD accounts for 60% of knowledge in the IO discipline</li> <li>• Education in the discipline is 40% of the DEC</li> <li>• The final score is calculated only if the student receives positive marks in the final control and admission rating.</li> </ul> <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>		
<b>14.</b>	Approval and revision		
<b>Date of approval at the Library and Information Center</b>	Protocol № <u>2</u> 14.06.24	<b>Head of the library</b> <b>Darbicheva R.I.</b>	
<b>Date of approval by the Academic Committee</b>	Protocol № <u>11</u> 14.06.24	<b>Chairman of the Academic Committee</b> <b>Kalmenov N.Zh.</b>	
<b>Date of revision at the department</b>	Protocol № <u>11</u> 18.06.24	<b>Head of the department</b> <b>Seidakhmetova A. A.</b>	