

Federal State-Funde Educational  
Institution of Higher Education  
«Dagestan State Medical University»  
under Health Ministry of the Russian Federation  
(FSFEI of HE under Health Ministry of the Russian Federation)



«I affirm»  
Vice-Rector for Academic Affairs,  
С.М.С. D.A. Omarova  
*D.A. Omarova*  
« 31 » 08 2020.

## WORK PROGRAMME

of the discipline «Simulation Training in Nursing Care»



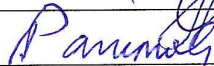
Index of the discipline – **B1.B.OI.5**  
Specialty – **31.05.01 General Medicine**  
Level of the higher education- **specialist programme**  
Graduate's qualification – **Medical Doctor**  
Faculty- **therapeutic**  
Department- Medical Simulation and Practice  
Course of study- **full-term**  
Academic year- **2**  
Semester- **III**  
Total labor intensity (in credit units/hours)- **3 c.u. / 108 hours**  
Lectures- **8 hours**  
Practical classes- **34 hours**  
Students' self-study - **66 hours**  
Form of assessment- **credit-test in the III semester**

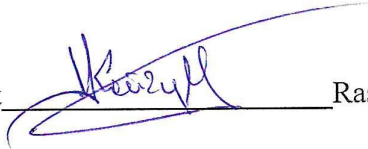
Makhachkala – 2020г.

The work programme of the discipline is developed in accordance with the Federal State Educational Standards of Higher Education in the specialty 31.05. 01 General Medicine, approved by order No. 95 (of 09.02.2016) of the Ministry of Education and Science, RF.

The work programme was approved by the Department of Medical Simulation and Educational Practice on August 26, 2020.

The work programme is coordinated with:

1. Director of the SL DSMU  V.R. Musaeva
2. Head of DAMS,S and CES  A.M. Karimova
3. Dean of the Therapeutic Department  (R.M. Ragimov)

Acting Head of the Department  Rasul Abakarovich Koichuev

**Developed by:**

1. **Koichuev Rasul Abakarovich** - acting Head of the Department of Medical Simulation and Educational Practice
2. **Aliev Basir Omarovich** - C.M.S., Associate Professor of the Department of Medical Simulation and Educational Practice
3. **Aisaeva Bakhu Magomedkhabibovna** – graduate Teaching Assistant at the Department of Medical Simulation and Educational Practice
4. **Azizkhanova Angela Emirsultanovna**- C.P.S, Associate Professor of the Department of Foreign and Latin Languages

**Reviewed by:**

1. **Mejidov Rasul Tenchaevich** - DM, Professor, Head of the Department of General Surgery, DSMU
2. **Balkizov Zalim Zamirovich** – C.M.S., Associate Professor of the Department of Hospital Surgery of Pirogov Russian National Research Medical University, member of the Coordination Council for the Development of Continuous Medical and Pharmaceutical Education of the Health Ministry of Russia, official representative of AMEE, Deputy Chairman of the ASMOK Board.

The work programme of the discipline is developed in accordance with the Federal State Educational Standards of Higher Education in the specialty 31.05. 01 General Medicine, approved by order No. 95 (of 09.02.2016) of the Ministry of Education and Science, RF.

The work programme was approved by the Department of Medical Simulation and Educational Practice on August 26, 2020.

The work programme is coordinated with:

1. Director of the SL DSMU \_\_\_\_\_ V.R. Musaeva
2. Head of DAMS,S and CES \_\_\_\_\_ A.M. Karimova
3. Dean of the Therapeutic Department \_\_\_\_\_ (R.M. Ragimov)

Acting Head of the Department \_\_\_\_\_ Rasul Abakarovich Koichuev

**Developed by:**

1. **Koichuev Rasul Abakarovich** - acting Head of the Department of Medical Simulation and Educational Practice
2. **Aisaeva Bakhu Magomedkhabibovna** – graduate Teaching Assistant at the Department of Medical Simulation and Educational Practice
3. **Azizkhanova Angela Emirsultanovna**- C.P.S, Associate Professor of the Department of Foreign and Latin Languages

**Reviewed by:**

1. **Mejidov Rasul Tenchaevich** - DM, Professor, Head of the Department of General Surgery, DSMU
2. **Balkizov Zalim Zamirovich** – C.M.S., Associate Professor of the Department of Hospital Surgery of Pirogov Russian National Research Medical University, member of the Coordination Council for the Development of Continuous Medical and Pharmaceutical Education of the Health Ministry of Russia, official representative of AMEE, Deputy Chairman of the ASMOK Board.

## 1. Goal and objectives of the discipline study.

**Goal** – theoretical and practical study of Nursing Care basics to impart the students skills of providing the qualified, high-standard medical aid in their professional activities and the additional training for the successful primary accreditation, due in the sixth academic year. It is the theoretical knowledge of such key elements as asepsis, antiseptics, nursing care, preparation for various types of medical inspection and management that makes it possible to acquire the fundamental professional skills. The essential practical skills – those from the intramuscular injection up to cardiopulmonary resuscitation – are drilled on the most up-to date training mannequins and robots. The synthesis of the accumulated knowledge gives a comprehensive understanding of the core skills, expected in MD qualification. The obtained base becomes the foundation for further study of clinical subjects and the practical application of the skills in a variety of clinical cases.

### Objectives:

- set up medical activity under the rules of asepsis in the in-patient and out-patient departments;
- deliver medical care, transport critically sick patients;
- preparation of the patients for various types of medical inspection, pre-surgery preparation;
- preparedness to render the first medical aid in urgent cases;
- knowledge of the first principles of desmurgy;
- develop the skills of the scientific literature and official statistics review;
- form the skills of communication with patients in compliance with deontology and ethic norms, depending on the revealed pathology and patients' characterological features;
- form the skills of team work.

## 2. LIST OF THE EXPECTED LEARNING OUTCOMES.

Competencies, formed in the course of the discipline study:

| No | Competence category                      |   |
|----|--|---|
| 1  | <b>General cultural competence</b>       | <b>GC-6: the ability to use the methods and means of physical education to carry out full-grade social and professional activity.</b>   |
|    |  | <b>To know:</b> the main data on the cardiovascular and respiratory systems parameters  |
|    |  | <b>To be able to:</b> take electrocardiogram, pulse oximetry, blood pressure, thermometry   |
|    |  | <b>To possess:</b> technique of palpation, percussion and auscultation of the cardiovascular system   |
| 2  | <b>General professional competencies</b> | <b>GPC-8: preparedness to use medical drugs, other medical substances and their combinations in professional work.</b>  |
|    |  | <b>To know:</b> the main techniques of drug administration, indications and contraindications for various types of injections:<br>- Storage of medicines;<br>- Technique of enteral drug administration;<br>- Technique of parenteral drug administration;<br>- Oxygen therapy. |
|    |  | <b>To be able to:</b> explain the essence of the forthcoming method of drug administration to the patient, gain informed consent for the procedure, administer injection and prepare patient for the procedure. To be able to carry out oxygen therapy.                         |
|    |  | <b>To possess:</b> techniques of the intramuscular, intradermal, subcutaneous and intravenous injections.   |
|    |  | <b>GPC-9: the ability to assess morphological and functional, physiological states and pathological processes in the human body.</b>  |
|    |  | <b>To know:</b> the mechanisms of the cardiovascular, digestive, respiratory and urinary systems work, patterns of body allergic reactions. Clinical manifestations of the  |

|  |  |  |
|--|--|--|
|  |  | cardiovascular, digestive, respiratory, urinary and immune systems disorders;<br>- the cardiovascular, digestive, respiratory, urinary systems, their role in maintaining and regulating the body homeostasis, characteristics and functional characteristics of conditions, associated with the damage to the above systems;<br>- allergic reaction as body's protective response to the foreign antigens, the mechanism of its development. Characteristic features of various patterns of allergic reactions;<br>- extent of medical aid in case of the digestive and urinary system disturbances;<br>- basic drugs for the emergency aid in case of the cardiovascular and immune system disturbances. |
|  |  | <b>To able to:</b> check patient's responsiveness, respiration, pulse rate and blood pressure  |
|  |  | <b>Possess:</b> the skill of basic CPR, probe feeding technique, cleansing and washing procedures  |

### 3. PLACE OF THE DISCIPLINE IN THE STRUCTURE OF THE EDUCATIONAL PROGRAM

The course «Simulation Training in Nursing Care» refers to the compulsory part of Block 1 Б1.Б.ОД.5.

"Simulation Training in Nursing Care" bases on the background knowledge, pre-formed in the course of the following subjects:

- *Bioethics*

Knowledge of: moral and ethical standards, rules and principles of professional medical conduct, patient's and the physician's rights, main ethical regulations of international and domestic professional medical associations and organizations;

Skills: create and maintain working relations with the team;

Skills: Principles of Medical Deontology and Medical Ethics

- *Human Anatomy*

Knowledge of: anatomical and physiological, age and gender-related individual characteristics of the human body structure and development .

Skills: to palpate the main bone hallmarks in a living human body, determine organs' topographic borders and the main vascular and nerve trunks;

Skills: know the concepts of medical and anatomical apparatus;

- *Histology with Embryology*

Knowledge of: the main patterns of human body development and work on the base of cell, tissue and organ structural organization; histofunctional features of tissue elements; methods of their investigation;

Skills: to analyze the histophysiological state of various cellular, tissue and organ structures;

- *Human Physiology*

Knowledge of: human body functional systems, their regulation and auto-regulation on interaction with the environment (in norm);

Skills: to interpret the results of the most common methods of laboratory and functional diagnostics, thermometry, pulse oximetry.

- *Jurisprudence*

Knowledge of: patient's and the physician's rights.

Skills: to know the current labor regulations, apply labor legislation in certain practical situations; protect the civil rights of physicians and patients of various age groups.

The discipline "Simulation training in nursing" is fundamental for the study of the following disciplines: Critical Care Medicine (anesthesiology and resuscitation), Introduction to Internal Diseases, Advanced and Intermediate Level Therapy (hospital and faculty therapy).

#### IV. THE DISCIPLINE LABOR INTENSITY AND TYPES OF WORK

The total labor intensity of the subject - 3 credit units

| Type of work   | Hours total | Semesters   |
|--|-------------|-------------|
|  |             | № 3         |
| <b>Classroom-bases (total)</b>                             | 42          | 42          |
| Including:   |             |             |
| Lectures (L)   | 8           | 8           |
| Practical classes (PC)                                     | 34          | 34          |
| <b>Students' self-study (SSS)</b>                          | 66          | 66          |
| Including:   |             |             |
| <i>Preparation for practical classes</i>                   | 66          | 66          |
| Type of the mid-course competency assessment (credit-test) | Credit-test | Credit-test |
| <b>Total labor intensity:</b>                              |             |             |
| Hours  | 108         | 108         |
| Credit units   | 3           | 3           |

#### V. CONTENT OF THE DISCIPLINE

##### 5.1 Units of the discipline and competencies, formed in the course of study

| № п/п | Discipline unit                                     | Content of the unit   | Code of the competency |
|-------|---|---|------------------------|
| 1     | 3   | 4   | 2                      |
| 1.    | Introduction to the subject.                        | PC.1. Introductory lesson. Familiarization of students with the Department, the curriculum, goals and objectives of the subject, standards of dress and appearance, rules of behavior. Information on textbooks and methodological literature.  | GPC-9                  |
| 2.    | General Issues of Infection Control                 | PC.2. Hospital-acquired (nosocomial) infection. Asepsis. Disinfection. Sterilization. Antiseptic. Medical hand-scrub. Use of medical gloves, mask and robe.   | GC-6                   |
| 3.    | The fundamentals of nursing care and transportation | PC.3. Clinical hygiene of the patient. Skin, hair, nails care of seriously sick patient. Eyes, ears and nasal cavity care. Oral care delivery. Perineum and external genital organs care in bedridden patients. Syringing (irrigation). Perineum and external genital organs care delivery in seriously sick patients. Assisting the critically sick patients with bedpan. Bed making and underwear changing. Preparation of the patient for the occupied bed making. Nurse's manipulation in occupied bed making and changing the clothes of seriously sick patient. Intra-hospital transport of the patient. Reposition of bedridden patients. Transportation on stretchers. Prevention and management of bedsores. | GPC-9                  |
| 4.    | Medical Nutrition Basics                            | PC.4. The notion of stomas. Tracheostomy. Gastrostomy care. Intestinal stoma care. Delivering care to patients with epicystostomy. Feeding the patients with intestinal stoma. Aid in rehabilitation. Patients' food hygiene. Definition of "Medical nutrition". Methods of feeding. Artificial feeding. Body mass index, definition, clinical significance.  | GPC-8;<br>GPC-9        |

|    |  |  |                          |
|----|--|--|--------------------------|
| 5. | Examination of patient and preparation for various types of examinations | PC.5. Patient's preparation for laboratory and instrumental methods of medical inspection. Preparation for medical check-up and blood sampling, urine, feces, and sputum draw. Draw of the pharyngeal, nasal and nasopharyngeal content for bacteriological examination. Pinworm eggs detection. Preparation for the X-ray and endoscopic methods of medical inspection. | GPC-9                    |
| 6. | Fundamentals of Physiotherapy  | PC.6. Fundamentals of physiotherapy (vacuum therapy, "distracting" procedures, hirudotherapy). Oxygen therapy..  | GC-6;<br>GPC-8           |
| 7. | Basics of desmurgy and injuries  | PC.7. Desmurgy: technique of applying soft bandages  | GPC-8                    |
|    |  | PC.8. Traumas. Injuries of the soft tissues. Sprains and ruptures. Concussion. Compression. Closed injuries of the chest and abdominal organs.   |                          |
|    |  | PC.9. Thermal (heat) injuries. Burns. Cold (freezing) injury   |                          |
| 8. | Basic medical manipulations, used in nursery.                            | PC.10. Thermometry. Heart rate measurement. Blood pressure measurement. ECG, the technique of performance, patient's preparation for ECG procedure. Respiratory pathology. Respiratory rate measurement.   | GC-6;<br>GPC-8;<br>GPC-9 |
| 9. | Urgent states  | PC.11. Emergency aid in acute cardiovascular and respiratory failure. Terminal state. Basic cardiopulmonary resuscitation. Features of CPR in children.  | GC-6;<br>GPC-8;<br>GPC-9 |
|    |  | PC.12. Acute vascular failure. Syncope. Collapse. Heatstroke. Sunstroke. Anaphylactic shock. Drowning. Upper airway aspiration with the foreign object (choking, obstruction).   |                          |
| 10 | Basics of cleansing procedures   | PC.13. Probing. Gastric lavage. Duodenal intubation. Colonic (flatus) tube placement. Enemas. Medicinal enemas. Cleansing (purgative) enema. Laxative enemas. Siphon enema   | GPC-8;<br>GPC-9          |
|    |  | PC.14. Urinary catheterization. Catheter care. Perineum care delivery in male and female patients with urinary catheterization.  |                          |
| 11 | Fundamentals of drug administration in nursing practice                  | PC.15. Medicines in nursing practice. Administration and storage of medicines. Modes of drug administration: inhalation, parenteral and enteral drug administration.   | GPC-8;<br>GPC-9          |
|    |  | PC.16. Parenteral drug introduction. Post-injection complications.   |                          |
| 12 | End-of-year review   | Credit-test  | GC-6;<br>GPC-8;<br>GPC-9 |

### 5.2. Sections of the discipline and labor intensity by type of academic work.

| № of the section | Sections   | Type of work, hours. |    |                 | Hours total |
|------------------|--|----------------------|----|-----------------|-------------|
|                  |  | Classroom-based work |    | extracurricular |             |
|                  |  | L                    | PC | * SIW           |             |
| 1                | Introduction to the subject                      |                      | 2  | 2               | 4           |
| 2                | General Infection Control Issues                 |                      | 2  | 4               | 6           |
| 3                | Basics of nursing and transportation of patients |                      | 2  | 2               | 4           |
| 4                | Fundamentals of medical feeding                  |                      | 2  | 2               | 4           |
| 5                | Diagnostic and preparation methods               | 1                    | 2  | 2               | 5           |
| 6                | Physiotherapy basics                             |                      | 2  | 2               | 4           |
| 7                | Fundamentals of desmurgy and injuries            | 2                    | 6  | 10              | 20          |
| 8                | Essential medical manipulations in Nursing Care  |                      | 2  | 6               | 8           |

|               |   |          |           |           |            |
|---------------|---|----------|-----------|-----------|------------|
| 9             | Urgent states   | 2        | 4         | 6         | 10         |
| 10            | Basics of cleansing and washing procedures              | 1        | 4         | 10        | 15         |
| 11            | Fundamentals of drug administration in nursing practice | 2        | 4         | 8         | 14         |
| 12            | End-of-year review                                      |          | 2         | 12        | 14         |
| <b>Total:</b> |   | <b>8</b> | <b>34</b> | <b>66</b> | <b>108</b> |

### 5.3. Plan of the lectures

| № of the section | Lectures   | Hours per semester |
|------------------|--|--------------------|
|                  |  | III                |
| 1                | Medical inspection of the patient. Preparation for various types of examination. Clinical blood test, capillary blood glucose test, biochemical blood test, urinalysis, stool sample. Sampling of other biological material and wound surfaces for medical examination. Preparation for endoscopic examinations. Pre-surgery preparation of the patient. | 1                  |
| 2                | Desmurgy: the technique of applying soft bandages. Traumas. Injuries. Sprains and ruptures. Concussions. Compression. Closed injuries of the chest and abdominal organs. Thermal damage. Burns. Cold injuries. First aid. Anti-shock measures.   | 2                  |
| 3                | Basic cardiopulmonary resuscitation (CPR). The main manifestations of hemodynamic disorders. Drowning. Anaphylactic shock. Algorithm for first aid in emergency and urgent cases.  | 2                  |
| 4                | Types of cleaning and washing procedures. Urinary system. Catheterization (types). Syringing (irrigation).   | 1                  |
| 5                | Medicines in nursing practice. Administration and storage of medicines. Routes of drug administration: external, inhalation, enteral and parenteral drug administration. Post-injection complications.   | 2                  |
| 6                | <b>Total</b>   | <b>8</b>           |

### 5.4. Plan of the practical classes

| № of the section | Section   | Topics  | Assessment forms   |                  | Hours per semester |
|------------------|---|---|--------------------|------------------|--------------------|
|                  |   |   | Current monitoring | Final monitoring | №                  |
| 1.               | Introduction to the subject                         | PC.1. Introductory lesson. Familiarization with the Department, the curriculum, goals and objectives of the subject, standards of dress and appearance, rules of behavior. Information on textbooks and methodological literature.  | T, PS, CS          | CQ               | 2                  |
| 2.               | General Issues of Infection Control                 | PC.2. Hospital-acquired (nosocomial) infection. Asepsis. Disinfection. Sterilization. Antiseptic. Medical hand-scrub. Use of medical gloves, mask and robe.   | T, PS, CS          | CQ               | 2                  |
| 3.               | The fundamentals of nursing care and transportation | PC.3. Clinical hygiene of the patient. Skin, hair, nails care of seriously sick patient. Eyes, ears and nasal cavity care. Oral care delivery. Perineum and external genital organs care in bedridden patients. Syringing (irrigation). Perineum and external genital organs care delivery in |                    | CQ               | 2                  |



|    |  |  |           |    |   |
|----|--|--|-----------|----|---|
|    |  | critically sick patients. Assisting the critically sick patients with bedpan. Occupied making and underwear changing. Preparation of patient for occupied bed making. Nurse's manipulation in occupied bed making and underwear changing. Intra-hospital transport. Reposition of bedridden patients. Transportation on stretchers. Prevention and management of bedsores. | T, PS, CS |    |   |
| 4. | Medical Nutrition Basics   | PC.4. The notion of stomas. Tracheostomy. Gastrostomy care. Intestinal stoma care. Delivering care to patients with epicystostomy. Feeding the patients with intestinal stoma. Aid in rehabilitation. Patients' food hygiene. Medical nutrition. Methods of feeding. Artificial feeding. Body mass index, definition, clinical significance.                               | T, PS, CS | CQ | 2 |
| 5. | Examination of patient and preparation for various types of examinations | PC.5. Patient's preparation for laboratory and instrumental methods of medical inspection. Preparation for medical check-up and blood sampling, urine, feces, and sputum draw. Draw of the pharyngeal, nasal and nasopharyngeal content for bacteriological examination. Pinworm eggs detection. Preparation for the X-ray and endoscopic methods of medical inspection.   | T, PS, CS | CQ | 2 |
| 6. | Fundamentals of Physiotherapy  | PC.6. Fundamentals of physiotherapy (vacuum therapy, "distracting" procedures, hirudotherapy). Oxygen therapy.   | T, PS, CS | CQ | 2 |
| 7. | Basics of desmurgy and injuries  | PC.7. Desmurgy: technique of applying soft bandages  | T, PS, CS | CQ | 2 |
|    |  | PC.8. Traumas. Injuries of the soft tissues. Sprains and ruptures. Concussion. Compression. Closed injuries of the chest and abdominal organs.   | T, PS, CS |    | 2 |
|    |  | PC.9. Thermal (heat) injuries. Burns. Cold (freezing) injury.  | T, PS, CS |    | 2 |
| 8. | Basic medical manipulations in nursing care.                             | PC.10. Thermometry. Heart rate measurement. Blood pressure measurement. ECG technique, patient's preparation for ECG procedure. Respiratory pathology. Respiratory rate measurement  | T, PS, CS | CQ | 2 |
| 9. | Urgent states  | PC.11. Emergency aid in acute cardiovascular and respiratory failure. Terminal state. Basic cardiopulmonary resuscitation. Features of CPR in children..   | T, PS, CS | CQ | 2 |
|    |  | PC.12. Acute vascular failure. Syncope. Collapse. Heatstroke. Sunstroke. Anaphylactic shock. Drowning. Upper airway aspiration with the foreign object (choking).  | T, PS, CS |    | 2 |

|               |   |  |           |    |           |
|---------------|---|--|-----------|----|-----------|
| 10.           | Basics of cleansing procedures                          | PC.13. Probing. Gastric lavage. Duodenal intubation. Colonic (flatus) tube placement. Enemas. Medicinal enemas. Cleansing (purgative) enema. Laxative enemas. Siphon enema | T, PS, CS | CQ | 2         |
|               |   | PC.14. Urinary catheterization. Catheter care. Perineum care delivery in male and female patients with urinary catheter.   | T, PS, CS |    | 2         |
| 11.           | Fundamentals of drug administration in nursing practice | PC.15. Medicines in nursing practice. Administration and storage of medicines. Modes of drug administration: external, inhalation and enteral drug administration.         | T, PS, CS | CQ | 2         |
|               |   | PC.16. Parenteral drug introduction. Post-injection complications.   | T, PS, CS |    | 2         |
| 12.           | End-of-year review                                      | PC.17. Preparation for the credit-test   |           | CQ | 2         |
| <b>Total:</b> |   |  |           |    | <b>34</b> |

### 5.5.Educational and methodological support for self-study

#### 5.5.1. Students' self-study (SSS)

| № п/п | Section | Types of SSS  | Hours total | Form of assessment |
|-------|---------|---|-------------|--------------------|
| 1     | 1       | Preparation for practical classes; study of educational and scientific literature, preparation for testing  | 2           | T                  |
| 2     | 2       | Preparation for practical classes, study of educational and scientific literature. Donning and doffing sterile medical gloves, mask and gown. Medical hand-scrub  | 4           | T                  |
| 3     | 3       | Preparation for practical classes; study of educational and scientific literature, preparation for testing  | 2           | T                  |
| 4     | 4       | Preparation for practical classes, study of educational and scientific literature; preparation for testing, body mass index.  | 2           | T                  |
| 5     | 5       | Draw of biological material for medical examination. Preparation for practical classes; study of educational and scientific literature, preparation for testing   | 2           | T                  |
| 6     | 6       | Preparation for practical classes; study of educational and scientific literature, preparation for testing. Cupping and distractions procedures –self-practice on family members  | 2           | T                  |
| 7     | 7       | Preparation for practical classes; study of educational and scientific literature, preparation for testing. Practice of bandaging on family members.  | 10          | T                  |
| 8     | 8       | Preparation for practical classes, preparation for testing. BP, pulse and respiratory rate measurement - self-practice on family members  | 6           | T                  |
| 9     | 9       | Preparation for practical classes; study of educational and scientific literature, preparation for testing  | 6           | T                  |
| 10    | 10      | Preparation for practical classes; study of educational and scientific literature, preparation for testing  | 10          | T                  |
| 11    | 11      | Preparation for practical classes; study of educational and scientific literature, preparation for testing. Injection techniques (intradermal, subcutaneous, intravenous and intramuscular) - self-practice on family members | 8           | T                  |

|              |    |   |           |             |
|--------------|----|---|-----------|-------------|
| 12           | 12 | Revision. Preparation for the end-of course assessment. | 12        | T           |
| <b>Total</b> |    |   | <b>66</b> | Credit-test |

**5.5.2. Methodical instructions for students**  
«Methodological recommendations for the students».

**VI. ASSESSMENT DOCUMENTATION PACKAGE FOR CURRENT AND MID-TERM MONITORING ON THE RESULTS OF THE COURSE.**

**6.1. Current monitoring**

**6.1.1. The list of competencies and stages of their formation in the course of study**

| № of the section | Section   | Code of the competency under control | Assessment forms |
|------------------|---|--------------------------------------|------------------|
| 1                | 2   | 3                                    | 4                |
| 1                | Introduction to the subject                                     | GPC-9                                | T, PS, CS,CQ     |
| 2                | General Issues of Infection control                             | GC-6                                 | T, PS, CS,CQ     |
| 3                | Fundamentals of nursing care and transportation                 | GPC-9                                | T, PS, CS,CQ     |
| 4                | Medical nutrition basics  | GPC-8; GPC-9                         | T, PS, CS,CQ     |
| 5                | Diagnostic and preparation methods                              | GPC-9                                | T, PS, CS,CQ     |
| 6                | Physiotherapy fundamentals                                      | GC-6; GPC-8                          | T, PS, CS,CQ     |
| 7                | Basics of desmurgy and injuries                                 | GPC-8                                | T, PS, CS,CQ     |
| 8                | Main medical manipulations in nursing care                      | GC-6;<br>GPC-8; GPC-9                | T, PS, CS,CQ     |
| 9                | Urgent states   | GC-6;<br>GPC-8; GPC-9                | T, PS, CS,CQ     |
| 10               | Basics of cleansing and washing procedures                      | GPC-8; GPC-9                         | T, PS, CS,CQ     |
| 11               | Fundamentals of medical drug administration in nursing practice | GPC-8; GPC-9                         | T, PS, CS,CQ     |
| 12               | Revision  | GC-6;<br>GPC-8; GPC-9                | T, PS, CS,CQ     |

**6.1.2. Models of assessment tools for current and midterm monitoring.**

**CONTROL QUESTIONS**

**Topic № 10.** Thermometry. Heart rate measurement. BP measurement. ECG- patient's preparation and technique of performance. Respiratory pathology. Determination of the number of respiratory movements.

*Competency code:* GC-6; GPC-8; GPC-9

1. Definition of pulse, heart rate and respiratory rate.
2. Definition of bradycardia, tachycardia, bradypnea, tachypnea.
3. Blood pressure measurement and patient's preparation for the procedure.
4. Definition of systolic, diastolic and mean arterial pressure, their parameters.
5. What is ECG?

**Assessment criteria for current monitoring  
(interview on control questions):**

✓ **«Excellent»:**

Student shows comprehensive knowledge of the topic under study, formulates complete and correct answers to all the questions, gives logical presentation of the material and understands the interrelations of the key terms, supplies answers to all the clarifying and extra questions. Student demonstrates knowledge of theoretical and practical material on the topic under study.

✓ **«Good»:**

Student shows knowledge of the textbook material and the basic literature, is able to supply complete answers to all the additional and clarifying questions. Student demonstrates knowledge of theoretical and practical material on the topic under study with some minor mistakes.

✓ **«Satisfactory»:**

Student possesses the material of practical class in the main, however, not all the clarifying and additional questions are satisfied. Student is unconfident with his task, gives incomplete answers and needs the teacher's guidance.

✓ **«Bad»:**

Significant gaps in the essential material of the practical class, incorrect response to the clarifying and additional questions. Student is unable to give proper assessment of the case and chooses the wrong algorithm of actions. Student gets "Unsatisfactory", if he is not prepared for the lesson.

## TESTS

**Topic № 2.** Nosocomial infection. Asepsis. Disinfection. Sterilization. Antiseptic. Medical handwash and scrubbing. Use of medical gloves, masks, gowns.

*Codes of the competency under control:* GC-6

**1. Sources of nosocomial infections:**

- a) medical staff;
- b) bacteria carriers;
- c) patients with a suppressed or chronic form of infection;
- d) all options are correct.

**2. The causes, leading to the host's susceptibility to infections include everything, except:**

- a) unfavorable environment;
- b) age;
- c) good nutrition;
- d) the presence of long-term chronic diseases.

**3. The highest risk of nosocomial infections have patients of:**

- a) urological departments;
- b) physiotherapy departments;
- c) therapeutic departments;
- d) polyclinics.

**4. Which of the following procedure is non-invasive?**

- a) urinary catheterization;
- b) intramuscular injections;
- c) blood pressure measurements;
- d) surgical intervention.

**5. The first link of the epidemic process:**

- a) a susceptible organism;
- b) transmission mechanism;
- c) source of infection;
- d) modes of transmission.

**Criteria for assessing the current monitoring (testing):**

- ✓ «Excellent»: 100-90%
- ✓ «Good»: 89-70%
- ✓ «Satisfactory»: 69-51%
- ✓ «Bad»: <50%

**PRACTICAL SKILLS**

**(mannequin to practice the basic SPR skills)**

**Topic11.** Emergency aid in acute cardiovascular and respiratory failures. Terminal state. Basic SPR. SPR in children.

*Competency codes:* GC-6, GPC-8, GPC-9

Algorithm for the complex of basic cardiopulmonary resuscitation

**Evaluation criteria for progress monitoring**

**( training mannequin to drill cardiopulmonary resuscitation skills):**

- ✓ «Bad»:  
The student fails to show practical skills of basic CPR and does not know the algorithm for performing basic CPR.
- ✓ «Satisfactory»:  
The student possesses basic skills, however makes mistakes and inaccuracies in the use of scientific terms and in practical skills. The student is basically able to independently apply the key points in the material studied. The student is able to master basic CPR skill.
- ✓ «Good»:  
The student has knowledge of the entire course, presents the material consistently, makes minor mistakes when presenting the educational material. The student does not have sufficient skills in working with reference books, textbooks, primary sources; correctly oriented, but works slowly on simulators.
- ✓ «Excellent»:  
The student independently points out the main issues in the studied material and is able to give a brief description of the main issues of the material under study. The student is proficient in demonstrating a set of basic CPR. The student shows profound and complete, full-scope knowledge of the course.

**CASE STUDIES**

**Topic 2.** Nosocomial infection. Asepsis. Disinfection. Sterilization. Antiseptic. Medical hand wash and scrubbing. Use of medical gloves, masks, gowns.

*Competency code:* GC-6

**Case 1**

The nurse took blood from the patient's vein for analysis. Observing all the rules of sterility, she did not put on sterile gloves and worked without gloves; having taken blood from the patient's vein, the nurse started carrying out other administrations of the physician. *Did the nurse do everything right?*

**Criteria for assessing case studies:**

- ✓ «Excellent»:  
Student gives the correct, detailed, consistent and competent answer, with theoretical justifications (including the lecture course), with the necessary schematic pictures and demonstrations on obstetric phantoms, is correct and fluent in obstetric and gynecological terminology; answers to additional questions are correct and clear.
- ✓ «Good»:  
Student gives correct answer to the task. The explanation of the course of its solution is detailed, but not logical enough, with some errors in details and difficulties in theoretical justification (including the lecture material), in schematic images and demonstrations on

obstetric phantoms, student makes minor errors in the use of obstetric and gynecological terms ; answers to additional questions are correct, but not clear enough.

✓ **«Satisfactory»:**

Student gives correct answer. The explanation of its solution is insufficient, inconsistent, with errors, poor theoretical justification (including lecture material), with significant difficulties and errors in schematic images, demonstrations on obstetric phantoms, in the use of obstetric and gynecological terms; answers to additional questions are not clear enough, with errors in details.

✓ **«Bad»:**

The answer to the question is incorrect. The explanation of the course of its solution is incomplete, inconsistent, with gross errors and with no theoretical justification (including lecture material); the answers to additional questions are incorrect (missing).

**6.2. Intermediate certification to assess the results of the course.**

**6.2.1. Mid-term assessment – credit-test. Semester-3, oral.**

**6.2.2. The mid-term assessment procedure - Objectively structured clinical testing**

**6.2.3. Sample questions for the testing.**

1. Indications and technique of bladder catheterization in women, contraindications.
2. Indications and technique of bladder catheterization in men, contraindications.
3. Indications and technique of Desault's bandage application.
4. Indications and technique of the capeline bandage application.
5. Indications and technique of the "Bridle" bandage application.
6. Indications and technique of the Hippocrates' cap bandage application.
7. Indications and technique of figure-of-eight (cross) bandage to the hand.
8. Indications and technique of dressing the shoulder joint.
9. Indications and technique of spica (spiral reverse) bandage on the knee.
10. Indications and technique of applying the convergent bandage to the hand.
11. Indications and technique of applying the sling (four-tailed) bandage on the nose.
12. Indications and technique of applying the recurrent bandage to the hand.
13. Indications and technique of applying the figure-of-eight (cross) bandage to the head.

**6.2.4. Sample examination ticket**

Dagestan State Medical University  
FSBEI HE DSMU under Health Ministry, RF  
Department of "Medical simulation and practice"  
General Medicine  
Simulation training in Nursing Care

**Examination card 12**

1. Technique of electrocardiography.
2. Indications and technique for a siphon enema, contraindications.
3. Indications and algorithm for subcutaneous injection

Approved at the Department meeting «\_26\_» \_\_\_08\_\_\_\_\_2020\_\_\_. №\_1\_

**6.2.5. The system for assessing the results of the course, the assessment scales and grading**

| Criteria       | Evaluation criteria   |   |
|----------------|---|---|
|                | «failed»  | «passed»  |
|                | <b>GC-6</b>   |   |
| <b>To know</b> | Does not know the main parameters on the cardiovascular and respiratory systems | Knows the main parameters on the cardiovascular and respiratory systems |

|                   |   |  |
|-------------------|---|--|
| <b>To be able</b> | Is not able to take electrocardiogram, pulse oximetry, blood pressure, temperature.   | Can take electrocardiogram, pulse oximetry, blood pressure, temperature.   |
| <b>To possess</b> | Does not know the methods of palpation, percussion and auscultation of the cardiovascular system  | Knows the methods of palpation, percussion and auscultation of the cardiovascular system   |
| <b>GPC-8</b>      |   |  |
| <b>To know</b>    | Does not know the main modes of medical drug administration, indications and contraindications for various types of injections  | Knows the main modes of medical drug administration, indications and contraindications for various types of injections   |
| <b>To be able</b> | Unable to explain to the patient the essence of the upcoming method of drug administration, gain informed consent for the procedure, prepare and introduce the injection. Oxygen therapy.   | Can explain to the patient the essence of the upcoming method of drug administration, gain informed consent for the procedure, prepare and introduce the injection. Oxygen therapy.  |
| <b>To possess</b> | Does not possess the technique for intramuscular, intradermal, subcutaneous and intravenous injections  | Possesses the technique for intramuscular, intradermal, subcutaneous and intravenous injections  |
| <b>GPC-9</b>      |   |  |
| <b>To know</b>    | Does not know the mechanisms of the cardiovascular, digestive, respiratory and urinary systems work, types of the body allergic reactions. Clinical manifestations of disorders of the cardiovascular, digestive, respiratory, urinary and immune systems | Knows the mechanisms of the cardiovascular, digestive, respiratory and urinary systems functioning, types of body allergic reactions. Clinical manifestations of disorders of the cardiovascular, digestive, respiratory, urinary and immune systems |
| <b>To know</b>    | Unable to check the consciousness and respiration, can't take pulse and blood pressure  | Can check the presence of consciousness, respiration, can take pulse and blood pressure  |
| <b>To possess</b> | No skill of basic cardiopulmonary resuscitation, methods of probe feeding, cleansing and washing procedures   | Possesses the skill of basic cardiopulmonary resuscitation, methods of probe feeding, cleansing and washing procedures   |

## VII. EDUCATIONAL, METHODOLOGICAL AND INFORMATION SUPPORT OF THE COURSE

### 7.1. Basic literature.

#### Paper resources:

| № | Edition name  | Number of available copies |
|---|---|----------------------------|
| 1 | <b>Grebenev A.L.</b> Basics of general nursing care. / A.L. Grebenev. - Moscow: Meditsina, 1991- 1999. -254p. – Text: direct. ISBN 5225008860:1-50  | 44                         |
| 2 | <b>Oslopov V.N.</b> General patient care in a therapeutic clinic: a textbook for students honey universities / V.N. Oslopov, O.V. Epiphany. - 3- th ed., rev. and additional. - Moscow: GEOTAR-Media, 2008. -464p. – Text: direct. ISBN 9785970-0883-4:480-00 | 463                        |

#### E-resources:

| №  | Edition name   |
|----|--|
| 1. | General care of patients with a therapeutic profile: textbook. all. / edited by V.N. Oslopov, O.V. Epiphany. -Moscow: GEOTAR-Media, 2017. - 464 p. // Student advisor: student e-library |

|  |
|--|
| e-library system. – Moscow, 2019. – Access mode. - URL:<br><a href="https://www.studentlibrary.ru/book/ISBN9785970441138.html">https://www.studentlibrary.ru/book/ISBN9785970441138.html</a> . - Text: electronic. |
|--|

## 7.2. Supplementary literature

### Paper resources:

| № | Edition name   | Number of available copies |
|---|--|----------------------------|
| 1 | <b>Gostishchev V.K.</b> General surgery: a textbook for students. Medical universities / V.K/ Gostishchev. - 4-th ed., Rev. and add. - Moscow: GEOTAR-Media, 2006. - 832 p. – Text: direct. ISBN 5970402664:480-00   | 94                         |
| 2 | <b>Chernov V. N.</b> Textbook for the course of general surgery: test questions, methodology for performing practical. skills, situational tasks / edited by V. N. Chernova. - Rostov-on-Don: Company «Book», 2003. - 576 p. – Text: direct. ISBN 587259237X | 10                         |
| 3 | <b>Petrov S.V.</b> General surgery: textbook with CD for medical students / S.V/ Petrov. - 3-th ed., rev. and additional. - Moscow: GEOTAR-Media, 2005. - 768 p – Text: direct. ISBN 5970401048:480-00   | 94                         |

### E-resources

| № | Source   |
|---|--|
| 1 | General surgery: textbook / V.K. Gostishchev. - 5th ed., Rev. and add. - Moscow: GEOTAR-Media, 2015. - 728 p. // Student advisor: student e-library: e-library system. – Moscow, 2019. - Access mode. - URL: <a href="http://www.studmedlib.ru/book/ISBN9785970432143.html">http://www.studmedlib.ru/book/ISBN9785970432143.html</a> . - Text: electronic. |
| 2 | General Surgery / S.V. Petrov. - Moscow: GEOTAR-Media, 2010 - 768 p. - // Student advisor: student e-library: e-library system. – Moscow, 2019. - Access mode. - URL: <a href="http://www.studmedlib.ru/book/ISBN9785970415726.html">http://www.studmedlib.ru/book/ISBN9785970415726.html</a> . - Text: electronic.  |

## 7.3. Resources of the "Internet" Information and Telecommunication network

### Websites:

| №  | Source:   | Website:   |
|----|---|--|
| 1  | "Student's Consultant" electronic library system          | <a href="http://www.studmedlib.ru">http://www.studmedlib.ru</a>  |
| 2  | "Doctor's Consultant" electronic library system           | <a href="http://www.rosmedlib.ru">http://www.rosmedlib.ru</a>  |
| 3  | Health Ministry of the Russian Federation                 | <a href="http://minzdrav.gov.ru/">http://minzdrav.gov.ru/</a>  |
| 4  | Infa-Med  | <a href="http://www.infamed.com/">http://www.infamed.com/</a>  |
| 5  | Electronic library of textbooks                           | <a href="http://studentam.het/">http://studentam.het/</a>  |
| 6  | Scientific electronic library                             | <a href="https://www.elibrary.ru/">https://www.elibrary.ru/</a>  |
| 7  | Electronic medical library                                | <a href="http://www.medliter.ru/">http://www.medliter.ru/</a>  |
| 8  | State Central Scientific Medical Library                  | <a href="http://www.scsml.ru">http://www.scsml.ru</a>  |
| 9  | Online medical library                                    | <a href="http://med-lib.ru/">http://med-lib.ru/</a>  |
| 10 | Russian State Library                                     | <a href="https://www.rsl.ru/">https://www.rsl.ru/</a>  |
| 11 | Federal Electronic Medical Library of the Health Ministry | <a href="http://www.femb.ru/feml/">http://www.femb.ru/feml/</a><br><a href="http://feml.scsml.rssi.ru/">http://feml.scsml.rssi.ru/</a> |
| 12 | Medline (PubMed, USA)                                     | <a href="https://www.ncbi.nlm.nih.gov/pubmed/">https://www.ncbi.nlm.nih.gov/pubmed/</a>  |

## 7.4 Information Technologies.

The Department makes use of general package of documents and Internet-based material, intended to improve the course of "Simulation Training in Nursing Care" and to ensure



proficiency in the educational activities. The majority of programs are known to feature the implementation of the didactic principle of visual demonstration in teaching process; thus the students can use a wide range of methods to solve the tasks. IT techniques.

The Information technology in the course of "Simulation Training in Nursing Care" comprises:

- demonstration of multimedia materials, including teaching video films;
- search systems
- fmza.ru- methodological center website for specialists' accreditation

**List of licensed software:**

1. WINDOWS operating system.
2. MS OFFICE Application package
3. Win HOME 10 Russian OLP (Sublicense contract Tr000044429 dated 08.12.15.)
4. Kaspersky Edition Security for business – Standard Russian Edition. 100-149 Node (License contract № 1081-2015 dated 14.10.2015)
5. Office ProPlus 2013 RUS OLP NL Acdmс (contract №ДП-026 от 16.10.13г) и т.д.)

**VIII. MATERIAL AND TECHNICAL SUPPORT**

Data on physical infrastructure, required for implementation of the educational process.

| N<br>п/п | Type of premises with a number (classroom, laboratory, computer class, etc.) with the address (location) of the building, clinical base, structure, the area, its purpose (for independent work, for conducting practical classes, current monitoring, intermediate certification, e-learning, lectures, etc.) | Equipment   |
|----------|--|---|
| 1        | Multidisciplinary Accreditation and Simulation Center (MASC) DSMU, I. Shamil ave. 44   |   |
| 2        | Classroom No. 1, 2, 3, 4, 5 on the ground floor, 44 I. Shamil Ave. (200 m <sup>2</sup> )   | Phantom for intramuscular injections. Phantom for the abdominal injections in diabetes. Intravenous injection simulator. Phantom for probing and gastric lavage. Phantom for urinary catheterization in male and female. Robot for practicing basic cardiopulmonary resuscitation skills. Training simulator for the Heimlich maneuver. Training simulator for BP measurement, desks, chairs. |
| 3        | Lecture hall No. 1 MASTS I. Shamil Ave. 44 (70 m <sup>2</sup> )  | Multimedia complex (laptop, projector, screen), desks, chairs   |
| 4        | Lecture hall No. 2 MASTS I. Shamil Ave. 44 (80 m <sup>2</sup> )  | Multimedia complex (laptop, projector, screen), desks, chairs   |
| 5        | Lecture Hall No. 3 I. Shamil Ave. 44 (500 m <sup>2</sup> )   | Multimedia complex (laptop, projector, screen), desks, chairs   |
| 6        | Residents' and Teaching Assistants' Office   | PC-2; Printer Canon MF-232W   |
| 7        | Head Office  | PC-2; Printer Kyocera M-2235dn  |
| 8        | For students' self-study (A. Aliyev st. 1, Biological Block, 1st floor, DSMU scientific library) (65 m <sup>2</sup> )  | Desks, chairs   |

### IX. USE OF INNOVATIVE (ACTIVE AND INTERACTIVE) TEACHING TECHNIQUES

The active teaching methods used in the course make \_\_\_ 25 \_\_\_% of the contact work .

| №            | Section (list the sections with active and / or interactive forms (methods) of teaching) | Type, topic of the lesson with active and interactive teaching methods   | Labor intensity * (hours) |
|--------------|--|--|---------------------------|
| 1.           | Basics of desmurgy and injuries  | Desmurgy: practice in the technique of applying soft bandages.   | 1                         |
|              |  | Traumas. Injuries. Sprains and ruptures. Concussions (commotions, contusions). Compression. Closed injuries of the chest and its organs. Closed injuries of organs of chest and abdomen.   | 1                         |
|              |  | Thermal (heat) injuries. Burns. Cold (freezing) injuries.  | 1                         |
| 2            | Basic medical manipulations, used in nursery   | Thermometry. Heart rate measurement. Blood pressure measurement. Patient's preparation and ECG technique. Respiratory pathology. Respiratory rate measurement.   | 1                         |
| 3            | Urgent states  | Emergency aid in acute cardiovascular and respiratory failure. Terminal state. Basic cardiopulmonary resuscitation. Features of resuscitation in children. Acute vascular failure. Syncope. Collapse. Heatstroke. Sunstroke. Anaphylactic shock. Drowning. Upper airway aspiration with the foreign object (choking, obstruction). | 1                         |
| 4            | Basics of cleaning and washing procedures  | Probing. Gastric lavage. Duodenal intubation. Colonic (flatus) tube placement. Enemas. Medicinal enemas. Cleansing (purgative) enema. Laxative enemas. Siphon enema. Urinary catheterization. Catheter care. Perineum care delivery in male and female patients with urinary catheterization.                                      | 1                         |
| 5            | Fundamentals of drug administration in nursing practice                                  | Medicines in nursing practice. Administration and storage of medicines. Modes of drug administration. External drug administration. Enteral drug administration  | 1                         |
|              |  | Parenteral drug administration. Post-injection complications.  | 1                         |
| <b>Total</b> |  |  | <b>8</b>                  |

**X. METHODOLOGICAL SUPPORT.**  
**Appendix 5**

**XI. ORGANIZATION OF EDUCATIONAL PROCESS FOR THE STUDENTS WITH DISABILITIES AND SPECIAL HEALTH NEEDS.**

**11.1. Education for the students with disabilities and special health needs.**

If necessary, these students are provided with the adapted curriculum, special teaching methods and didactic materials, concerning their psychophysical challenges, individual capabilities and health status.

**11.2. To ensure the curriculum study the Department is concerned in creating accessible learning environment:**

- 1) students with sight impairments are provided with:
- the accessible form of information on the class schedule for the blind or visually impaired;
  - assisting personnel (provision of auxiliary aid or services, staff) to render the student necessary aid;
  - alternative formats of teaching materials (enlarged font or audio files);
- 2) students with hearing impairments:
- audio reproduction of information;
- 3) students with motion impairments
- invalid-friendly access is available in the specially equipped center with the special technical training aids (1, A. Aliyev St., Biological Block, the ground floor, DSMU Scientific Library) – (in cases the disabled students can't get access to all the facilities of the Department (including classrooms, WCs etc.)

**11.3. The educational process for students with disabilities and health challenges** is carried out both with other groups of students and in individual groups.

**11.4. The list of educational and methodological support for students' self-study.**

Students with disabilities and special health needs are supplied with the adapted educational and methodological material for self-study.

| Students' category | Forms   |
|--------------------|---|
| Hearing impairment | - paper resources;<br>- e-format;                       |
| Sight impairment   | - enlarged font;<br>- e-format;<br>- audio file format; |
| Motion disorder    | - paper resources;<br>- e-format;                       |

This list can be adjusted depending on the students' contingent.

**11.5. Assessment documentation package for intermediate certification.**

11.5.1. The list of **assessment documentation package**, correlated with the expected learning outcomes.

For students with disabilities and special health needs.

| Students' category | Type of the assessment | Forms of control and assessment |
|--------------------|------------------------|---------------------------------|
| Hearing impairment | testing                | predominantly in written form   |

|                  |                             |                                   |
|------------------|-----------------------------|-----------------------------------|
| Sight impairment | interview                   | predominantly oral (individually) |
| Motion disorder  | distant testing, checklists | control in EIOS DSMU, in written  |

Students with disabilities and special health needs are given additional time to complete exams, they are allowed to prepare for the testing via distance learning technologies

11.5.2. Methodological materials to assess knowledge, skills and (or) experience, characterizing the stages of competencies formation.

The Department makes use of certain technological means to assess the expected learning outcomes of the disabled students.

For students with visual impairments:

- enlarged font;
- e-format;
- audio format.

For students with hearing impairments:

- paper resources;
- e-format.

For students with musculoskeletal disorders:

- paper resources;
- e-format;
- audio file.

The list can be customized depending on the students' contingent.

Assessment of the expected learning outcomes of students with disabilities special health need comply with certain additional requirements:

1. Assignments in an accessible form (orally, in written, orally with a sign language interpreter);

2. An accessible form of assessment tools ( paper sources, in an enlarged font, in e-format, the assignments, read out by assistant, the assignments, rendered by sign language interpretation);

3. An accessible form of presentation/producing answers (in written, assistant-aided typing on keyboard, orally).

If necessary, students with disabilities and special health needs may undergo the procedure in several stages.

Expected learning outcomes of students with disabilities and special health needs may be evaluated via distance learning technologies.

### **11.6. The list of basic and additional educational literature.**

Students with disabilities and special health needs are supplied with basic and additional educational literature in the form of an electronic document in the library fund and / or in electronic library systems, as well as free special textbooks and teaching aids, other educational literature and special technical training aids for collective and individual use, as well as the services of sign language interpreters and tiflosurd interpreters.

### **11.7. Methodical instructions for students.**