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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University
Institute of Medicine**

educational division (faculty/institute/academy) as higher education programme developer

INTERNSHIP SYLLABUS

PRACTICE FOR OBTAINING PRIMARLY PROFESSIONAL SKILLS: ASSISTANT TO JUNIOR MEDICAL STAFF

internship title

productive
internship type

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

The student's internship is implemented within the professional education programme of higher education:

General Medicine

higher education programme profile/specialisation title

1. INTERNSHIP GOAL(s)

The goal of the Internship is to gain an understanding of workplace dynamics, professional expectations; build proficiency in a range of business/ industry/research/teaching/ skills appropriate to the field of the internship placement, including professional skills of assistant to junior medical staff; refine and clarify professional and career goals through critical analysis of the internship experience or research project; introduce students to a professional environment of patient care in a hospital setting.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The internship implementation is aimed at the development of the following competences (competences in part): PC-1, GPC-4, GPC-6.

Table 2.1. List of competences that students acquire during the internship

| Competence code | Competence descriptor | Competence formation indicators (within this course) |
|------------------------|--|--|
| GPC-4 | Ability to use medical devices provided for by the procedure for medical care, and conduct patient examinations in order to determine a diagnosis | PC-1, GPC-4, GPC-6 |
| | | GPC-4.3. Mastering the technique of performing typical medical procedures using medical devices provided for by the procedures for medical care provision. |
| GPC-6 | Ability to organize patient care, provide primary health care, arrange work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in foci of mass destruction | GPC-6.2. Being able to identify the conditions which require emergency medical care, including clinical signs of sudden cessation of blood circulation and respiration. |
| | | GPC-6.3. Being able to provide emergency medical care to patients in conditions that pose a threat to the life of a patient, including clinical death (cessation of the vital bodily functions (blood circulation and (or) breathing). |
| PC-1 | Ability to provide emergency or urgent medical care to a patient | PC-1.1. Being able to assess the condition of a patient who needs emergency or urgent medical care. |
| | | PC-1.4. Being able to recognize conditions which pose a threat to the patient's life, including conditions of clinical death (cessation of the vital bodily functions (blood circulation and/or respiration) which require emergency medical care. |
| | | PC-1.5. Being able to provide emergency medical care to patients in conditions which pose a threat to the patient's life, including clinical death (cessation of the vital bodily functions (blood circulation and/or respiration). |

3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The internship refers to the core/variable/elective* component of (B2) block of the higher educational program curriculum.

* Underline whatever applicable. The core component includes all introductory field internships, the variable component includes all advanced field internships, except for research and pre-graduate types of the internship. The elective module includes all research and pre-graduation types of the internship (if any).

Within the higher education programme students also master other disciplines (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the internship.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

| Competence code | Competence descriptor | Previous courses/modules, internships* | Subsequent courses/modules, internships* |
|------------------------|--|---|--|
| GPC-6 | Readiness (can do smth., is skilled at doing smth., has a good command of, shows (control/ability, etc.)/ should be able to/ will be able to/ are expected to (know/master/ perform . etc.): | Anatomy, biology | Propaedeutics of internal diseases |
| GPC-4 | Ability to organize patient care, provide primary health care, arrange work and make professional decisions in emergency conditions at the prehospital stage, in emergency situations, epidemics and in foci of mass destruction | Anatomy, biology | Propaedeutics of internal diseases |
| PC-1 | Ability to provide medical care to a patient in urgent or urgent forms | Anatomy, biology | Introduction to specialty, Propaedeutics of internal diseases, Therapy |

* To be filled in according with the competence matrix of the higher education programme.

4. INTERNSHIP WORKLOAD

The total workload of the internship is 6 credits (216 academic hours).

5. INTERNSHIP CONTENTS

*Table 5.1. Internship contents**

| Modules | Contents (topics, types of practical activities) | Workload, academic hours |
|---|--|---------------------------------|
| Module 1. Safety briefing | 1.1 Acquaintance with the treatment rooms of the departments of various profiles at clinical hospital. | 6 |
| | 1.2 Drawing up a work schedule for students in the treatment rooms at clinical departments of various profiles. Distribution of students at workplace. | 6 |
| Module 2. | 2.1. Work in the admission department | 31 |
| | 2.2. Work in the surgical department | 31 |
| | 2.3. Work in the therapeutic department | 31 |
| | 2.4. Work in the operating unit | 31 |
| | 2.5. Work in a therapeutic intensive care unit. | 31 |
| | 2.6. Work in a surgical intensive care unit. | 31 |
| Writing an internship report | | 9 |
| Preparing for defence and defending the internship report | | 9 |
| TOTAL: | | |

* The contents of internship through modules and types of practical activities shall be FULLY reflected in the student's internship report.

6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

The infrastructure and technical support necessary for the internship implementation include: laboratories/ specially equipped classrooms/ polygons/ measuring and computing complexes/ vehicles/ industrial equipment and devices/ household premises that comply with current sanitary and fire safety standards.

The SAFETY REQUIREMENTS at the enterprise, workplace (including the department of RUDN University) and during the work with certain production/laboratory equipment incorporate/ include the following (to be specified)....

7. INTERNSHIP LOCATION AND TIMELINE

The internship can be carried out at the structural divisions of RUDN University (at Moscow-based organisations, as well as those located outside Moscow).

The internship at an external organisation (outside RUDN University) is legally arranged on the grounds of an appropriate agreement, which specifies the terms, place and conditions for an internship implementation at the organisation.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

6. RESOURCES RECOMMENDED FOR INTERNSHIP

Main readings:

1. Kostsova N.G., Badretdinova A.I., Tigai Zh.G. [and etc.]. Fundamentals of care for surgical patients. Basics of care for surgical patients. Peoples' Friendship University of Russia. 2020, 292 p.
2. Kostsova N.G., Badretdinova A.I., Tigai Zh.G. [and etc.]. Fundamentals of patient care in a surgical clinic. Tutorial. (Basics of nursing care in surgery. Tutorial). M.: LLC Publishing group "GEOTAR-Media". 2020, 312 p. Recommended by the Coordinating Council for Education
3. Nikitin I.S., Galustov A.M., Lobzhanidze B.D. [et al.]. General medical skills. Execution algorithms. General medical skills. Algorithms of performance. Moscow: RUDN. 2020, 355 p.

Additional readings:

1. Gostishchev V.K. General Surgery/ The Manual – M:GEOTAR-MED, 2013
http://apps.who.int/iris/bitstream/handle/10665/38534/9241542357_eng_part1.pdf;jsessionid=4E98999CC3D810428DD5EB3A3817BE9B?sequence=1

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS)
<http://lib.rudn.ru/MegaPro/Web>

- EL "University Library Online" <http://www.biblioclub.ru>
- EL "Yurayt" <http://www.biblio-online.ru>
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

The training toolkit and guidelines for a student to do an internship, keep an internship diary and write an internship report:*

1. Safety regulations to do the internship (safety awareness briefing).
2. Machinery and principles of operation of technological production equipment used by students during their internship; process flow charts, regulations, etc. (if necessary).
3. Guidelines for keeping an internship diary and writing an internship report.

*The training toolkit and guidelines for the internship are placed on the internship page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL AS INTERNSHIP RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (PC-1, GPC-4, GPC-6) formation as the internship results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

**Associate Professor of the Department
of Faculty Surgery**

position, educational department

signature

A.A. Barkhudarov

name and surname.

Program Manager

position, educational department

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Radysh I.V.

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name and surname.

HEAD OF EDUCATIONAL DEPARTMENT:

**Associate Professor and Head of the
Department of Faculty Surgery**

A.A. Barkhudarov

educational department

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name and surname.

**HEAD OF
HIGHER EDUCATION PROGRAMME:
Deputy director of
Medical Institute**

Radysh I.V.

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