Federal state budgetary educational institute of the higher education

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

**INSTRUCTIONS**

**FOR THE INDEPENDENT WORK OF STUDENTS**

**«Nursing in Surgery»**

majoring in (specialty)

*31.05.01 General medicine, Faculty of Foreign Students*

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

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Orenburg

1. **Explanatory note**

Independent work is a form of organization of the educational process that stimulates activity, independence, and the cognitive interest of students.

Independent work of students is an obligatory component of the educational process, since it ensures the consolidation of the acquired knowledge by acquiring the skills of comprehending and expanding their content, solving urgent problems of the formation of general cultural (universal), general professional and professional competencies, research activities, preparing for classes and passing the intermediate certification.

Independent work of students is a set of classroom and extracurricular activities and works that ensure the successful development of the educational program of higher education in accordance with the requirements of the Federal State Educational Standard. The form choice of organizing students' independent work is determined by the content of the discipline and the form of organization of training (lecture, seminar, practical lesson, etc.).

**2. Content of students' independent work.**

The content of tasks for independent work of students in discipline is presented in the fund of evaluation tools for current monitoring of progress and intermediate certification in the discipline, which is attached to the work program of the discipline, section 6 "Educational and methodological support for the discipline (module)", in the information system University.

The list of educational, educational and methodological, scientific literature and information resources for independent work is presented in the work program of the discipline, section 8 "List of basic and additional educational literature necessary for mastering the discipline (module)".

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| --- | --- | --- | --- | --- |
| **№** | **Topic of independent work** | **Form of independent work** | **Form of control of independent work *(in accordance with section 4 of the WP)*** | **Form of contact work during the current control** |
| 1 | 2 | 3 | 4 | 5 |
| *Independent work in the discipline* |
| 1 |  | preparation of the abstract | Abstract defense | extracurricular-control of independent work (СIW) |
| *Independent work at practical classes* |
| **Module 1. Emergency care in surgical practice** |
| 1. | **Topic 1.** Desmurgy | work with lecture abstract  | сontrol of assignments in the workbook | classroom – in practical training |
| working with a textbook, additional literature | solving problem-situational tasks, рractical task completion monitoring | classroom – in practical training |
| 2. | **Topic 2.** Bleeding classification. First aid. The ways of the stopping the bleeding | work with lecture abstract  | сontrol of assignments in the workbook | classroom – in practical training |
| working with a textbook, additional literature | solving problem-situational tasks, рractical task completion monitoring | classroom – in practical training |
| 3. | **Topic 3.** Local surgical pathology. Wounds: types of wounds, examination of the wounded man first aid. First aid for burns, frost bite, animal bites. | work with lecture abstract  | сontrol of assignments in the workbook | classroom – in practical training |
| working with a textbook, additional literature | solving problem-situational tasks, рractical task completion monitoring | classroom – in practical training |
| 4. | **Topic 4.** Syndrome damage. Bruises, sprains, fractures. First aid. | work with lecture abstract  | recitation | classroom – in practical training |
| working with a textbook, additional literature | рractical task completion monitoring | classroom – in practical training |
| **Module 2. Organization of nursing care for surgical patient** |
| 5. | **Topic 1.** Preoperative period. Nurse's participation in preoperative preparation of the patient. Operational period. The duties of the operating nurse. | work with lecture abstract  | сontrol of assignments in the workbook | classroom – in practical training |
| working with a textbook, additional literature | solving problem-situational tasks, рractical task completion monitoring | classroom – in practical training |
| 6. | **Topic 2.** Postoperative period: the periods, complications. Patient care in postoperative period. Duties dressing the nurse. Nursing history of surgical patient | work with lecture abstract  | сontrol of assignments in the workbook | classroom – in practical training |
| working with a textbook, additional literature | solving problem-situational tasks, рractical task completion monitoring | classroom – in practical training |
| 7 | **Topic 3.** Examination of the patients | work with lecture abstract  | сontrol of assignments in the workbook | classroom – in practical training |
| working with a textbook, additional literature | solving problem-situational tasks, рractical task completion monitoring | classroom – in practical training |

**3. Methodical instructions for completing tasks for independent work in the discipline.**

 **Methodical instructions for students**

**on the formation of skills in lecture material note-taking**

1. The basis for the qualitative assimilation of the lecture material is the synopsis, but the synopsis is not so much a device for fixing the lecture content as a tool for its assimilation in the future. Therefore, think about what your outline should be so that you can solve the following tasks faster and more successfully:

a) to finalize the records in the future (clarify, enter new information);

b) to work on the content of the records - compare individual parts, highlight the main ideas, draw conclusions;

c) to reduce the time for finding the necessary material in the synopsis;

d) to reduce the time required for repetition of the studied and passed material, and increase the speed and accuracy of memorization.

To complete points "c" and "d", during the work on the abstract, it is advisable to make notes also with pencil:

Example 1

/-read one more time;

//-to outline the source;

?-unclear, requires clarification;

!-boldly;

S-is too difficult.

Example 2

= - it is important;

[ - make an extract;

[ ]- extracts are done;

! - it is very important;

? - need to look, not entirely clear;

 - basic definitions;

 - is of no interest

2. When taking notes, it is better to use large format notebooks - for convenience and freedom in the rational placement of notes on the sheet, as well as separate, lined sheets in a cage, which can be easily and quickly connected and disconnected.

3. Writing on one side of the sheet will allow, when working through the material, to lay out the necessary sheets on the table and, changing their order, bring together different parts of the course in time and space, which makes it easier to compare, establish connections, generalize the material.

4. With any method of taking notes, it is advisable to leave free space on the sheet for subsequent additions and notes. These are either wide margins or blank pages.

5. Lectures are recorded on the right page of each sheet in a spread, the left one remains blank. If you do not do this, then when preparing for the exams, additional, explanatory and other information will have to be entered between the lines, and the summary will turn into a text of little use for reading and assimilation.

6. When taking notes, the principle of distant note-taking operates, which allows separate blocks of information to be divided horizontally and vertically during recording: separate parts of the text are separated by distinct spaces - this is vertical division; horizontally, the material is divided into zones by fields: I - outlined text, II - own notes, questions, conventional signs, III - subsequent additions, information from other sources.

7. A great help in understanding the logic of the presented material is provided by rubrication, ie. numbering or designation of all its sections, subsections and smaller structures. At the same time, simultaneously with the note-taking, a text plan is drawn up. It is important that each new thought, aspect or part of the lecture is indicated by its own sign (number, letter) and separated from others.

8. The basic principle of note-taking is not to write everything, but in such a way as to preserve everything really important and the logic of the presentation of the material, which, if necessary, will allow to completely "expand" the note into the original text according to the formula "note + memory = original text".

9. In any text there are reference words, for example, helping to understand more important information (“in the end”, “as a result”, “in this way”, “summary”, “conclusion”, “summarizing all of the above”, etc. .) or signals of difference, i.e. words indicating the peculiarity, specificity of the object of consideration ("peculiarity", "characteristic feature", "specificity", "main difference", etc.). These words are usually followed by very important information. Pay attention to them.

10. If in the course of the lecture graphic modeling is proposed, then the reference scheme is written down large, freely, as crowding and small print make it difficult to understand.

11. Usually in a lecture there are several main ideas around which all the rest of the material is grouped. It is very important to highlight and clearly document these ideas.

12. In the lecture, the plan, sources, concepts, definitions, basic formulas, schemes, principles, methods, laws, hypotheses, estimates, conclusions are recorded in the most detail.

13. Each listener has his own cursive writing system, which is based on the following techniques: the words most frequently encountered in a given area are shortened the most; there are generally accepted abbreviations and abbreviations: "i.e", "etc.", "TE", etc .; mathematical signs are used: "+", "-", "=", ">". "<" and others; endings of adjective and participles are often omitted; words starting with a root are written without an ending ("soc.", "rev.", etc.) or without a middle ("q-ty")

14. The system of accentuation and designations helps to understand the material and quickly find the right one. During the lecture, there should be 2-3 colored pencils or felt-tip pens on the desk, with which arrows, wavy lines, frames, conventional icons on the auxiliary field circle, emphasize or indicate key aspects of the lectures.

For example, a straight line indicates an important thought, a wavy line indicates an incomprehensible thought, and a vertical line in the margin indicates a particularly important thought. The main point is underlined in red, the wording - in blue or black, green - the actual illustrative material.

15. The quality of the assimilation of the material depends on its active listening, therefore, externally show your attitude to one or another of its aspects: agreement, disagreement, bewilderment, question, etc. - this will allow the lecturer to better adapt the presented material to the audience.

16. An indicator of attention to educational information are questions to the lecturer. During the lecture, try to find and mark those aspects of the lecture that can become a "hook" for the question, and then in the next lectures, learn to formulate questions without being distracted from the perception of the content.

**Methodical instructions for students on preparation**

 **to practical training**

Practical training is a form of organization of the educational process, aimed at improving students' practical skills and abilities through group discussion of the topic, educational problem under the guidance of a teacher.

*When developing an oral response in a practical lesson, you can use the classic oratory scheme. This scheme is based on 5 stages:*

1. Selection of the necessary material for the content of the upcoming speech.

2. Drawing up a plan, dismembering the collected material in the necessary logical sequence.

3. "Verbal expression", literary processing of speech, saturation of its content.

4. Memorization, memorization of the text of the speech or its individual aspects (if necessary).

5. Making a speech with the appropriate intonation, facial expressions, gestures.

*Recommendations for building the composition of an oral response:*

1. The introduction should:

- to attract attention, arouse the interest of listeners to the problem, the subject of the answer;

- explain why your judgments about the subject (problem) are authoritative, meaningful;

- to establish contact with listeners by pointing to common views, previous experience.

2. The pre-notifications should:

- reveal the history of the problem (subject) of the speech;

- show its social, scientific or practical significance;

- to reveal previously known attempts to solve it.

3. In the process of argumentation it is necessary:

- to formulate the main point and give, if necessary for its clarification, additional information;

- to formulate an additional point, if necessary, accompanying it with additional information;

- to formulate a conclusion in general terms;

- to point out the disadvantages of alternative positions and the advantages of your position.

 4. In conclusion, it is advisable:

- summarize your position on the problem under discussion, your final conclusion and decision;

- justify what the consequences are if you abandon your approach to solving the problem.

*Recommendations for drawing up a detailed response plan*

*to theoretical questions of practical training*

1. When reading the studied material for the first time, divide it into the main semantic parts, highlight the main thoughts and conclusions.

2. When drawing up a detailed outline plan, formulate its points, subparagraphs, determine what exactly should be included in the outline for the disclosure of each of them.

3. The most essential aspects of the studied material (theses) consistently and briefly state in your own words or cite in the form of quotations.

4. In the synopsis include both key points and specific facts and examples, but not describe them in detail.

5. Write individual words and whole sentences in abbreviated form, write out only keywords, instead of citing, make only links to the pages of the cited work, use conventional symbols.

6. Arrange paragraphs in steps, use colored pencils, markers, felt-tip pens to highlight significant places.

**Methodological instructions for the preparation of an oral report**

Report - a public announcement or document that contains information and reflects the essence of the issue or research in relation to a given situation.

Algorithm for the task:

1) to formulate the topic clearly;

2) to study and select the literature recommended on the topic, highlighting three sources of bibliographic information:

- primary (articles, dissertations, monographs, etc.);

- secondary (bibliography, abstract journals, signal information, plans, graph diagrams, subject indexes, etc.);

- tertiary (reviews, compilation works, reference books, etc.);

3) to write a plan that is fully consistent with the chosen topic and logically reveals it;

4) to write a report, observing the following requirements:

- to the structure of the report - it should include: a short introduction substantiating the urgency of the problem; main text; conclusion with brief conclusions on the problem under study; list of used literature;

- to the content of the report - general provisions should be supported and explained with specific examples; not to retell individual chapters of a textbook or study guide, but to state your own thoughts on the essence of the issues under consideration, to make your own suggestions;

5) to arrange the work in accordance with the requirements.

**Methodological instructions for completing a case task (**solving problem-situational tasks)

Case-task (English case - case, situation) is a teaching method based on the analysis of practical problem situations - cases related to a specific event or sequence of events.

***Algorithm for the task:***

1) to prepare the main text with questions for discussion:

- title page with a short memorable name of the case;

- introduction, which mentions the hero (s) of the case, tells about the history of the issue, indicates the start time of the action;

- the main part, which contains the main body of information, internal intrigue, problem;

- conclusion (in it, the solution to the problem considered in the case may sometimes not be completed);

2) to select applications with a selection of various information that conveys the general context of the case (documents, publications, photos, videos, etc.);

3) to suggest a possible solution to the problem.

**Methodological instructions for the preparation and execution of the abstract**

Abstract - an independent research work of a student to reveal the essence of the problem under study, to present various points of view and their own views on it. The abstract in sequence should contain all its structural elements: title page, content, introduction, main part, conclusion, list of sources used.

1. The title page of the abstract should reflect the name of the university, the name of the faculty and the department where this work is performed, the title of the abstract, the surname and group of the person who performed it, the surname and academic degree of the examiner.

2. In the table of contents, the titles of the points of the abstract are sequentially stated, the pages from which each point begins are indicated.

3. In the introduction, the essence of the problem under study is formulated, the choice of the topic is substantiated, its significance and relevance are determined, the purpose and objectives of the abstract are indicated, and the characteristics of the literature used are given.

4. Main part: each section demonstratively reveals a separate problem or one of its sides, is logically a continuation of the previous one; in the main part can be presented tables, graphs, diagrams.

5. Conclusion: summarizes or gives a generalized conclusion on the topic of the abstract, offers recommendations.

The content of the abstract should be logical; the presentation of the material is problem-specific, and the text fully reflects the topic, meeting the following requirements:

- the relevance of the problem under consideration;

- the validity of the stated problems, questions, proposals;

- consistency, consistency and brevity of presentation;

- reflection of the opinion on the problem of the referee.

References in the text of the abstract to the sources used must be made in square brackets, indicating the source number according to the list of references given at the end of the work (for example: [2]). The literal cited sentences of the author or pages of his texts (for example: [2. pp. 24-25]) are indicated through a dot after the number. The proper names of the authors in the text of the abstract and sources in a foreign language are given in the original language. The volume of the abstract as an integral part of teaching practice should be from 15 to 20 typewritten A4 pages. Font size "Times New Roman" 14 pt, line spacing, margins: right - 10 mm; top, left and bottom - 20 mm. Page numbering should be continuous, starting from the title page (no number is put on the title page).

**Methodological instructions for the performing of assignments in the workbook**

Control tasks in the workbook are aimed at identifying and comparing at a particular stage of learning the results of students' educational activities with the requirements set by the content of the discipline being studied. It can be used in IS OrSMU if the workbook with methodological instructions is placed in the work program of the discipline and students have the opportunity to complete tasks by filling out the notebook and sending it to the teacher for checking. It allows you to check and evaluate the knowledge of students, to determine the degree of their readiness for further education, as well as the skills level, if the tasks are of a practice-oriented nature.