Federal state budgetary educational institute of the higher education

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

**METHODOLGICAL RECOMMENDATIONS**

**FOR TEACHER BY**

 **ORGANIZATIONS STUDIES DISCIPLINES**

**«NURSING CARE FOR PATIENT THERAPEUTIC AND SURGICAL PROFILE»**

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

protocol № 8  from «\_25\_\_» \_March 2016

Orenburg

1. **Methodical recommendation to lecture course**

**Модуль № 1. Theoretical and practical aspects organization work therapeutic and surgical стационаров**

**Lecture number № 1.**

**Topic:** Philosophy of Nursing. Biomedical Ethics in Nursing Practice. Theconcept of general nursing in therapeutic practice.

**Purpose:** awakening interest, the formation of positive motivation of students to master the program material forthecourse "general care".

**Lecture abstract.** The lecture reveals the following basic concepts and questions: The concept of philosophy of nursing. Nursing as an art and a science. The patient as a person, environment, health, nursing deontology. The principles of nursing ethics and deontology: the principle of humanity, the principle of mercy, the principle of exclusion of malfeasance, the principle of justice, the principle of truthfulness, the principle of informed consent. Iatrogenic diseases. Medical secret. The history of nursing care: the formation and development of nursing care abroad and in Russia. The importance of nursing in therapeutic practice. Types of care, classification of nurses.

Hospital structure and functions. The structure and functions of the admission department. The structure and functions of the medical department. The role of the nurse in the organization of patient care. Types of hospital regimes.

**Lecture organization form:** introductory

**Teaching methods used in the lecture:**

- clarification of newly introduced terms and names

- creating problem situations, using the techniques of heuristic conversation; taking into account the individual characteristics of students

- methodical processing of the material presented - identification of leading ideas and provisions;

- underlining conclusions, repeating them in various formulations;

- the use of techniques to consolidate educational material: repetition, questions to check attention and assimilation;

- summing up at the end of the considered issue, the entire lecture

- use of visual and computer teaching aids (computer presentation, video clips, etc.).

**Means of education:**

- didactic (presentation);

-material and technical (multimedia projector).

**Module number 2. Fundamentals of general patient care.**

**Lecture number № 2.**

**Topic:** Care for seriously ill patients, elderly and senile patients.

**Purpose:** the formation of an indicative basis for the subsequent assimilation of educational material by students.

**Lecture abstract.** The lecture reveals the following basic concepts and questions: Features of a patient of elderly and senile age: involutional functional and morphological changes on the part of various organs and systems, the presence of several diseases, the presence of chronic diseases, atypical course of diseases, the presence of "senile" diseases, changes in the socio-psychological status, decreased immunity.

The basic principles of caring for elderly patients: features of caring for elderly and senile patients, prevention of injuries, ensuring personal hygiene, creating psychological comfort, diet therapy, prevention of constipation, prevention of insomnia, prevention of hypodynamia, control of urination. Features of a seriously ill patient. The meaning of personal hygiene for the patient, basic terms and concepts. Types of patient position: active, passive, forced. Patient skin care, eye care, oral care, ear care.

Pressure ulcers, definition, risk factors, mechanism of formation, places of formation of pressure ulcers, stages of pressure ulcers, prevention of pressure ulcers.

**Lecture organization form:** explanatory.

**Methods used in the lecture:**

- clarification of newly introduced terms and names

- identification of leading ideas and provisions;

- methodical processing of the material presented

- underlining conclusions, repeating them in various formulations;

- creating problem situations, using the techniques of heuristic conversation;

- the use of techniques to consolidate educational material: repetition, questions to check attention and assimilation;

- summing up at the end of the considered issue, the entire lecture

- the use of visual and computer teaching aids (computer presentation, video clips, etc.).

**Means of education:**

- didactic (presentation);

-material and technical (multimedia projector).

**Lecture number № 3.**

**Topic:** Pharmacotherapy in nursing practice.

**Purpose:** the formation of an indicative basis for the subsequent assimilation of educational material by students.

**Lecture abstract.** Pharmacotherapy in nursing practice. Types of pharmacotherapy: etiotropic, pathogenetic, symptomatic, substitutional, prophylactic. Rules for the prescription, storage and distribution of medicines. Drug distribution rules. Methods of drug administration: external method, advantages and disadvantages; enteral route, advantages and disadvantages; inhalation method, advantages and disadvantages; parenteral route, advantages and disadvantages.

**Lecture organization form:** explanatory.

**Methods used in the lecture:**

- clarification of newly introduced terms and names

- identification of leading ideas and provisions;

- methodical processing of the material presented

- underlining conclusions, repeating them in various formulations;

- creating problem situations, using the techniques of heuristic conversation;

- the use of techniques to consolidate educational material: repetition, questions to check attention and assimilation;

- summing up at the end of the considered issue, the entire lecture

- the use of visual and computer teaching aids (computer presentation, video clips, etc.).

**Means of education:**

- didactic (presentation);

-material and technical (multimedia projector).

**Lecture number № 4.**

**Topic:** Pharmacotherapy in nursing practice.

**Purpose:** the formation of an indicative basis for the subsequent assimilation of educational material by students.

**Lecture abstract.** Pharmacotherapy in nursing practice. Post-injection complications, assistance at the pre-medicalstage, prevention.

**Lecture organization form:** explanatory.

**Methods used in the lecture:**

- clarification of newly introduced terms and names

- identification of leading ideas and provisions;

- methodical processing of the material presented

- underlining conclusions, repeating them in various formulations;

- creating problem situations, using the techniques of heuristic conversation;

- the use of techniques to consolidate educational material: repetition, questions to check attention and assimilation;

- summing up at the end of the considered issue, the entire lecture

- the use of visual and computer teaching aids (computer presentation, video clips, etc.).

**Means of education:**

- didactic (presentation);

-material and technical (multimedia projector).

**Module 3. Organization of special care**

**Lecture number № 5.**

**Topic:** Patient examination methods in nursing practice.

**Purpose:** Formation of an indicative basis for the subsequent assimilation of educational material by students in a practical lesson.

**Lecture abstract.** Goals and objectives of nursing examination. Nursing examination technique: subjective, objective, laboratory and instrumental methods. Inquiry. Sources of information when examining a patient. General inspection rules. Nursing examination plan: general condition, consciousness, position, physique, posture and gait, examination of the skin and visible mucous membranes, skin appendages, examination of the subcutaneous fatty tissue, assessment of vital functions.

**Lecture organization form:** explanatory.

**Methods used in the lecture:**

- clarification of newly introduced terms and names

- identification of leading ideas and provisions;

- methodical processing of the material presented

- underlining conclusions, repeating them in various formulations;

- creating problem situations, using the techniques of heuristic conversation;

- the use of techniques to consolidate educational material: repetition, questions to check attention and assimilation;

- summing up at the end of the considered issue, the entire lecture

 - the use of visual and computer teaching aids (computer presentation, video clips, etc.).

**Means of education:**

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 6.**

**Topic:** The care of patients with diseases of the respiratory system.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture**. Pulmonology, definition. The main complaints of a pulmonary patient are: shortness of breath, suffocation, dry cough, wet cough, chest pain, hemoptysis. Features of lung patient care: General and special events. General rules for collecting sputum for laboratory testing. A General analysis of sputum, sputum for tuberculosis emergencies in respiratory medicine: pulmonary hemorrhage, severe asthma. Clinic, independent actions of a nurse.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 7.**

**Topic:** The care of patients with diseases of the respiratory system.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material. Features of the work of secondary medical personnel in the pulmonology Department. Oxygenation, indications, types and methods of oxygen supply.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 8.**

**Topic:** Care of patients with diseases of the circulatory system.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture**. Cardiology, definition. The main complaints of a cardiological patient are: shortness of breath, heart pain, heart failure, palpitations, increased blood PRESSURE, edema. Features of cardiac patient care: General and special events. Blood pressure and pulse as parameters of vital functions. Urgent conditions in cardiology: acute left ventricular failure, acute vascular failure, hypertensive crisis, acute coronary insufficiency. Main pathogenetic mechanisms, clinical signs, independent actions of the nurse.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 9.**

**Topic:** Caring for patients with diseases of the digestive system.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture**. Gastroenterology, definition. The main complaints of a gastroenterological patient are: changes in appetite, taste, heartburn, belching, abdominal pain, difficulty swallowing, nausea, vomiting, bleeding from the oral cavity, pharynx, esophagus, stomach, intestines, diarrhea, constipation. Features of care for a gastroenterological patient: General and special events. Emergency care for heartburn. Emergency care for vomiting. Emergency care for abdominal pain. Main pathogenetic mechanisms, clinical signs, independent actions of the nurse.

Features of the work of secondary medical personnel in the gastroenterology Department.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 10.**

**Topic:** Care for patients with impaired renal and urinary tract functions.

Objective: to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture.** Nephrology, urology, definition. The main complaints of a nephrologic patient are: pain in the lumbar region, edema, changes in daily diuresis, changes in the color of urine, dysuria, increased blood pressure. Features of care for a nephrological patient: General and special events. Methods of urine collection for laboratory research: General urinalysis, zimnitsky and Nechiporenko urine samples, bacterial culture urine analysis, concentration and dilution tests. Urgent conditions in Nephrology: renal colic, acute urinary retention. Main pathogenetic mechanisms, clinical signs, independent actions of the nurse. Features of the work of secondary medical personnel in the Nephrology Department.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Module 4.** **Nursing care in surgical practice**

 **Lecture № 11.**

**Topic:** Clinical hygiene of a surgical patient in the preoperative period.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture**. The perioperative period, the definition of the phases (preoperative, intraoperative, postoperative). The preoperative period, the definition of the stages. Main goals and objectives. Features of preoperative preparation for planned and emergency operations. The role of Junior and secondary medical personnel in patient preparation for surgery.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 12.**

**Topic:** Clinical hygiene of a surgical patient in the intraoperative period.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture**. Surgical operation, definition. Types of surgical operations depending on the purpose: therapeutic, diagnostic. Types of surgical operations depending on the outcome: palliative, radical. Types of surgical operations depending on the urgency: planned, urgent, emergency. Intraoperative period, the definition of the stages. Surgical team. Features of patient care in the intraoperative period. The role of the operating room nurse. Structure of the operational block. Functional areas of the operating unit: sterile, strict mode, restricted mode, General hospital area. Operating mode of the operating unit. Five types of cleaning of the sterile area of the operating room.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 13.**

**Subject:** Clinical hygiene of a surgical patient in the postoperative period.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture**. Postoperative period, definition. Phase of the postoperative period: adrenaline-corticoid, karabalyksky, anabolically the recovery phase. Clinical features of the course of the postoperative period. Factors affecting the course of the postoperative period. Stages of the postoperative period: early, late, and long-term. Possible complications of the postoperative period: local (from the wound), from the cardiovascular, respiratory, gastroenterological, and nervous systems. Particular care in the postoperative period. Postoperative wound care: drainage care, stoma care.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 14.**

**Topic:** General principles of first aid.

**Purpose**: to arouse interest, form positive motivation of students to master the program material on the course "first aid".

**Abstract of the lecture**. Types of medical care. First aid: tasks, scope, and basic principles of first aid. Legal aspects of first aid. Rules for calling rescue services and emergency medical services. Rules for providing first aid that is safe for a lifeguard. Ethics and deontology in working with patients. Scope and General principles of first aid. Assess the condition of the victim, determine the violation of vital functions and the need for first aid. Contents of the first aid kit, purpose and rules for using its components.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 15.**

**Topic:** Clinical death. Basic cardiopulmonary resuscitation.

**Purpose:** to arouse interest, form positive motivation of students to master the program material on the course "first aid".

**Abstract of the lecture.** Clinical death, definition. Main causes of clinical death, clinical signs. Principles of diagnosis of clinical death. Basic cardiopulmonary resuscitation according to the ABC rule (elimination of asphyxia, closed heart massage, artificial respiration). Criteria for the adequacy of resuscitation measures. Indications for stopping resuscitation measures. Contraindications to CPR. Biological death, definition, early and late signs.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**Lecture № 16.**

**Topic:** Bleeding. First aid, ways to temporarily stop bleeding.

**Objective:** to form an indicative basis for students ' subsequent assimilation of the educational material.

**Abstract of the lecture.** Bleeding, causes of bleeding. Classification of bleeding by clinic: acute, chronic. Classification of bleeding by time of occurrence: primary, secondary. Classification depending on where the blood is spilled: external, internal, interstitial. Classification by type of damaged vessel: arterial bleeding, venous bleeding, capillary bleeding, parenchymal bleeding. Clinical manifestations of bleeding: General and local. First aid, methods of temporary stopping of bleeding: pressure bandage, finger pressing, maximum flexion of the limb, application of a hemostatic tourniquet, tight tamponade of the wound. Basic rules for applying a hemostatic tourniquet, signs of proper tourniquet application, possible errors and complications.

**Form of organization of lectures:** explanatory note.

**Methods used in the lecture:**

- explanation of newly introduced terms and names

- identification of leading ideas and positions;

- methodical processing of the presented material

- highlighting the conclusions, repeating them in different formulations;

- the creation of problematic situations, using the techniques of heuristic conversation;

- using the techniques of consolidation of educational material: the repetition of the questions on the test of attention and learning;

- summing up the results at the end of the considered question, the entire lecture

- use of visual and computer-based learning tools (computer presentation, video clips, etc.).

**Learning tools**:

- didactic (presentation);

- logistics (multimedia projector).

**2. Methodological recommendations for conducting practical classes.**

**Module 1**. **Theoretical and practical aspects of organizing the work of therapeutic and surgical hospitals**

**Topic 1.** Introduction to the subject. Biomedical ethics in nursing practice. The structure of the hospital. Reception Department. A hospital. Organization of work of the therapeutic and surgical departments of the hospital.

**Type of training session:** practical lesson

**Goal:** To acquaint students with the history of patient care development, to show the dedication and heroism of the sisters of mercy by examples. Learn the basic rules and regulations of medical ethics and deontology. To acquaint students with the structure of hospital facilities, the specifics of the work of the medical staff of the emergency Department, to develop skills in working with the medical documentation of the emergency room.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic materials:

* test tasks;
* situational tasks;
* tasks for a written survey
* training scheme
* multimedia presentation
* medical records of the admissions office
* medical documentation of the therapeutic Department

- material and technical aspects:

* multimedia projector.

**Topic 2.** Infection safety. Nosocomial infection.

**Type of training session:** practical lesson

**Objective:** to develop students ' theoretical knowledge on infectious safety, practical aspects of the formation of clinical hygiene of a medical organization.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* sink with elbow tap,
* elbow dispensers with liquid soap and skin antiseptic,
* waterproof bags/containers for disinfection, collection and disposal of class a and b waste.
* containers for disinfection.

**Topic 3.** Organization of meals in a medical and preventive institution.

**Type of training session:** practical lesson

**Purpose:** the formation and development of students ' knowledge, abilities, skills, aimed at solving problems related to the organization of power in health care organizations.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* furniture: bedside table, mobile manipulation tables,
* nasogastric tube,
* vaseline oil,
* Janet's syringe. Gloves,
* towel,
* the tray,
* stethoscope,
* band-aid,
* class a and B waste containers for disinfection,
* tableware set for a seriously ill patient,
* simulators for enteral nutrition and gastrostomy.
* dressing material (napkins, gauze balls),
* tools: forceps, tweezers, scissors

**Topic 4.** Rubezhny control No. 1. Theoretical and practical aspects of the organization of work of therapeutic and surgical hospitals.

**Type of training session:** practical lesson

**Objective:** to control the level of formation of students ' knowledge and practical skills in organizing the work of medical organizations of a therapeutic profile.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **The main part of the lesson.** * To consolidate the theoretical material of

 *recitation (see Assessment fund)** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 3 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (not provided)

- material and technical aspects:

* furniture: bedside table, mobile manipulation tables,
* nasogastric tube,
* vaseline oil,
* Zhane's syringe,
* gloves,
* towel,
* the tray,
* stethoscope,
* band-aid,
* class a and B waste containers for disinfection,
* tableware set for a seriously ill patient,
* simulators for enteral nutrition and gastrostomy.
* dressing material (napkins, gauze balls),
* tools: forceps, tweezers, scissors
* sink with elbow tap,
* elbow dispensers with liquid soap and skin antiseptic,
* waterproof bags/containers for disinfection, collection and disposal of class a and b waste.
* containers for disinfection

**Module № 2. Fundamentals of General patient care**

**Topic 1.** Basics of caring for the elderly and seriously ill. Bedsores.

**Type of training session:** practical lesson

**Objective:** to develop knowledge about the morphofunctional features of seriously ill and elderly patients, practical aspects of the organization of General care for this category of patients.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* simulation equipment: nursing dummies,
* cotton turundas,
* gauze balls, gauze napkins,
* the tray,
* spatula,
* tweezers,
* forceps,
* pipettes, beaker for solutions
* sterile medicinal products: tube of ointment, 3 % hydrogen peroxide solution, eye drops, nose drops, ear drops, sterile vaseline,
* gloves,
* diapers,
* waterproof apron,
* washcloth,
* soap, shampoo, 2 soft mittens, jug, 2 basins, comb, towel, water temperature thermometer,
* oilcloth lining, cream,
* towel (3-4), clean underwear and bed linen,
* container,
* screen,
* oilcloth bag,
* the ship, a diaper,
* 3 pillows,
* stop for feet,
* functional bed,
* rollers

**Topic 2.** Bedsores

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge about the risk factors for the development of pressure sores, clinical signs, skills and abilities aimed at the prevention of pressure sores.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

* - didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

-logistics (running water, liquid soap dispensers, towel, mask, gloves, bedding and underwear, 70% alcohol, a 0.02% solution of furatsilina, skin antiseptic 10% camphor alcohol, 0.5% solution of ammonia, powder, cotton balls, wipes, tweezers, trays, containers for collection of waste material, container for disinfection, waste containers of class "A", "B", round rubber backing, cotton-gauze circles, ship, diapers kit marked containers, forceps, medical gloves, diapers, towels protective cream (for the prevention of bedsores), baby powder, sheets).

**Topic 3.** Pharmacotherapy in nursing practice.

**Type of training session:** practical lesson

**Objective:** to develop students ' knowledge about the types of pharmacotherapy, the role of a nurse in the organization of pharmacotherapy, the development of skills and abilities of drug administration in various ways.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

*the assessment of practical skills (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

* - didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

-logistics (maneken nursing (male, female), manipulative table, trays,pipettes, syringes, gauze balls, gauze, glass spatula, cotton balls, turundy, spatula, tweezers, gloves, pear-shaped balloon**,** imitation medicines in bottles and tubes, cotton wool, powder, band-AIDS, eye drops, instillation of drops in the nose, eyes, ears, pocket inhalers (placebo), containers for medical waste, a class A and B).

**Topic 4.** Parenteral methods of drug administration.

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge about the advantages and disadvantages of parenteral drug administration, practical skills of parenteral drug administration, prevention of post-injection complications.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

*the assessment of practical skills (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* hand model for intravenous injection
* buttock model for intramuscular injection
* training pad for intramuscular injections
* system for the on/in infusion
* test tube and tube stand
* compression venous tourniquet ZHV-01 - " Elamed»
* stand for intravenous infusions SHDV-03-MSG
* manipulation table
* disposable syringes with a volume of 1,2,5,10,20 ml
* sterile kidney-shaped tray
* antiseptic for the treatment of the injection field
* cotton balls
* non-sterile gloves
* anatomical tweezers
* capacity for disinfection

**Topic 5.** Methods of the simplest physiotherapy in nursing practice

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge, practical skills and abilities in solving clinical problems related to the use of the simplest physiotherapy procedures.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* mannequin nursing care
* kidney-shaped trays
* anatomical tweezers
* gauze wipes
* cotton
* gloves
* mustard plasters
* ice bubble
* rubber hot water bottle
* the diaper
* oilcloth
* water tank
* water thermometer
* bandages
* containers for medical waste, a class A and B.

**Topic 6.** Border control No. 2. Fundamentals of General patient care.

**Type of training session:** practical lesson

**Objective:** to control students ' level of formation of theoretical knowledge, practical skills and organization of General patient care.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **The main part of the lesson.** * To consolidate the theoretical material of

 *recitation (see Assessment fund)** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 3 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (not provided)

- material and technical aspects

* mannequin nursing care
* kidney-shaped trays
* anatomical tweezers
* gauze wipes
* cotton
* gloves
* mustard plasters
* ice bubble
* rubber hot water bottle
* the diaper
* oilcloth
* water tank
* water thermometer
* bandages
* hand model for intravenous injection
* buttock model for intramuscular injection
* training pad for intramuscular injections
* system for the on/in infusion
* test tube and tube stand
* compression venous tourniquet ZHV-01 - " Elamed»
* stand for intravenous infusions SHDV-03-MSG
* manipulation table
* disposable syringes with a volume of 1,2,5,10,20 ml
* sterile kidney-shaped tray
* antiseptic for the treatment of the injection field
* cotton balls
* non-sterile gloves
* anatomical tweezers
* containers for medical waste, a class A and B.

**Module 3. Organization of special care**

**Topic 1.** Methods of patient examination in nursing practice.

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge and practical skills in collecting subjective and objective information about the patient.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

* - didactic (questions for an oral survey)

- material and technical (scheme of nursing examination of the patient).

**Topic 2.** Monitoring of patients with respiratory diseases.

**Type of training session:** practical lesson

**Objective:** to form and develop students ' knowledge, practical skills and abilities aimed at solving clinical problems related to General care of patients with respiratory diseases.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* pocket inhaler,
* tripod with test tubes and dry cotton swabs on a metal rod,
* spatula,
* steklograf,
* jars for specimen collection,
* stopwatch,
* disinfecting wipes
* containers for medical waste, a class A and B.

**Topic 3.** Observation of patients with diseases of the circulatory system.

**Type of training session:** practical lesson

**Objective:** to form and develop students ' knowledge, practical skills and abilities aimed at solving clinical problems related to General care of patients with circulatory diseases

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* blood pressure monitor,
* stethoscope,
* stopwatch,
* harnesses
* oxygen pad,
* disinfecting wipes

**Topic 4.** Urgent conditions in cardiology. Help at the pre-medical stage

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge, practical skills and abilities aimed at solving clinical problems related to the General care of patients with circulatory diseases in the event of an emergency.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* blood pressure monitor,
* stethoscope,
* stopwatch,
* harnesses
* oxygen pad,
* disinfecting wipes

**Topic 5.** Monitoring and care of patients with diseases of the gastrointestinal tract.

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' practical skills in the organization of General care for gastroenterological patients.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund))** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* mask, apron 2 PCs.,
* gloves,
* glass of water,
* the pelvis, napkins,
* containers with DEZ. with a solution,
* ice bubble
* towel,
* cold water, ice
* water thermometer,
* rags,
* cotton balls
* tweezers,
* sterile material tray,
* tray for used material,
* tool table,
* a sterile spatula.
* clean, dry jar (a container for the collection of biological material).

**Topic 6.** Probe manipulations

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge and practical skills in performing probe manipulations.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *recitation (see Assessment fund)** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical (a Thick gastric tube with a diameter of 10-15 mm, a length of 100-120 cm with markings at a distance of 45, 55, 65 cm from the blind end or a system for gastric lavage a thick sterile gastric tube, vaseline oil, gauze wipes, a tray, a Janet syringe, laboratory utensils for analyzing washing water. A wash basin, a bucket with 10 liters of clean water at room temperature, a liter mug, a funnel with a capacity of 1 liter, a phonendoscope, a tonometer, gloves, 2 oilcloth aprons, a centimeter tape, waste containers of class A and B, for disinfection).

**Topic 6.**  Enemas.

**Type of training session:** practical lesson

**Purpose:** formation of students ' theoretical knowledge, development of practical skills and abilities in setting enemas.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

 *solving problem-situational tasks (see Assessment fund)** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical (rectal tip (or disposable enema), spatula, vaseline. Esmarch mug, 1-1. 5 liters of water,water thermometer, tripod, non-sterile gloves, oilcloth apron, oilcloth, diaper, basin, waterproof bags/containers for waste disposal of class A and B /disinfection, pear-shaped canister, imitation solution of 10% sodium chloride solution 100-150 ml or 50 ml of 20% magnesium sulfate, Janet's syringe (or pear-shaped canister), gas outlet tube, imitation solution (oil, daisies, etc.)

**Topic 8.** Border control No. 3. Organization of special care.

**Type of training session:** practical lesson

**Objective:** to control the level of formation of students ' knowledge, practical skills and organization of special care in therapeutic practice.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **The main part of the lesson.** * To consolidate the theoretical material of

 *recitation (see Assessment fund)** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 3 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (not provided)

- material and technical aspects:

* dummy genitals of men and women for carrying out catheterization of the bladder
* sterile tray
* non-sterile waste material tray
* sterile disposable elastic catheter
* Foley catheter
* sterile gloves
* non-sterile gloves
* 2 anatomical tweezers
* gauze wipes
* vaseline oil or urogel
* antiseptic solution (furatsilin 0.02%)
* saline solution
* 10 ml syringe
* Zhane's syringe
* urinal receiver (closed sealed system for collecting urine)
* band-aid
* oilcloth
* the diaper
* capacity for urine
* dummy genitals of men and women for carrying out catheterization of the bladder
* sterile tray
* non-sterile waste material tray
* sterile disposable elastic catheter
* Foley catheter
* sterile gloves
* non-sterile gloves
* 2 anatomical tweezers
* gauze wipes
* vaseline oil or urogel
* antiseptic solution (furatsilin 0.02%)
* saline solution
* 10 ml syringe
* Zhane's syringe
* urinal receiver (closed sealed system for collecting urine)
* band-aid
* oilcloth
* the diaper
* capacity for urine
* rectal tip (or one-time enema)),
* spatula,
* vaseline
* Esmarch circle,
* 1-1. 5 liters of water,
* water thermometer,
* tripod,
* gloves
* non-sterile,
* oilcloth apron,
* oilcloth,
* the diaper,
* pelvis,
* waterproof bags / containers for class a and B waste disposal /disinfection.
* waterproof bags / containers for class a and B waste disposal /disinfection.

**Module 4. Nursing care in surgical practice**

**Topic 1.** Organization of the work of the surgical Department's nursing post.

**Type of training session:** practical lesson

**Objective:** фto develop students ' knowledge ofclinical hygiene in a surgical hospital, practical aspects of compliance with the main principles of asepsis and antisepsis in surgery.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *сontrol of assignments in the workbook (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

*recitation (see Assessment fund)** The Formation of practical skills and abilities

 *monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* chalk, blackboard,
* simulation equipment
* sterile gloves in the package
* the slut with dressing material
* kidney-shaped tray
* tweezers
* forceps
* soap
* skin antiseptic
* paper towels
* for class a and B waste

**Topic 2.** Dressing.

**Type of training session:** practical lesson

**Purpose:** formation and development of students ' knowledge, practical skills and abilities of applying soft bandages to various parts of the body.

**Lesson plan**

|  |  |
| --- | --- |
| №n/a number | Lesson stages and content  |
| 1 | **Organizational moment.** * Declaring the topic and purpose of the lesson.
* Motivational moment

(relevance of studying the topic of the lesson) |
| 2 | **Inspection test, updating of basic knowledge, skills.**  *recitation (see Assessment fund)* |
| 3 | **The main part of the lesson.** * To consolidate the theoretical material of

*monitoring the completion of a practical task or skill (see Assessment fund)*The Formation of practical skills and abilities*monitoring the completion of a practical task or skill (see Assessment fund)* |
| 4 | **the Final part of the lesson:**- debriefing the lesson;- entering current ratings in the journal |

**Learning tools:**

- didactic (handout material: test tasks; situational tasks; tasks for a written survey, algorithms (checklists) on performing manipulations)

- material and technical aspects

* trays;
* scissors;
* gauze wipes;
* gauze bandages of all sizes;
* nonwoven bandages of all sizes;
* gloves
* multimedia projector.