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

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

## **INTERNSHIP SYLLABUS**

Introductory Practice to Gain Primary Professional Skills and Professional Experience: Patients' Care (Center of  
Simulaton Training)

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internship title

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productive

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internship type

### **Recommended by the Didactic Council for the Education Field of:**

31.05.01 General Medicine

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field of studies / speciality code and title

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

General Medicine

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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.
- refine and clarify professional and career goals through critical analysis of the internship experience or research project.
- introduce students to a professional environment of a general practitioner

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

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

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

| Competence code | Competence descriptor  | Competence formation indicators<br>(within this course)   |
|-----------------|--|---|
| GPC-4           | The ability to use medical devices prescribed by the order of medical care, and do examinations of the patient | GPC-4, PC-1   |
|                 |  | GPC -4.3 Perform the technique of typical medical manipulations using medical devices according to medical care procedures  |
| PC-1            | The ability to provide medical care to the severe patient  | PC -1.1. The ability to assess the severe state of a patient<br>PC-1.4. The ability to recognize emergency situations including clinical death (stopping the vital functions of the human body (blood circulation and / or respiration), requiring emergency medical care<br>PC-1.5 The ability to perform emergency care to patients in emergency situations including clinical death (stopping the vital functions of the human body (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 programme 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.*

| <b>Competence code</b> | <b>Competence descriptor</b>   | <b>Previous courses/modules, internships*</b> | <b>Subsequent courses/modules, internships*</b> |
|------------------------|--|---|---|
| GPC-4                  | The ability to use medical devices prescribed by the order of medical care, and do examinations of the patient | Introduction to internal diseases             | Internal diseases                               |
| PC-1                   | The ability to provide medical care to the severe patient  | Introduction to internal diseases             | Internal diseases                               |
| ...                    |  |   |   |

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

#### **4. INTERNSHIP WORKLOAD**

1)The total workload of the internship is 1 credit (32 academic hours).

#### **5. INTERNSHIP CONTENTS**

*Table 5.1. Internship contents\**

| <b>Modules</b>  | <b>Contents (topics, types of practical activities)</b>         | <b>Workload, academic hours</b> |
|---|---|---------------------------------|
| Module 1. Emergency aid in case of sudden death in adults | Topic 1.1 Basic safety rules during medical manipulations       | 1                               |
|   | Topic 1.2 Legal aspects of providing and not providing Medicare | 1.25                            |

|   |   |      |
|---|---|------|
|   | Topic 1.3 Algorithm for performing BLS actions for sudden death in adults with AED application. Algorithm for performing BLS actions for sudden death in adults without AED application | 1    |
| Module 2. Algorithm for performing manual skills of examining a gynecological patient, a surgical patient | Topic 2.1 Vaginal examination, examination in mirrors, pelvic examination on simulators   | 1.25 |
|   | Topic 2.2 Skin suturing   |      |

| <b>Modules</b>  | <b>Contents (topics, types of practical activities)</b> | <b>Workload, academic hours</b> |
|---|---|---------------------------------|
| Module 3. Final lesson                                    | Final lesson  | 0.50                            |
| Writing an internship report                              |   | 18                              |
| Preparing for defence and defending the internship report |   | 9                               |
| <b>TOTAL:</b>   |   | 32                              |

\* 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. 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.
2. Kostsova N.G., Tigai Zh.G., Dogotar O.A. [and etc.]. General medical skills. Execution algorithms. Peoples' Friendship University of Russia. 2019, 112 p.
3. Kostsova N.G., Tigai Zh.G. [and etc.]. Primary professional skills and abilities: patient care. Peoples' Friendship University of Russia. 2021, 235 p.
4. ESC 2017 recommendations.
5. Recommendations AAC, AAS, 2016
6. Materials of the Federal Methodological Accreditation Center: a list of practical skills in simulated conditions. <https://fmza.ru>

### *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](http://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 (GPC-4, PC-1) 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:**

Director of the Accreditation and Simulation  
Training Centre

position, educational department

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name and surname.

Assistant

position, educational department

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Akhuba L.

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Associate Professor of Surgery  
Department

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**HEAD OF EDUCATIONAL DEPARTMENT:**

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**HEAD OF  
HIGHER EDUCATION PROGRAMME:**

First Deputy of Director of Medical Institute

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