

Документ подписан простой электронной подписью  
Информация о владельце:  
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Должность: Ректор  
Дата подписания: 28.05.2026 13:00:45  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

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

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

## **COURSE SYLLABUS**

**Organization of special care for patients**

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course title

**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 course instruction is implemented within the professional education programme of higher education:**

**General Medicine**

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higher education programme profile/specialisation title

**2026**

## 1. COURSE GOAL(s)

The objective of the discipline «Organization of special care for patients» is to study the problem of organizing specialized care for patients with various pathologies in medical organizations.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) "Organization of special care for patients" is directed to develop the following competencies: GCC-9, PC-4, PC-5.

*Table 2.1.*

*Table 2.1. List of competences that students acquire through the course study*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GPC-9	Being able to implement the principles of quality management in professional activity	GPC-9.1. Being able to perform professional activity of a due quality. GPC-9.3. Being able to develop a plan of organizational and methodical events to achieve the proper quality level of professional activity.
PC-4	Being able to implement and monitor the patient's medical rehabilitation efficacy, including when implementing individual rehabilitation and habilitation programmes for persons with disabilities; assess the patient's ability to work	PC-4.3. Being able to carry out medical rehabilitation measures for a patient, including when implementing an individual rehabilitation or habilitation programme for persons with disabilities, in accordance with the current procedures for the provision of medical care, clinical guidelines (treatment protocols) on the provision of medical care taking into account the standards of medical care
PC -5	Being able to carry out preventive measures and measures to promote a healthy lifestyle and sanitary and hygiene education among population and monitor their effectiveness	PC-5.5. Being able to prescribe preventive measures to patients taking into account risk factors in accordance with the current procedures for the provision of medical care, clinical guidelines (treatment protocols) on the provision of medical care taking into account the standards of medical care.

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

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

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

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-9	Being able to implement the principles of quality management in professional activity	Normal physiology Anatomy Biology	Public health and healthcare, healthcare economics
PC-4	Being able to implement and monitor the patient's medical rehabilitation efficacy, including when implementing individual rehabilitation and habilitation programmes for persons with disabilities; assess the patient's ability to work	Normal physiology Anatomy Biology	Immunology; Hygiene; Medical rehabilitation; Polyclinic therapy; Infectious diseases; Examination of temporary disability
PC -5	Being able to carry out preventive measures and measures to promote a healthy lifestyle and sanitary and hygiene education among population and monitor their effectiveness	Normal physiology Anatomy Biology	Immunology; Hygiene; Medical rehabilitation; Polyclinic therapy; Infectious diseases; Examination of temporary disability

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

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Organization of special care for patients" is 2 credits (72 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)\*

Type of academic activities	Total academic hours	Semesters/trainin g modules
		3
<i>Contact academic hours</i>	<b>34</b>	<b>34</b>
Including:		
Lectures (LC)	-	-
Lab work (LW)	34	34
Seminars (workshops/tutorials) (S)		
<i>Self-studies</i>	<b>26</b>	<b>26</b>
<i>Evaluation and assessment (exam/passing/failing grade)</i>	<b>12</b>	<b>12</b>
Total labor intensity of the discipline	academic <b>72</b>	<b>72</b>

	hours		
	credits	2	2

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
<b>Section 1</b> Specialized care	Topic 1.1. Organization of special care. Staff training. Job responsibilities. Medical-legal, medical-social, medical-psychological, pedagogical aspects. Organization of the patient's school.	<b>LW</b>
<b>Section 2</b> Specialized care in neurology	Topic 2.1. Organization of care for patients with stroke, cerebral ischemia, mental disorders. Process, phases, planning, care assessment. Special care and rehabilitation products. Topic 2.2. Organization of specialized care for patients with Parkinson's disease	<b>LW</b>
<b>Section 3</b> Specialized care for dementia patients.	Topic 3.1. Organization of specialized care for patients with Alzheimer's disease. Organization of care for patients with Peak's disease (frontotemporal dementia). Special care and rehabilitation products.	<b>LW</b>
<b>Section 4</b> Specialized care in oncology	Topic 4.1. Organization of care at various stages of the oncological process. Process, phases, planning, care assessment. Communication problems. Disease care. Recovery is faith and hope. Pain. Smell. The risk of development and formation of bedsores. Skin care in the irradiated area. Nutrition. Medical and protective regime. Special care and rehabilitation products.	<b>LW</b>
<b>Section 5</b> Specialized care for incontinence	Topic 5.1. Bedsores. Causes. Treatment. Process, phases, planning, assessment of care Topic 5.2. Incontinence. Incontinence problems. Causes. Treatment. Process, phases, planning, care assessment. Means of care and rehabilitation for incontinence, features of choice, selection, usage. Skin care, features of intimate hygiene. Depression. Patient's school.	<b>LW</b>
<b>Section 6</b> Specialized care in endocrinology	Topic 6.1. Organization of specialized care for patients with diabetes. Causes. Process, phases, planning, assessment of care. The patient's school.	<b>LW</b>
<b>Section 7</b> Specialized care in pulmonology	Topic 7.1. Features of care for broncho-pulmonary pathology. Process, phases, planning, care assessment. The position of the patient in bed. Drainage laying. Oxygen therapy. Inhalation. Respiratory and	<b>LW</b>

	therapeutic exercises, massage. Patient's diary. Observation, self-control, self-care. Care and rehabilitation products.	
<b>Section 8</b> Specialized trauma care	Topic 8.1. Features of care for violations of the integrity of the musculoskeletal system, skeletal traction, plaster casts. Prevention of pressure sores, incl. under plaster casts, splints. Skin care. Prevention of pneumonia. Increased physical activity.	<b>LW</b>
<b>Section 9</b> Specialized care for patients with HIV / AIDS	Topic 9.1. Features of invasive procedures. Process, phases, planning, care assessment. Examination and hygiene of the oral cavity as a marker of the manifestation of HIV / AIDS, the state of the body. Skin care, manicure, pedicure. Prevention of infection.	<b>LW</b>

\* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* – seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

<b>Type of academic activities</b>	<b>Classroom equipment</b>	<b>Specialised educational / laboratory equipment, software, and materials for course study (if necessary)</b>
Computer-lab	A computer classroom for conducting classes, group and individual consultations, ongoing monitoring and intermediate certification, equipped with personal computers (in the amount of 1 pc.), a blackboard (screen) and multimedia presentation equipment.	Software: Microsoft products (OS, office suite, including MSOffice/Office 365), laptops, multimedia projectors. Surgery videos. Digital versions of lectures and seminars on surgery, video materials from foreign surgical clinics, handouts in the form of tests, posters, methodological publications.
Self-studies	A classroom for students' independent work (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the EIOS.	Software: Microsoft products (OS, office suite, including MSOffice/Office 365), laptops, multimedia projectors. Surgery videos. Digital versions of lectures and seminars on surgery, video materials from foreign surgical clinics, handouts in the form of tests, posters, methodological publications.
An auditorium at the clinical	An auditorium for laboratory work and clinical classes,	Laboratory and diagnostic equipment of the clinical bases of the department.

base of the department for conducting laboratory and clinical classes	individual consultations, ongoing monitoring and intermediate certification, equipped with a set of specialized furniture and equipment	Software: Microsoft products (OS, office suite, including MSOffice/Office 365), laptops, multimedia projectors. Surgery videos. Digital versions of lectures and seminars on surgery, video materials from foreign surgical clinics, handouts in the form of tests, posters, methodological publications.
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## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Kostsova N. G., TigayZh. G. and others. Basics of patient care in a surgical clinic. Educational and methodical manual. –Moscow: RUDN. 2017. 183 p.
2. Nursing. Practical guide: textbook. allowance / under. ed. I.G. Gordeeva, S.M. Otarova, Z.Z. Balkizova. –M. : GEOTAR-Media., 2017. -567 p.
3. Kostsova N. G., TigayZh. G. and others. Basics of patient care in a therapeutic clinic. Educational and methodical manual. –Moscow: RUDN. 2016. 178 p.
4. Shibacheva N. N., Orlova S. N., E. N. Kopysheva, S. A. Mashin, E. P. Kalistratova Organization of work of medical institutions for the prevention of infections associated with the provision of medical care Textbook for doctors Ivanovo, 2014 – 216 p.

### *Additional readings:*

1. Evseev M. A. Patient care in a surgical clinic. –M. : Publishing house: GEOTAR-Media. -2010. -192 s. //format: DOC, Size: 42.6 MB  
<http://www.kodges.ru/nauka/obrazovanie/119905-uxod-za-bolnymi-v-xirurgicheskoy-klinike.html>
2. Sharocheva M.A. Tikhomirova V.A. Technologies for performing simple medical services. Nursing care manipulations: textbook-M: GEOTAR-Media, 2020.-368s.

### **Database, information and referral systems and search systems.**

1. EBS RUDN and third-party EBS, to which university students have access on the basis of concluded contracts
  - RUDN Electronic Library system - EBS RUDN <http://lib.rudn.ru/MegaPro/Web>
  - EBS "University Library Online" <http://www.biblioclub.ru>
  - ABS Yurayt <http://www.biblio-online.ru>
  - EBS "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - EBS "Znanium" <https://znanium.ru/>
2. Databases and search engines
  - Sage <https://journals.sagepub.com/>
  - Springer Nature Link <https://link.springer.com/>
  - Wiley Journal Database <https://onlinelibrary.wiley.com/>
  - Scientometric database Lens.org <https://www.lens.org> Additional materials:

### 3. Additional materials:

- Gastrointestinal endoscopy portal. The portal contains constantly updated videos, reports, articles, reports on diagnostic and operative endoscopy; there is an extensive selection of links to Internet resources on endoscopy, gastroenterology, search engines for access to medical journals. <http://www.gi-endo.ru/>

- Website ENDOSCOPY.RU. A website where you can find complete and professional information about modern achievements, possibilities and prospects of diagnostic and therapeutic endoscopy. Of particular interest is the subsection "Methodological recommendations". <http://www.endoscopy.ru/>

- Medical portal MedUniver. The portal contains a medical photo atlas, videos on various branches of medicine, and a medical electronic library. <http://meduniver.com/>

- Portal about surgery. Contains materials on the most common surgical diseases (clinic, diagnosis and treatment). <http://www.hyurg.com/>

- Medical video portal. The site contains video recordings of lectures from leading Russian medical universities; surgical operations with comments; presentations at scientific medical congresses and conferences; three-dimensional animated videos that clearly demonstrate the work of various organs and systems; educational materials on fundamental sciences; directory of medical sites; a forum for the exchange of views; information about medical institutions. <http://www.med-edu.ru/>

#### *Educational and methodological materials for students' independent work in the development of the discipline/module\*:*

1. Guidelines for the implementation and execution of control and independent work on the discipline

\* - all educational and methodological materials for students' independent work are placed in accordance with the current procedure on the page of the discipline in TUIS!

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (GPC-9, PC-4, PC-5) upon the course study completion are specified in the Appendix to the course 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, Department  
of Faculty Surgery

\_\_\_\_\_  
position, department name

\_\_\_\_\_  
signature

A.A. Barkhudarov

\_\_\_\_\_  
initials, last name

Assistant Professor, Department  
of Faculty Surgery

\_\_\_\_\_  
position, department name

\_\_\_\_\_  
signature

A.S. Berisha

\_\_\_\_\_  
initials, last name

### **HEAD OF THE DEPARTMENT:**

Head of the Department of  
Faculty Surgery

position, department name

signature

A.E. Klimov

initials, last name

**HEAD OF THE PROGRAMME:**

Deputy Director of MI

position, department name

signature

N.V. Sturov

initials, last name