MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION,
MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC

Government-run Educational Institution of Higher Professional Education
Kyrgyz-Russian Slavic University
School of Medicine

ENDORSED BY
Prof Anes Zarifyan
"29" 06 2021

Life safety

Course Outline (Module)

Assigned to Emergence Medicine
Academic Curriculum 31050150_21_12345 ld.plx
31.05.01. General medicine

Mode of Study Specialist **Intramural**
Total Credit Value 2 ZET **credit points**
Full time
Course Hours
including: 72
in-class learning 36,3
individual work 35,7

Scope of Testing Semesters:
exams 4
credits 2

Semester Academic Year	4 (2.2)		Total	
Weeks	19			
Type of Traning	AC	CO	AC	CO
Lectures	18	18	18	18
Practical Session	18	18	18	18
Contact work during theoretical studies	0,3	0,3	0,3	0,3
Including Interactive Session		8		8
Total In-class Session	36	36	36	36
Contact work	36,3	36,3	36,3	36,3
Individual Work	35,7	35,7	35,7	35,7
Total	72	72		72

The Course outline developed by:
Candidate of Medical Sciences, Head of the Department, Associate Professor, Idirisov A.N., Candidate of Medical Sciences, Associate Professor, Nurseitov T.M., Senior Lecturer, Kozdrovich V.P.

Reviewers:
Candidate of Medical Science, Head of the Department of the "Emergency Management" of the KRSU and the Ministry of Emergencies of the Kyrgyz Republic, Professor, Ordobaev B.S, Colonel Med. service, the head of the central military hospital, Genaliev T.B.

The Course Outline
_____Life safety_____

developed in full compliance with FSES 3++:

Federal State Education Standards of Higher Professional Education for students trained for specialty __31.05.01___General Medicine_____ (The Ministry of Education and Science of the Russian Federation Order of "__12__"__08___2020__ ____ № 988___)

in accordance with Academic Curriculum:

confirmed by KRSU Board of Academics in "_29___"06 __2021_____ record № 10

The Course Outline endorsed by _____Life Safety_____ Department Meeting

Record of ___03 ___09_____ 2021_ г. №_1__
Valid for: ___2021 - 2027_____ academic year
The Head of Department Candidate of Medical Sciences, Head of the Department, Associate Professor, Idirisov A.N.

The course outline endorsed for the following academic year

Chairman of the Educational and Methodological Board
__06.10. _____ 2022__ г.
The course outline has been revised, considered and endorsed for implementation
in 2021__-2027__ Academic Year at the Staff Meeting of _____ Department

Record of **15.09.__ ____ 2022__ г. № 2 __**
The Head of Department

The course outline endorsed for the following academic year

Chairman of the Educational and Methodological Board
__08.09. _____ 2023__ г.
The course outline has been revised, considered and endorsed for implementation
in 2021__-2027__ Academic Year at the Staff Meeting of _____ Department

Record of **04.09.__ _____2023__ г. № 1__**
The Head of Department

1. COURSE OUTLINE OBJECTIVES	
1.1	Formation of a professional culture of life safety, which refers to the willingness and ability of a person to use in their professional activities the acquired set of knowledge and skills to ensure safety in the sphere of professional activity, the nature of thinking and value orientations, in which safety issues are considered a priority.

2. PLACE OF THE COURSE IN THE EDUCATIONAL PROGRAM	
Educational Program Units	Б1.Б.45
2.1	**Students' Preliminary Training Requirements:**
2.1.1	Anatomy
2.1.2	Biology
2.1.3	Microbiology, Virology
2.1.4	Normal physiology
2.1.5	Immunology
2.1.6	Medical Law
2.1.7	Physics mathematics
2.1.8	Anatomy
2.1.9	Biology
2.1.10	Microbiology, Virology
2.1.11	Normal physiology
2.1.12	Immunology
2.1.13	Medical Law
2.1.14	Physics mathematics
2.2	**Course Units and Practical Sessions imposing the prior Proficiency**
2.2.1	Preparing for delivery and passing the state examination
2.2.2	Emergency Medicine
2.2.3	General surgery
2.2.4	Hygiene
2.2.5	Basics of emergency care
2.2.6	Public health and health, health economics
2.2.7	Psychiatry, medical psychology
2.2.8	Infectious Diseases
2.2.9	Traumatology, orthopedics
2.2.10	Oncology, radiation therapy
2.2.11	Polyclinic Therapy
2.2.12	Anaesthesiology, resuscitation, intensive care
2.2.13	Epidemiology

3. STUDENTS' COMPETENCIES RESULTING FROM THE COURCE UNIT (MODULE)	
PC-1: the ability and readiness to implement a set of measures aimed at maintaining and strengthening health, including the formation of a healthy lifestyle, preventing the occurrence and (or) spread of diseases, their early diagnosis, identifying the causes and conditions for their emergence and development, and also aimed at eliminating the harmful effect on human health of the factors of its habitat	
Knowledge:	
Level 1	The causes, conditions and development of the occurrence of diseases, as well as the elimination of harmful factors affecting human health.
Level 2	The organization of a complex of measures aimed at preserving and strengthening health and eliminating harmful factors
Level 3	A set of measures aimed at preserving and promoting health, the formation of healthy lifestyles and factors that affect human health.
Skills:	

Level1	Identify the harmful effects on human health of the factors of its habitat.
Level 2	To prevent the occurrence and (or) spread of diseases, their early diagnosis and the causes of their occurrence.
Level 3	Eliminate the causes and the spread of diseases
Expertise:	
Level 1	A set of measures for the formation of a healthy lifestyle.
Level 2	Complex measures aimed at preserving and strengthening health and the formation of healthy HWP.
Level 3	A set of activities aimed at creating a healthy lifestyle, preserving and strengthening health and preventing diseases.

Final Students' Competences

3.1	**Knowledge:**
3.1.1	problems of sustainable development, ensuring life safety and reducing the risks associated with human activities;
3.1.2	regulatory and legal framework for life safety;
3.1.3	tasks and organizational structure of special formations of public health services.
3.2	**Skills:**
3.2.1	To form a culture of safety, ecological consciousness and risk-oriented thinking, in which issues of safety and environmental preservation are considered as the most important priorities for human life; a culture of professional security, the ability to identify hazards and assess risks in their professional activities;
3.2.2	Apply professional knowledge to minimize negative environmental consequences, ensure safety and improve working conditions in the sphere of their professional activities; motivation and ability to independently enhance the level of safety culture; The ability to assess the contribution of its subject area to solving environmental and security problems.
3.3	**Expertise:**
3.3.1	Expertise methods of rationalization of life activity, focused on reducing the anthropogenic impact on the natural environment and ensuring the security of the individual and society;

4. COURSE (MODULE) STRUCTURE AND CONTENT

Class Code	Subject Name /Type of Class/	Semester / Academic Year	Hours	Competencies	Literature	Interactive Sessions	Notes
	Section 1. General concepts, goals and objectives of the discipline of Life safety						
1.1	The role and importance of the discipline "Life Safety". Scientific foundations of life safety / Lec./	4	2	PC-1	L1.1 L1.2 L1.3 L1.4 L1.5 L2.1 L2.2 L2.5 L2.6 L3.1 Э4	0	
1.2	Definition, goals and objectives, constituent elements of the discipline. /Prac./	4	2	PC-1	L1.1 L1.3 L2.1 L2.4 L3.1 E4	2	Presentations
1.3	Problems and perspectives of development of life safety. The legal basis for ensuring the safety of life. / IW /	4	4	PC-1	L1.1 L1.3 L2.1 L2.4 L3.1 L3.2 E4 E7	0	
1.4	Hazards of nature and protection from them. / Lec./	4	2	PC-1	L1.1 L1.3 L1.4 L2.1 L2.4 L3.3 E2 E4 E5 E6	0	

1.5	Principles and methods of rendering first aid to victims during an earthquake, landslides, snow avalanches, floods, forest and steppe fires. /Prac./	4	2	PC-1	L1.1 L1.3 L1.4 L2.1 L2.4 L2.3 L2.2 L3.3 E2 E4 E5 E6	0,5	Role play, showing the video “Emergencies of a natural nature.”

1.6	Ecological basis of safety. Harmful and dangerous factors of the modern world. / IW /	4	4	PC-1	L1.1 L1.3 L1.4 L2.1 L2.4 L3.3 E2 E4 E5 E6	0	
1.7	Dangers of man-made and anthropogenic nature and protection from them. / Lec./	4	2	PC-1	L1.1 L1.3 L1.4 L2.1 L2.4 L3.3 E2 E4 E5 E6	0	
1.8	Road traffic accidents. Actions and first aid to the victims. /Prac./	4	2	PC-1	L1.1 L1.2 L1.3 L2.2 L2.3 E5 E6	0,5	Role-playing game
1.9	Nuclear, chemical and bacteriological weapons. Ecological basis of safety. /IW /	4	4	PC-1	L1.1 L1.2 L1.4 L3.3 E1 E5 E6	0	
1.10	Electrical injury. Features of electric shock. Methods and means of electrical safety / Lec./	4	2	PC-1	L1.1 L1.3 L1.4 L3.3 E1 E2 E4 E5	0	
1.11	Types of lesions with different strength of electric current. Principles and methodology of baseline cardiopulmonary resuscitation. /Prac./	4	2	PC-1	L1.1L1.3 L1.4 L2.2L2.3 L3.3 E1 E4 E5	1	The video shows “First aid in case of electric shock”, “Typical mistakes during cardiopulmonary resuscitation”.
1.12	Physics of the origin of electric current. Static electricity. / IW /	4	4	PC-1	L1.1L1.3 L1.4 L3.3 E4 E5 E6	0	
1.13	Exposure to the body of high and low temperature of the environment. Sunstroke, overheating and frostbite. / Lec./	4	2	PC-1	L1.1 L1.2 L1.3 L1.4 L2.2 L2.3 L2.4 L3.1 Э6	0	
1.14	Principles and methods of first aid in case of sunstroke, overheating and frostbite. /Prac./	4	2	PC-1	L1.1 L1.2 L1.3 L2.2 L2.3 E1 E2 E5 E6	0,5	The video “First aid in case of sunstroke and frostbite”
1.15	The mechanism of heat exchange between man and the environment. Adaptation to environmental conditions, general principles and mechanisms. / IW /	4	4	PC-1	L1.1 L1.2 L1.3 L2.1 L2.4 E1 E2 E4	0	

1.16	Drowning. Signs of white and blue asphyxia. / Lec./	4	2	PC-1	L1.1 L1.3 L2.1 L2.2 L2.3 E6	0	

1.17	Principles and methods of rendering first aid to the victim during drowning. /Prac./	4	2	PC-1	L1.1 L1.3 L1.4 L2.1 L2.2 L2.3 E1 E2	0,5	Displaying the video “First Aid for Drowning”.
1.18	Obturation and aspiration asphyxia. Hypoxia. / IW /	4	4	PC-1	L1.1 L1.3 L1.4 L2.1 L2.2 L2.3 E1 E2 E5	0	
	Section 2. Culture of the formation of life safety. A healthy way of life.						
2.1	Culture of the formation of life safety. Information security in modern conditions. / Lec./	4	2	PC-1	L1.2 L2.1L2.3 L2.4 L3.4 E3 E7	0	
2.2	Behavior of a person in the approaching extreme situation. The choice of human behavior in the context of information attacks. /Prac./	4	2	PC-1	L1.2 L1.3 L2.1 L2.3 L2.4 L3.4	0,5	Showing the video “Survive in a catastrophe.”
2.3	The role of the educational and educational process in the formation of a culture of life safety. Heredity and health. Prophylaxis of hereditary diseases. / IW /	4	4	PC-1	L1.2 L1.3 L1.1 L2.1 L2.3 L2.4 L3.4 L3.5	0	
2.4	Healthy lifestyle and life safety. / Lec. /	4	2	PC-1	L1.3 L2.4 L2.3 L3.5 L3.1	2	Presentation
2.5	Human health, as one of the main factors of life safety. Influence of environmental factors on human health in Kyrgyzstan. /Prac./	4	2	PC-1	L1.1 L1.2 L1.3 L1.4 L2.2 L2.3 L2.4 L3.1 L3.5 Э2 Э4 Э5 Э6	0	
2.6	Valeology is the science of individual health and a healthy lifestyle. Influence of meteorological conditions on the human body in high mountain conditions. / IW /	4	4	PC-1	L1.1 L1.2 L1.3 L1.4 L2.2 L2.3 L2.4 L3.1 L3.5 E2 E4 E5 E6	0	

2.7	Environmental factors that shape human health. / Lec./	4	2	PC-1	L1.1 L1.3 L1.4 L2.2 L2.3 L2.4 L3.1 L3.3 L3.5 E1 E2 E4 E5 Э6	0	
2.8	Biological rhythms of man. Their relationship with the times of the day, the seasons, the location of the planets. Solar activity, the influence of the moon. Stimulation of the protective-adaptive mechanisms of a sick organism. /Prac./	4	2	PC-1	L1.1 L1.3 L1.4 L2.2 L2.3 L2.4 L3.1 L3.3 L3.5 E1 E2 E4 E5 E6	0,5	Showing the video “Time is inside us. Biological clock.»

2.9	Factors of the environment that destroy human health (physical inactivity, alcoholism, drug addiction, tobacco smoking, occupational hazards). / IW /	4	3,7	PC-1	L1.1 L1.3 L1.4 L2.2 L2.3 L2.4 L3.1 L3.3 L3.5 E1 E2 E4 E5 Э6	0	
2.10	Contact work during theoretical studies	4	0,3				
2.10	/Quiz/	4	0			0	

5. ASSESSMENT FUND
5.1. Advancement Questions and Assignments

Questions for testing the level of training KNOW:

1. The role and importance of the discipline "Life safety".
2. Definition, goals and objectives of the discipline.
3. The importance of safety in the life of the population in the development of Kyrgyzstan and Russia.
4. Components of the study of life safety.
5. Scientific basis of life safety.
6. Problems and perspectives of the development of the discipline "Life safety
7. What are the negative factors of the modern human environment?
8. What determines the danger of household (residential) environment?
9. Classification of hazards.
10. Hazards of a natural nature.
11. Environmental hazards.
12. Dangers of anthropogenic nature.
13. Hazards of a social nature.
14. Give the definition of the term "emergency situation".
15. What are the main signs of the classification of emergencies?
16. What are the causes of emergencies?
17. General classification of emergencies.
18. What are the main groups of natural disasters?
19. What is an earthquake and on what scale is the magnitude of the earthquake measured?
20. How to survive an earthquake?
21. What is a snow avalanche?
22. The causes of avalanches.
23. What is the danger of a hurricane?
24. What is a storm?
25. What is a tornado?
26. What is a flood?
27. Which kind of fires exists?
28. Evacuation from the fire zone.
29. Ways of infection spread.
30. Define the terms "epidemic", "epizootic", "epiphytoty".
31. Define the terms "quarantine", "observance".
32. Emergency and specific prevention of infectious diseases.
33. What is needed to reduce the level of infectious diseases?
34. Which emergency situations are threatened from space?
35. On which groups are the ES of man-caused origin divided?
36. Describe the accident at radiation hazardous facilities.
37. Describe accidents at chemically hazardous facilities.
38. What are the causes of accidents at utilities?
39. What are the causes of accidents and disasters in transport?
40. Give a description of accidents at hydraulic structures.
41. Identify the damaging factors characteristic of accidents at fire and explosive objects.
42. Which groups are classified as social hazards?
43. What is the danger of terrorism and how to eradicate it?
44. What are the possible ways to reduce social dangers?
45. What are the main principles of population protection in case of emergency?
46. Identify the main ways to protect the public from disaster.
47. Classification of technogenic emergencies.
48. Characteristics of emergency situations of a military nature.
49. List the damaging factors of nuclear weapons.
50. Classification of conventional weapons.
51. Classification of OB.
52. Classification of BO.
53. Characteristics of weapons on new physical principles.
54. Basic principles of legal support for Belarusian Railways.

55. List the main legislative acts and standards for ensuring the safety of the population.
56. List the main legislative acts and regulations to ensure protection of public health.
57. Responsibility for the violation of regulatory acts on the provision of Life safety of population.
58. Definition and objectives of a culture of life safety.
59. The role of the human factor in reducing the risks of danger.
60. Problems of formation of culture of safety of ability to live.
61. The role of the educational process in the formation of a culture of life safety.
62. Importance of moral and psychological preparation of the population in overcoming risks of danger.
63. Human health as one of the main factors of life safety.
64. Medical and hygienic aspects of a healthy lifestyle.
65. Environmental factors that shape human health.
66. Environmental factors that destroy human health.
67. Prevention of diseases
68. Give the definition of "health".
69. Identify the main components of a healthy lifestyle.
70. What is a biological rhythm?
71. What determines the working capacity of a person?
72. What is the role of physical culture in promoting a healthy lifestyle?
73. Principles of rational nutrition.
74. What is dangerous about smoking?
75. What are the social consequences of alcoholism and drug addiction?
76. What are the risk factors for human health?
77. Describe physical and mental labor.
78. What are the forms of labor activity of a person?
79. What are the classes of working conditions?
80. What is the working capacity, its main phases?
81. How to organize a workplace?
82. The concept of "health", its content and criteria.
83. Functional manifestation of health in various spheres of life.
84. Lifestyle of the student and his influence on health.
85. Environmental impact on health.
86. Heredity and its impact on health.
87. The main components of a healthy lifestyle.
88. Psychological features of human behavior in emergency situations.
89. The concept of "health", its parameters.
90. The concept of a "healthy lifestyle", the ways to achieve it.
91. What called healthy nutrition and why?
92. What are the causes of the spread of drug dependence?
93. What measures do you know to prevent human addiction?
94. Does motor activity matter to maintain human health?
95. How do you know the forms of independent physical training?
96. Self-monitoring and its importance in self-employment in physical exercises.
97. Types of medical care, their characteristics.
98. The concept of injury, its types.
99. The content of first aid for traumatic lesions.
100. The concept of information security.

Tasks for testing the level of training TO KNOW AND OWN are verified by solving situational problems. List of standard tasks in ANNEX №2.

5.2. Course Papers Themes

Term papers are not provided.

5.3. Assessment Fund

7. Substances and products which are carcinogenic for human.
8. Protection against environmental pollution.

1. THEORETICAL TASK. The list of issues in paragraph 5.1.
2. TESTS
The list of test questions, according to the topic section (APPENDIX №1).
3. REPORT WITH PRESENTATION. The student chooses the topic of the report.
Topics for presentations:
1. The history of the Belarusian Railways.
2. The concepts of non-transportability of victims.
3. Poisoning by acids.
4. Carbon monoxide poisoning.
5. Negative effects on the human body when wearing gas masks (GPx-%, OP).
6. Prussic acid. Industrial use of the mechanism of action, characteristic symptoms, first aid.
7. Substances and products carcinogenic to humans.
8. Protection environment of pollution.
9. Characteristics of the first-aid kit individual (AKI), appointment, inoculation.
10. Concept of maximum permissible levels of exposure to harmful substances per person.
11. Impact on the body of ionizing radiation.
12. Syndrome of long squeezing of limbs.
13. Types of aseptic dressings and methods of their application.
14. Precautions for handling mercury.
15. Prevention of lead poisoning.
16. Materials used in construction and their impact on human health.
17. Methods of utilization of anthropogenic and techno genic wastes.
18. Traditional and non-traditional methods of health improvement.

4. SITUATIONAL TASKS.
(List of tasks according to the section in ANNEX №2

5. QUESTIONS TO THE DIFFERENTIAL QUIZ.
The list of questions to offset with an estimate in the ANNEX № 3.

5.4. List of Assessment Tools

1. Theoretical task;
2. Tests;
3. Report with presentation;
4. Situational problems;

Scales of assessment by types of assessment tools in the ANNEX № 4.

6.COURSE (MODULE) METHODOLOGICAL AND INFORMATIONAL SUPPORT			
6.1. Recommended Reading			
6.1.1. Required Reading List			
	Authors, Compliers	Title	Book publisher, Year
L1.1	1.Mark A Friend and JamesP.Kohn	1.Fundamentals of Fourth Edition Fourth Edition SAFETY AND HEALTH	1.Goverment Institutes An Imprint of The Scarecrow Press, Inc. Lanham Maryland
L1.2	Department of Disaster Management Ministry of Home & Cultural Affairs	EMERGENCY SAFETY AND FIRST AID HANDBOOK	Ministry of Home & Culturel Affairs Royal Government of Bhutan Tashichho Dzong, Thimphu
L1.3	General Affairs Department, Kyoto University	Earthquake Safety Manual (For Students)	General Affairs Department, Kyoto University Ver.5, issued in March 2018
L1.4	NCERT	First Aid and Safety	Health and Physical Education 2021
L1.5	Robert Macpherson *Director, CARE Security Unit*	CARE International SAFETY & SECURITY HANDBOOK	Copyright © 2004 Cooperative for Assistance and Relief Everywhere, Inc. (CARE).
6.1.2. Advanced Reading			
	Authors, Compliers	Title	Book publisher, Year
L2.1	LITTELFUISE	ELECTRICAL SAFETY HAZARDS HANDBOOK	Littelfuse Inc. Printed in U.S.A 2005
L2.2	Edition Daniel E. Della-Giustina, Ph.D.	Fire Safety Management Handbook	© 2014 by Taylor & Francis Group, LLCCRC Press is an imprint of Taylor & Francis Group, an Informa business
L2.3	WHO | World Health Organization	Healthy-lifestyle counselling	© World Health Organization 2018 http://apps.who.int › iris › bitstream ›
L2.4	Robert Macpherson *Director, CARE Security Unit* CARE International	SAFETY & SECURITY handbook	Copyright © 2004 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). https://reliefweb.int › sites › files
L2.5	American College of Emergency Physiciance	First Aid Manual	Medical Editor-in-Chief Gina M. Piazza, DO, FACEP 2014 5-th edition
L2.6	WHO | World Health Organization	Occupational safety and health in public health emergencies	Copyright © International Labour Organization GENEVA, 2018 First published 2018
6.1.3. Guidance Papers			
	Authors, compliers	Title	Book publisher, Year

L3.1	Idirisov A.N. Ismailov A.A. Nursetov T.A. Sartov N.M, Maliev H.A.	Life safety: Teaching-methodical manual	Bishkek: KSMA 2014
L3.2	Idirisov A.N. Ismailov A.A. Nursetov T.A.	The legal basis for ensuring safety of life: Teaching aid	Bishkek: KSMA 2014
L3.3	Idirisov A.N. Ismailov A.A. Nursetov T.A.	Man and environment: Teaching aid	Bishkek: KSMA 2014
L3.4	Idirisov A.N. Ismailov A.A. Nursetov T.A.	Culture of life safety: Teaching aid	Bishkek: KSMA 2014
L3.5	Idirisov A.N. Ismailov A.A. Nursetov T.A.	Healthy life style: Teaching aid	Bishkek: KSMA 2014

6.2. Online Resources

E1	Basic of life safety and labor protection: materials for independent work	http://ele74197079.narod.ru
E2	Materials for self-study courses Basis of life safety and Life safety	http://obz-bzd-npt.narod.ru
E3	Culture of life safety	http://www.kbzhd.ru
E4	Extensive collection of materials on the topic of safety of life: regulations, books and manuals, methodological materials on teaching courses of Basic of life safety and Life safety, archive of selected articles of the journal Basic of life safety. Fundamentals of life safety.	http://www.edu.ru
E5	Electronic library KRSU	www.lib.krsu.edu.kg
E6	Electronic-library system "Znanium"	www.znanium.com
E7	Reference and legal system "ConsultantPlus"	www.sledovatel.ru

6.3. List of Information and Education Technologies

6.3.1 Competence-based Educational Technologies

6.3.1.1	Traditional educational technologies: lectures, practical classes, focused on communicating knowledge and methods of action, taught to students in ready-made form and intended for mastering. Reading lectures involves the use of multimedia equipment. Conducting practical exercises using tables and visual aids.
6.3.1.2	Innovative educational technologies: the use of case studies, the preparation of students reports with presentations on specific topics.
6.3.1.3	Information educational technologies: independent use by students of computer equipment and Internet resources for the performance of practical tasks and independent work.

6.3.2 List of Information Reference Systems and Software

6.3.2.1	Safety and labor protection: materials for independent work (http://ele74197079.narod.ru);
6.3.2.2	Materials for self-study courses Basic of life safety and Life safety (http://obz-bzd-npt.narod.ru);
6.3.2.3	Culture of life safety (http://www.kbzhd.ru);
6.3.2.4	Extensive collection of materials on security topics
6.3.2.5	Life activity: normative documents, books and teaching aids, methodological materials on the teaching of courses BLS and LS, archive of selected articles of the journal BLS. Fundamentals of" " Life Safety" (http://www.edu.ru);
6.3.2.6	Electronic library KRSU (www.lib.krsu.edu.kg);
6.3.2.7	Electronic-library system "Znanium" (www.znanium.com).
6.3.2.8	Reference and legal system "ConsultantPlus" (www.sledovatel.ru).

7. COURSE (MODULE) LOGISTICS

7.1	
7.2	Theoretical preparation of the study of the program for life safety is carried out on the basis of LLC "Ilbirs" in the lecture halls with multimedia equipment.

7.3	The simulation center (Alamedin-1 building) equipped with interactive and medical equipment (anatomical table), robotic simulation dummies, modern reanimation equipment, phantoms, simulators, tools and consumables.
7.4	The equipment of the study room: seats by the number of students (in auditorium №1, 2, 3, 4, 5); teacher's workplace; a set of educational-visual aids "Fundamentals of Life Safety".
7.5	Technical means of training: computer with licensed software; multimedia projector; the hinged screen; mask; respirator; first-aid kit AI-2; dressing bag individual; individual chemical package IPP-11; combined arms protective kit; compass; household dosimeter.
	8. COURSE (MODULE) PROFICIENCY METHODICAL GLUIDELINES (FOR STUDENT)

8. COURSE (MODULE) PROFICIENCY METHODICAL GLUIDELINES (FOR STUDENT)

The technological map of the discipline in ANNEX № 5.

METHODICAL INSTRUCTIONS FOR ORGANIZING THE STUDY OF DISCIPLINE:

Training consists of classrooms (36 hours), including a lecture course and practical (group) classes (exercises, solving situational tasks, test tasks, etc.), and independent work (36 hours) under the guidance of the teacher. The lectures outline the main theoretical positions, new scientific achievements and prospects for the development of discipline. Practical exercises are aimed at strengthening and deepening theoretical knowledge. In practical classes, special attention is paid to solving situational problems, visiting the Center for Integrative and Practical Education (CIPE) with demonstration of thematic situations on models.

In accordance with the requirements of FGOS BO 3+, extensive use in the educational process of active and interactive forms of conducting classes (business role plays, analysis of specific clinical situations, fulfillment of research and research tasks using Internet resources, etc.) is necessary. Specific gravity sessions held in interactive forms should be at least 10% of classroom activities.

MODULAR CONTROL ON DISCIPLINE INCLUDES:

1. Ongoing control: the assimilation of educational material in classroom lectures (lectures, practical, including visits and activities) and the fulfillment of mandatory tasks for independent work.
2. Boundary control: checking the completeness of knowledge and skills on the material of the module as a whole. The execution of test tasks is carried out in written form and is an obligatory component of the modular control.
3. Intermediate control - the completed documented part of the academic discipline - a set of closely connected test units.

BASIC REQUIREMENTS FOR CURRENT CONTROL:

In constructing a practical lesson, teachers adhere to the following general indicative plan:

1. Organizational stage of the session (time - up to 2%);
1) roll call;
2) assigning the following topic to the house;
3) motivation of the topic of this practical lesson;
4) familiarize students with the goals and the plan of the activity;
2. Control and correction of the initial level of knowledge (time - up to 20%):
1) a theoretical survey on the current topic;
2) correction by the teacher of theoretical knowledge of students;
3) the stage of demonstration by the teacher of practical skills (time - up to 15%)
4) stage of demonstration of independent work of students (protection of the report with presentation) (time - up to 45%)
5) the final stage of the session (time - up to 18%):
a) final control of the generated theoretical knowledge and skills by solving situational problems;
b) summing up the results of a practical lesson (the teacher's description of the fulfillment of all the objectives of the lesson by the student and an individual assessment of knowledge and skills).

RECOMMENDATIONS FOR THE PREPARATION OF THE REPORT WITH PRESENTATION. Rules of preparation and writing:

Oral presentation is the report should not be a retelling of other people's thoughts, but an attempt at self-problematization and conceptualization of a specific, rather narrow and specific topic. All the footnotes in the work are carefully verified and supplied with "addresses". It is inadmissible to include in your work excerpts from the work of other authors without indicating this, to retell someone else's work close to the text without reference to it, to use other people's ideas without indicating the source. This also applies to sources found on the Internet. You must specify the full address of the site. All cases of plagiarism should be ruled out. At the end of the work, an exhaustive list of all the sources used is given.

Preparation of the report for the lesson.

The main stages of the report:

- choice of topic;
- Consultation of the teacher;
- preparation of the report plan;
- working with sources and literature, collecting material;
- writing the text of the report;

• Designing the manuscript and giving it to the teacher before the start of the report, which determines the readiness student to speak;
• presentation of the report, answers to questions.
The subject of the report is offered by the teacher in the WCF.
Multimedia presentations are a kind of independent work of students on creation of visual information grants made with the help of multimedia computer program PowerPoint. This type of work requires coordination of the student's skills in collecting, organizing, processing information, processing it in the form of collection materials, briefly reflecting the main issues of the topic being studied, in electronic form. That is, the creation of presentation materials expands the methods and means of processing and presentation of educational information, forms students' computer skills.
The presentation materials are prepared by the student in the form of slides using Microsoft PowerPoint.
The requirement for students to prepare a presentation and protect it in class in the form of a report.
1. The topic of the presentation is selected by the student from the proposed WCF list and must be coordinated with teacher and correspond to the topic of the lesson.
2. Stages of preparation of the presentation
Drawing up a presentation plan (statement of the task, objectives of this work)
Thinking of each slide (at the beginning it can be done manually on paper), while it is important to answer the questions:
- How does the idea of this slide reveal the main idea of the whole presentation?
- What will be on the slide?
- What will be said?
- How will the transition to the next slide be made?
3. Making a presentation using MS PowerPoint:
- It makes sense to be neat. Sloppy slides made (irregularities in fonts and indentations, typographical errors, typographical errors) raise suspicion that the student-speaker also approached the content questions through his sleeves.
- The title page is necessary to present the audience to you and the topic of your report.
- The number of slides is not more than 30.
- The optimal number of lines on the slide is from 6 to 11.
- A common mistake is to read the slide verbatim. Best of all, if the slide will write detailed information, and words will tell their meaningful meaning. The information on the slide can be more formal and strictly stated than in the speech.
- Optimal switching speed - one slide in 1-2 minutes.
- It is welcomed in the presentation to use more drawings, pictures, formulas, graphs, tables. Animation effects can be used.
- When explaining the tables, it is necessary to say what the rows correspond to, and what - the columns.
- Enter only those notations and concepts, without which understanding of the main ideas of the report is impossible.
- In a short speech, you cannot repeat the same idea, even if in other words - time is expensive.
- Any phrase should be said for some reason. Then the performance will be complete and leave a good impression.
- The last slide with conclusions in short presentations should not be spoken.
- The main font in the text and formulas is recommended to be changed to Arial or similar; font Times looks bad from afar. Be sure to set the basic font size in MathType to the main font size in the text.
4. The student is obliged to prepare and make a report at a strictly prescribed time by the teacher, and on time.
5. Instruction to the speakers.
- report new information;
- use technical means;
- to know and be well-versed in the theme of the whole presentation;
- be able to discuss and quickly answer questions;
- clearly follow the established rules: rapporteur - 10 minutes; discussion - 5 minutes;
It must be remembered that the speech consists of three parts: the introduction, the main part and the conclusion.
The introduction helps ensure the success of the performance on any topic. The introduction should contain:
- name of the presentation;
- message of the main idea;
- a modern assessment of the subject matter;
- a brief enumeration of the issues under consideration;
- a live interesting form of presentation;
The main part, in which the speaker should deeply reveal the essence of the topic, is usually
principle of the report. The main task is to provide enough data for the listeners and
interested in the topic and wanted to get acquainted with the materials. In this case, the logical structure of the theoretical
block should not be given without visual aids, audio - visual and visual materials. Conclusion is
clear clear generalization and brief conclusions, which are always waiting for listeners.

RECOMMENDATIONS FOR THE ORGANIZATION OF THE INDEPENDENT WORK OF THE STUDENT:
implies preparation for practical classes and includes the study of special literature on the subject (recommended textbooks, methodical guides, acquaintance with the materials published in monographs, specialized journals, on recommended medical sites); fulfillment of research and research tasks using Internet resources; preparation of abstracts, speeches at the seminar, abstracts, multimedia presentations. Independent work is considered as a kind of educational work on discipline and is performed within the hours allocated for the CDS. Each student is provided with access to the teaching and methodical cabinet of the department and library funds of the university.
For each section, the department developed methodological recommendations for students, as well as guidelines for teachers.

The work of the student in the group shapes the feelings of teamwork, personal responsibility and sociability. It is necessary to pay attention to the formation of communication skills with the patient. Working with patients contributes to the formation of deontological behavior, accuracy, discipline.
The initial level of knowledge of students is determined by testing and compulsory oral interview, the current control of the mastery of the subject is determined by an oral questionnaire during practical exercises during clinical analysis, when solving typical situational tasks and modules.
At the end of the cycle, it is planned to conduct a test control of all the topics covered, combined with an oral interview. The final control includes:
- Interview on theoretical issues;
- control of practical skills;
- solution of situational tasks.
SITUATIONAL TASKS. REFERENCE OPTION ANSWER:
TASK 23.
You accidentally ended up in a crowd. Your actions.
ANSWER:
• never go against the crowd;
• Try to avoid its center and edge - a dangerous neighborhood of vitrine, gratings, embankment fences, etc. .;
• to avoid all the motionless on the way - pillars, curbstones, walls and trees;
• Do not cling to anything with your hands;
• If possible, fasten;
• throw out a bag, umbrella, etc.;
• If you have something dropped, do not try to do anything;
• Protect the diaphragm with the hands locked in the lock, folding them on the chest;
• bend elbows flexibly and press them against the body;
• The main task is not to fall, but if you fall down, you should protect your head with your hands and immediately get up (quickly pull up your legs, group and jerk to try to stand up);
• at the first opportunity try to get out of the crowd.
BASIC REQUIREMENTS TO WRITE TESTS:
1. In one test task, 20 closed questions.
2. Questions are answered ready to choose, one of which is correct and the rest are wrong.
3. For each correct answer - 5 points.
4. The total score is defined as the sum of the collected percentages.
5. The collected amount of interest is transferred to points.

BASIC REQUIREMENTS FOR INTERMEDIATE CONTROL:
In quiz, students are required to have with them a record book, which they present to the teacher at the beginning.
At intermediate control, the student must correctly answer theoretical questions and perform situational assignments.
Students can use technical means, reference and normative literature, visual aids, educational programs.
Evaluation of the interim control:
- min 20 points - Questions for checking the level of training KNOW (if, when responding to a given questions the student correctly formulates the basic concepts)
- 20-25 points - Tasks for checking the level of training SKILL and EXPERTISE (in case the student correctly formulates the essence of the problem given in the ticket and gives recommendations on its solution)
- 25-30 points - Tasks for checking the level of training SKILL and EXPERTISE (in case of complete fulfillment of the control task).