

MINISTRY OF HEALTHCARE OF THE REPUBLIC OF UZBEKISTAN

TASHKENT MEDICAL ACADEMY



Approved"

Vice Rector for Academic Affairs

Boymuradov Sh.A.

2022

WORKING PROGRAM

on the discipline " MILITARY FIELD THERAPY "
(for the 4th course, the 8th - semester)

Field of education: 500000 Health care

Direction of education: 5510100 Medical preventive care

Tashkent 2022

The working program of the discipline is based on the model program of the discipline of "Military field therapy", approved by the order No. 231 (Appendix No. 1) of the Ministry of Healthcare of the Republic of Uzbekistan dated September 12, 2019.

The working program of the discipline was approved by the Academic Council of the Tashkent Medical Academy (protocol No.11, June 29, 2022).

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1. Relevance of educational science and its role in higher professional education

The program of this discipline is based on the requirements of the state educational standard of the Republic of Uzbekistan and the qualification of The Bachelor's degree. Using modern pedagogical technologies in the process of teaching on the basis of this program, it makes it possible to apply acquired skills in combination with clinical practice through modern medical technologies, teaching the student to perform practical skills from his theoretical education.

2. Purpose and function of the academic discipline

The purpose of teaching the science of military field therapy is the formation of skills for the treatment and diagnosis of diseases caused by military field conditions.

The program itself reflects the state of development of various aspects of the science of military field therapy in modern times.

The function of science:

- etiopathogenesis, clinical manifestations, diagnosis, treatment methods, prevention measures of various variants of radiation lesions (acute beam disease, chronic beam disease, combined radiation damage);
- formation of knowledge on the specificity of diseases of the internal organs that have arisen in the conditions of a military field;
- formation of knowledge on the provision of assistance that cannot be delayed in life-threatening situations in a military field;
- promoting a healthy lifestyle.

The following requirements are imposed on the cognitive skills and abilities of students in the subject.

Students should know:

- etiopathogenesis, clinic, laboratory diagnosis, principles of treatment, prevention measures of the main variants of radiation lesions;
- criteria and principles of treatment of internal diseases caused by bullet wounds, contusions, burns in military field conditions;
- principles of providing emergency therapeutic assistance in life-threatening situations;
- interpretation of hemogram in light disease;
- emergency therapeutic assistance in case of fainting;
- providing emergency therapeutic assistance in cardiac asthma;
- in life-threatening situations, one must have the qualifications to provide emergency therapeutic assistance.

3. Methodological instructions for teaching educational science

Military field therapy-forms knowledge of the etiology and pathogenesis of

various variants of radiation lesions (acute burn disease, chronic burn disease, combined radiation damage), clinical manifestations, diagnosis, methods of treatment, prevention measures, knowledge of the specificity of internal member diseases arising in military field conditions, knowledge of the provision of non-delayed assistance in life-threatening situations in military field conditions.

Distributed hours for the school year:

Discipline (Credits)	General loading	Auditory work				Independent work	Type of control
		Lecture	Seminar	Clinical analysis practice	Lab. assisting		
Medical preventive care	46	8	29			8	OSRT

4. Lecture sessions

Nº	Lecture sessions	hours
3- semester		
1	Radiation injuries from radiation. The main types of ionization Rays. Acute radiation sickness	2
2	Diseases of the internal organs in patients with injuries and contusions	2
3	Providing prompt therapeutic assistance to patients at risk of life.	2
	Total	6

Lecture classes are held for the flow of academic groups in auditoriums equipped with multimedia devices.

6. Practical training

Nº	Practical training	hour
The 8 th -semester		
1	Providing therapeutic assistance to wounded and sick patients in military conditions. Sorting patients and their medical evacuation	6
2	Injury from radiation rays. The main types of ionization Rays. Acute radiation sickness.	6
3	Diseases of the internal organs in patients with injuries and contusions.	6
4	Providing prompt therapeutic assistance to patients at risk of life.	6
5	Acute poisoning.	6
	Total	30

Practical classes multimedia devices are transferred separately to each academic group in equipped auditoriums. Classes are conducted using active and interactive methods, the "case-study" technology is used, the content of keys is determined by the teacher. Visual materials and information are transmitted using multimedia installations. The clinical part of the practical training is carried out in hospital departments, specific to the topics.

6. Independent Education

Nº	Themes	hours
The 8 th -semester		
1	The basics of organizing therapeutic assistance in the serving army.	2
2	Modern military therapeutic diseases.	2
3	The main characteristics of patients with a craving for therapeutic assistance.	2
4	Combined radiation damage.	2
5	Diseases of the internal organs in those injured.	2
6	Therapeutic aspects of burn disease.	2
7	Blood diseases in wounded.	2
8	Acute poisoning.	2
9	Combined radiation damage.	2
	Total	18

- Independent work on the subject is carried out in addition to the audience and audience.
- When organizing independent work of a student, the following forms are used:
 - Participation in supervision with the attending physician or on duty doctor in patient care;
 - Conducting conversations and lectures on sanitary bleach work among the population;
 - Independent mastering of certain theoretical topics with the help of educational literature;
 - Preparation of information (Abstract) on a given topic;
 - Work and lectures on special or scientific literature (monographs, articles) on sections or topics of science;
 - Solution of situational issues aimed at situational and clinical problems;
 - Keys (case-study based on real clinical situations and clinical situational issues) solution;
 - Development and filling of graphic organizers;
- Preparation of presentations and videos and wide application in the process of independent work, etc.

Course work on the subject is not planned in the model curriculum.

8. Practical skills

No	Name of practical skills	Number	Necessary provision for the performance of practical skills (equipment)
The 3rd -semester			
1	Interpretation of hemogram in light disease.		manuals, literature, photography, Phantom,
2	Providing emergency therapeutic assistance in case of fainting.		models, simulators, equipment, tables, instructive and controlling tests, computer programs, evening shifts for Clinical Sciences, volunteering, work in simulation centers, etc.
	Providing emergency therapeutic assistance in cardiac asthma.		

The process of teaching practical skills in practical training is planned in detail and includes several stages:

1. The first stage is a motivational basis for studying the studied practical skill based on the goals and objectives of the training, the theoretical aspects of which are discussed. Students are introduced to the mechanism of operation of the necessary equipment for the implementation of practical skills, the rules of operation.

To carry out the first stage, the department has all the equipment and must be in working condition.

2. The second stage is to demonstrate practical skills and practice many times. Practical skills for the implementation of this stage are demonstrated by the step-by-step algorithm pedagogy and through videos, special attention is paid to the correct step-by-step execution based on the algorithm. The student learns the practical skill mustakbil, but under the supervision of a pedagogue, in studies, simulators, Phantoms and mannequins, practicing many times. At the beginning, it is allowed to apply it to the patient after being able to perform all its stages separately, and later in a generalizing manner, completely and correctly (imitation training).

Practical skills developed by the department for the implementation of the second stage are a step-by-step algorithm and video, educational and methodological manual, execution scheme or technique, etc., evaluation criteria must be developed. It is necessary to have a multicooker, simulators, Phantoms and mannequins, imitators, equipment and create the necessary conditions (modeled close to the maximum working conditions. At this stage, the pedagogue controls and, if necessary, corrects errors in the work of students. In the process, the student's actions can be videotaped and shown to himself, critically discussed. The student will explain to the teacher and other students what his mistake is and then repeat the treatment. The interactivity is manifested in the fact that other students participate in the performance as experts and in the assessment of the correct mastery of the practical skill of the student being trained. It is desirable that the practical skill is delivered to the level of automation.

3. The third stage is the application of the learned knowledge and practical skills in the patient. At this stage, the student is taught in pedagogical control to apply the acquired knowledge and practical skills in various clinical situations (including urgent ones), analyze the results obtained and determine the tactics of action based on these data.

For the implementation of the third stage, the department has developed a collection of educational, methodological manuals, photographs, situational issues and tests, case studies, clinical protocols, standards for diagnosis and treatment,

teaching diseases and outpatient cards and x.g. should be used. The interactivity is manifested in the fact that other students are involved not only in performing as experts and assessing the correct mastery of the practical skill of the student being treated, but also in working in the team.

4. The fourth stage is a summary. At this stage, the educator must make sure that the knowledge acquired by the student and the acquired skill can be applied correctly and fully in patients, in various situations, in the process of activity, and then the practical skill is considered mastered.

For the implementation of the fourth stage, the student's independent work with the patient is monitored by a pedagogue, assessed when he protocols by writing down medical documents, medical history.

At the end of the training, the teacher confirms that each student has mastered the practical skill. In situations where the student is unable to master a practical skill, it is recommended to master it independently at the time outside of training and re-pass it to the educator. The student is considered to have mastered the subject, having mastered all practical skills.

8. Assessment of student knowledge in science and control criteria

Forms of current assessment of practical training in the subject of military field therapy

Assessment of students' knowledge is carried out in a 5-grade system.

Criteria for current assessment of student knowledge

Grade	% of development in points	Student's knowledge level
Excellent «5»	90 - 100	Complete correct answer to questions. Summarizes and makes decisions, thinks creatively, analyzes independently. Solves situational problems correctly, with a creative approach, with a full justification for the answer. Actively, creatively participates in interactive games, correctly makes informed decisions and sums up the results, analyzes.
good «4»	70 - 89,9	The questions posed on the topic are fully covered, but there are 2-3 inaccuracies, errors. Applies in practice, understands the essence of the issue, speaks with confidence, has accurate ideas. Situational tasks were solved correctly, but the rationale for the answer is not complete enough.

satisfactory «3»	60 - 69,9	The correct answer to half of the questions posed. Tells uncertainly, has accurate ideas only on certain issues of the topic. Situational tasks were solved inaccurately.
Unsatisfactory «2»	0 - 59,9	Does not have an exact idea of the topic of the lesson. Does not know the cause and mechanism of urological diseases.

TABLE
transfer of an assessment from a 5-point form to a 100-point form

5 point scale	100 point scale	5 point scale	100 point scale	5 point scale	100 point scale
4,00 - 4,96	100	4,30 - 4,71	86	3,60 - 3,55	72
4,96 - 4,91	90	4,25 - 4,21	85	3,55 - 3,51	71
4,90 - 4,86	98	4,20 - 4,16	84	3,50 - 3,46	70
4,85 - 4,81	97	4,15 - 4,11	83	3,45 - 3,41	69
4,80 - 4,76	96	4,10 - 4,06	82	3,40 - 3,36	68
4,75 - 4,71	95	4,05 - 4,01	81	3,35 - 3,31	67
4,70 - 4,66	94	4,00 - 3,96	80	3,30 - 3,26	66
4,65 - 4,61	93	3,95 - 3,91	79	3,25 - 3,21	65
4,60 - 4,56	92	3,90 - 3,86	78	3,20 - 3,16	64
4,55 - 4,51	91	3,85 - 3,81	77	3,15 - 3,11	63
4,50 - 4,46	90	3,80 - 3,76	76	3,10 - 3,06	62
4,45 - 4,41	89	3,75 - 3,71	75	3,05 - 3,01	61
4,40 - 4,36	88	3,70 - 3,66	74	3,00	60
4,35 - 4,31	87	3,65 - 3,61	73	Lower than 3,0	Lower than 60

Control type and evaluation criterion

Type of control and evaluation criterion in the subject of military field therapy

Students of the 4th year of the medical preventive faculty of military field therapy submit a final control (OSKE) in the semester only for one time in the autumn or spring semesters.

The conduct of the final types of control, as well as the assessment of students' knowledge, is carried out by the commission, which is organized by the head of the relevant department.

The composition of the commission is formed from among the professors and specialists of the relevant discipline.

9. List of basic and additional educational literature and information sources

Main literature

1. Babadjanova Sh.A., Babadjanov A.S., Kadomseva L.V., Kurbonova Z.Ch., Musayeva N.B. Harbiy-dala terapiyasi: darslik. Toshkent, Hilol nashr, 2020. 123 b.
2. Babadjanova Sh.A., Babadjanov A.S., Kadomseva L.V., Kurbonova Z.Ch., Musayeva N.B. Voenna-polevaya terapiya: darslik. Toshkent, Hilol nashr, 2020. 123 b.
3. Francis G. O'Connor. Fundamentals of Military Medicine: textbooks of Military Medicine Published by the Office of The Surgeon General Borden Institute US Army Medical Department Center and School Health Readiness Center of Excellence Fort Sam Houston, Texas 2019. 641 p.

Additional literature

1. Babadjanov A.S., Babadjanova Sh. A., Kadomseva L.V., Shadmanov U.I., Daminov R.U., Kaleda S.P., Polikarpova N.V., Valiyeva T.A., Kendjayeva G.R. Harbiy- dala terapiyasi. O'quv qo'llanma. – Toshkent. TTA nashriyoti. 2014.
2. Ovchinnikov Yu.V. Voenna-polevaya terapiya. Sankt-Peterburg. LBI-SPb. 2016.
3. Mixaylov V.G. Harbiy-dala terapiyasidan qo'llanma. – Tashkent. "Abu Ali Ibn Sino" nashriyoti. 1994.
4. Gembiskiy Ye.V., Komarov F.I. Voenna-polevaya terapiya. Moskva. Meditsina.1983.
5. Mirziyoev Sh.M. Buyuk kelajagimizning mard va olijanob xalqimiz bilan birga quramiz. O'zbekiston matbuot va axborot agentligining "O'zbekiston" nashriyot matbaa ijodiy uyi. 2017.
6. Mirziyoev Sh.M. Tanqidiy tahlil, qat'iy tartib intizom va shaxsiy javobgarlik- har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. O'zbekiston matbuot va axborot agentligining "O'zbekiston" nashriyot matbaa ijodiy uyi. 2017.
7. Mirziyoev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. O'zbekiston matbuot va axborot agentligining "O'zbekiston" nashriyot matbaa ijodiy uyi. 2016.

Internet sites:

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2. www.medline.ru
3. www.med.ru
4. www.tma.uz
5. www.zyonet.uz
6. www.info@minzdrav.uz
7. www.info@tma.uz