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Информация о владельце:

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Должность: и.о. декана медико-биологического факультета

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MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean Faculty of Medicine and Biology

ASSESSMENT TOOLS FUND FOR THE DISCIPLINE

«History of Medicine»

Name of the discipline (module)

- Specialty: 31.05.01 General Medicine
- Mode of training: Full-time
- Year of commencement of studies: 2026
- Delivered in Semester 3

Introduction

1. Intended for carrying out current control of academic performance progress and intermediate attestation in the discipline of History of Medicine for students of the specialty (majoring in) 31.05.01 General Medicine.

2. The ATF is an appendix to the program of the discipline (module) History of Medicine

3. Developer(s): G.S. Ivchenko, Acting Head of the Department of Propaedeutics of Internal Diseases (Full Name, Position)

4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: S.I. Kubanov, Associate Professor of the Department of Surgery, Orthopedics and Traumatology (Full Name, Position)

Committee members: T.I. Dzhandarova, Head of the Department of Anatomy and Histology (Full Name, Position)

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period for the ATF shall be determined by the period of implementation of the educational program.

1. Description of Evaluation Criteria at Various Stages of Their Formation, Description of Evaluation Scales

Levels of formation of competence(s), indicator(s)	Descriptors			
	Minimum level not achieved (Unsatisfactory) 2 points	Minimum level (Satisfactory) 3 points	Intermediate level (Good) 4 points	High level (Excellent) 5 points
Competency: UC-5 Capable of analyzing and taking into account cultural diversity through the process of intercultural interaction.				
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness for communication in verbal and written forms. Indicator: ID-1 UC-5 Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks and strengthen social integration	Does not select methods of constructive interaction with people, taking into account their socio-cultural characteristics	Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics	Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks	Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks and strengthen social integration
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness for communication in verbal and written forms. Indicator: ID-2 UC-5	Does not demonstrate a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia

demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia (including key events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.	development of Russia		(including key events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and educational tasks)	(including key events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings
Competency: GPC-1. Capable of implementing moral and legal norms, ethical and deontological principles in professional activity.				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 GPC-1 Uses the basic norms of medical law	Does not use	Uses	Uses the basic norms	Uses the basic norms of medical law
Learning outcomes for the discipline (module):	Does not apply ethical principles in practice	Applies ethical principles in practice	Applies ethical and deontological principles in practice	Applies ethical and deontological principles in

Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-2 GPC-1 Applies ethical and deontological principles in practice, uses knowledge of the history of medicine.				practice, uses knowledge of the history of medicine
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The evaluation of the competency formation level in the discipline is carried out on the basis of the Regulations on conducting current control of academic progress and intermediate attestation of students in higher education educational programs – Bachelor’s programs, Specialist’s programs, Master’s programs – at the Federal State Autonomous Educational Institution of Higher Education NORTH-CAUCASUS FEDERAL UNIVERSITY in its current edition.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
3rd semester			
1.	c	Methods of operative treatment available to primitive people: a) the use of eucalyptus oil, castor oil, and orchid bulbs for the treatment of digestive disorders, washing with urine, application of clay b) steam bath, massage, bowel lavage, cold and hot compresses c) trepanation of the skull, splinting, bloodletting, suturing d) the use of the narcotic properties of natural remedies for pain relief	UC-5
2.	b	In which ancient civilization was "Ayurveda" ("The Book of Life") created? a) China; b) India; c) Egypt.	UC-5
3.	b	Which country is the birthplace of acupuncture and moxibustion? a) Assyria; b) India; c) China.	UC-5
4.	c	Which teaching became the pinnacle of the art of diagnosis in Ancient China? a) on breathing b) on pneuma c) on the pulse d) "yin-yang"	UC-5
5.	c	Which ancient civilization is considered the birthplace of cosmetics? a) Ancient China b) Ancient Babylon c) Ancient Egypt	UC-5
6.	b	What does the general history of medicine study? a) the features of the formation and development of individual medical disciplines (e.g., surgery, pediatrics, hygiene); b) the characteristic features of the development of medicine as a whole, its distinctive traits, the most important discoveries, and the achievements of great scientists; c) the features of the formation and development of medicine in the territory of a particular state.	UC-5
7.	a	During which process in Ancient Egypt were anatomical knowledge obtained?	UC-5

		a) embalming b) autopsy of corpses c) study of medical books d) dissection of animals	
8.	a	What did the words "mor" and "morovoe povetrie" mean in ancient Russian chronicles? a) epidemics of infectious diseases; b) illnesses of Russian sailors during long sea voyages; c) a medicinal remedy used for colds; d) a sea wind that brought diseases; e) a medicine made from seaweed.	UC-5
9.	d	Who is the author of the postulate "Everything is poison, and everything is medicine. Only the dose makes a substance either a poison or a medicine"? a) L. da Vinci; b) A. Vesalius; c) L. Pasteur; d) T. Paracelsus.	UC-5
10.	a	Name the most severe disease of the Middle Ages in terms of human mortality: a) plague; b) cancer; c) cholera; d) AIDS.	UC-5
11.	c	For which works was I. P. Pavlov awarded the Nobel Prize? a) for research on the structure of bile acids and similar substances; b) for the discovery of blood groups; c) for his work on the physiology of digestion; d) for his teaching on higher nervous activity; e) for his work on vitamins.	UC-5
12.	b	Asepsis is: a) a set of measures aimed at destroying microorganisms in a wound, a pathological focus, or the body as a whole; b) a system of measures aimed at preventing the entry of microorganisms into a wound, tissues, organs, and cavities during surgical operations, dressings, and other therapeutic procedures.	UC-5
13.	a	Who proposed the vaccine against anthrax and rabies? a) L. Pasteur; b) R. Virchow; c) K. Rokitsky.	UC-5
14.	a	Name the theory created by the German scientists T. Schwann and M. Schleiden: a) cell theory; b) evolutionary doctrine; c) theory of heredity;	UC-5

		d) law of conservation of mass in chemical reactions; e) theory of the structure of organic compounds.	
15.	b	Which 19th-century Russian physician is the founder of military field surgery? a) I. M. Sechenov; b) N. I. Pirogov; c) G. A. Zakharyin.	UC-5
16.	c	Which ancient civilization is considered the birthplace of cosmetics? a) Ancient China b) Ancient Babylon c) Ancient Egypt d) Ancient India	GPC-1
17.	b	What does the general history of medicine study? a) the features of the formation and development of individual medical disciplines (e.g., surgery, pediatrics, hygiene); b) the characteristic features of the development of medicine as a whole, its distinctive traits, the most important discoveries, and the achievements of great scientists; c) the features of the formation and development of medicine in the territory of a particular state.	GPC-1
18.	a	During which process in Ancient Egypt were anatomical knowledge obtained? a) Embalming b) dissection of corpses c) studying medical books d) dissection of animals	GPC-1
19.	a	What did the words "mor" and "morovoe povetrie" mean in ancient Russian chronicles: a) epidemics of infectious diseases; b) diseases of Russian sailors during long sea voyages; c) a medicinal remedy used for colds; d) a sea wind that brought diseases; e) a medicine made from seaweed.	GPC-1
20.	d	Who is the author of the postulate "All things are poison, and all things are medicine. Only the dose makes a substance either a poison or a medicine": a) L. da Vinci; b) A. Vesalius; c) L. Pasteur; d) T. Paracelsus.	GPC-1
21.	b	What did the English scientist A. Fleming discover? a) natural radioactivity; b) penicillin; c) vaccine against anthrax; d) streptomycin; e) vaccine against rabies.	GPC-1
22.	a	Epidemiology is:	GPC-1

		a) the science of the causes and patterns of mass spread of infectious diseases, methods of their prevention and elimination; b) the field of medicine dealing with the treatment of diseases through manual techniques, surgical instruments and devices; c) a mass infectious disease on the scale of a city, country, or region; d) severe epidemics covering several countries and continents.	
23.	b	What is the main distinguishing feature of a physician's professional ethics: a) conscious choice of moral principles and rules of conduct; b) criminal liability for non-compliance with professional ethical standards; c) priority of the interests of medical science over the interests of a particular patient.	GPC-1
24.	folk medicine	Remedies and methods of treatment that are the result of centuries of popular experience and were passed down orally from generation to generation are:	GPC-1
25.	do no harm	Which principle is the main one in the Hippocratic model of medical ethics?	GPC-1
26.	Hippocrates	Who was the first to propose the "Oath of the Physician" in the IV–V centuries BC?	GPC-1
27.	c	Which teaching became the pinnacle of diagnostic art in Ancient China? a) the teaching of breathing; b) the teaching of pneuma; c) the teaching of the pulse; d) the teaching of "Yin-Yang".	GPC-1
28.	a	During which process in Ancient Egypt were anatomical knowledge obtained? a) embalming; b) dissection of corpses; c) studying medical books; d) dissection of animals	GPC-1
29.	d	Who is the author of the postulate "All things are poison, and all things are medicine. Only the dose makes a substance either a poison or a medicine": a) L. da Vinci; b) A. Vesalius; c) L. Pasteur; d) T. Paracelsus.	GPC-1
30.	ether	Which substance was first used for anesthesia during the operation that marked the beginning of the anesthesia era?	GPC-1

2. Description of the Evaluation Scale

Within the framework of the rating system, students' academic progress in each discipline is evaluated during current control and intermediate attestation. The rating system for assessing students' knowledge is based on the use of a combination of control activities to check the covered

material (checkpoints), optimally located throughout the entire time interval of studying the discipline. The principles of the rating system for assessing students' knowledge are based on the requirements described in the Regulations on the organization of the educational process based on the rating system for assessing students' knowledge at NCFU.

3. Criteria for Evaluating Competencies

The grade **Excellent** shall be awarded to a student if the theoretical content of the course has been mastered completely, without gaps; the material is presented exhaustively, consistently, clearly, and logically; the student freely copes with tasks, questions, and other types of knowledge application; uses additional material in the answer; all tasks provided for by the program are completed, and the quality of their execution is evaluated by a number of points close to the maximum; analyzes the obtained results; demonstrates independence when performing tasks.

The grade **Good** is to be awarded to a student if the theoretical content of the course is mastered completely, the necessary practical competencies are mainly formed, all educational tasks provided for by the training program are completed, and the quality of their execution is sufficiently high. The student firmly knows the material, presents it competently and strictly on the merits of the matter, without allowing significant inaccuracies in answering the question.

The grade **Satisfactory** is awarded to a student in case the theoretical content of the course has been mastered in part only, but the gaps are not of a significant nature, most of the tasks provided for by the program are completed, but contain errors, the student allows inaccuracies and insufficiently correct wording when answering the question, and violations of logical sequence are observed in the presentation of the program material.

The grade **Unsatisfactory** is awarded to a student if they do not know a significant part of the program material, allow significant errors, perform practical works with great difficulty and uncertainty, the necessary practical competencies are not formed, most of the educational tasks provided for by the training program are not completed, and the quality of their execution is evaluated by a number of points close to the minimum.

