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MINISTRY OF SCIENCE AND HIGHER EDUCATION

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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

«educational Practice Introductory Practice»

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 2.

Introduction

1. The Assessment Tools Fund is designed for conducting ongoing monitoring and interim certification in the introductory Practice for students of specialty 31.05.01 General Medicine.
2. The ATF is an appendix to the program of the educational Practice (the part formed by participants in educational relations) "Introductory Practice."
3. Developer: Cand. Sci. (Med.) G.S. Ivchenko, Acting Head of the Department of Propaedeutics of Internal Diseases;
4. An expert review of the ATF has been conducted.
Members of the expert group:

Chairperson: Cand. Sci. (Med.), Cand. Sci. (Biol.) T.A. Pakhomova, Chairperson of the Educational and Methodological Commission of the Faculty of Medicine and Biology

Members of the commission: S.M. Kotelevets, Professor of the Department of Propaedeutics of Internal Diseases; Cand. Sci. (Biol.), Associate Professor E.V. Denisova, Acting Deputy Dean for Academic Affairs of the Faculty of Medicine and Biology;

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-1				
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Indicator: ID-1 UC-1 identifies a problem situation, carries out its analysis and diagnosis based on a systems approach	Does not identify a problem situation	Identifies a problem situation	Identifies a problem situation, carries out its analysis	Identifies a problem situation, carries out its analysis and diagnosis based on a systems approach
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Indicator: ID-2 UC-1 carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation;	Does not carry out the search, selection, and systematization of information	Carries out the search, selection, and systematization of information	Carries out the search, selection, and systematization of information to determine alternative options	Carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation
Learning outcomes for the discipline (module): Raising a comprehensively	Does not determine the risks of possible options for solving a problem situation	Determines the risks of possible options for solving a problem situation	Determines and assesses the risks of possible options for solving a problem situation	Determines and assesses the risks of possible options for solving a problem

developed personality. Indicator: ID-3 UC-1 determines and assesses the risks of possible options for solving a problem situation, and selects the optimal variant for its solution.				situation, and selects the optimal variant for its solution
Competency: UC-7				
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 UC-7 selects health-saving technologies to ensure full social and professional activity, taking into account the physiological characteristics of the organism and living conditions.	Does not select health-saving technologies to ensure full social and professional activity	Selects health-saving technologies to ensure full social and professional activity	Selects health-saving technologies to ensure full social and professional activity, taking into account the physiological characteristics of the organism	Selects health-saving technologies to ensure full social and professional activity, taking into account the physiological characteristics of the organism and living conditions
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness to act in non-standard situations, to choose methods	Does not plan their working and free time	Plans their working and free time	Plans their working and free time for an optimal combination of physical and mental load	Plans their working and free time for an optimal combination of physical and mental load and ensuring work capacity in professional activity

of protection in emergency situations. Indicator: ID-2 UC-7 plans their working and free time for an optimal combination of physical and mental load and ensuring work capacity in professional activity.				
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-3 UC-7 maintains the proper level of physical fitness to ensure full social and professional activity and complies with the norms of a healthy lifestyle.	Does not maintain the proper level of physical fitness	Maintains the proper level of physical fitness	Maintains the proper level of physical fitness to ensure full social and professional activity	Maintains the proper level of physical fitness to ensure full social and professional activity and complies with the norms of a healthy lifestyle

Criteria for assessing competencies

An "**excellent**" grade is given to a student if the report is complete, correct, demonstrating the ability to select sources of knowledge and use them rationally; the content of the tasks is correctly disclosed, logic in the description and characterization of the material is observed. The formulation of conclusions is correct and substantiated; fluent possession of empirical knowledge; knowledge of additional literature; active participation in all forms of work. The entire planned scope of work is completed on time and at a high level in accordance with the Practice plan. The student has demonstrated the ability to correctly define and effectively solve the main tasks.

A "**good**" grade is given to a student if the report meets the previously mentioned requirements, but has inaccuracies in the presentation of the theoretical material or in the conclusions, empirical knowledge is not presented in full. All shortcomings of the answer are corrected by additional questions during the defense of the report. The student has fully completed the work program planned for the period of Practice, has demonstrated the ability to determine the main tasks and ways to solve them, and has shown initiative in the work.

A "**satisfactory**" grade is given to a student if the report is correct, showing mastery of the main material of the subject, but there is no clarity in the presentation of theoretical knowledge, there are difficulties in conclusions and formulations, violations of the logic of the presentation of the material, errors in the presentation of empirical knowledge. The student has not demonstrated deep knowledge of theory and the ability to apply it in practice, and has made mistakes in planning and solving tasks.

An "**unsatisfactory**" grade is given to a student if the report is compiled incorrectly, the main content of the theoretical material is not disclosed, which corresponds to the inability to select and use the main sources of information; logic in the description and characterization of objects is not observed; incorrect formulation of conclusions; gross errors in empirical knowledge of the subject; no interest in academic work is shown. A student who has not completed the Practice program, has not prepared a report, and has made mistakes during the Practice.

2. Assessment tools for the Practice.

2.1. Tasks that allow assessing the knowledge acquired during the Practice.

2.2. Tasks that allow assessing the abilities and skills acquired during the Practice

Competencies to be developed, indicators		Task formulation	
competency code	Formulations		
IA-1 UC-2, IA-2 UC-2, IA-3 UC-2, IA-1,	Able to manage a project at all stages of its life cycle.	Task 1	A general safety briefing and a briefing at each workplace for each type of work performed are conducted, which the student must master and sign in the protocol.
		Task 2	Fundamentals of clinical laboratory diagnostics, general and medical biochemistry
UC-3, IA-2 UC-3, IA-3 UC-3, IA-1,	Able to organize and manage the work of a team, developing a team strategy to achieve a set goal.	Task 3	To independently analyze information
UC-4, IA-2 UC-4, IA-3 UC-4, IA-1,	Able to apply modern communication technologies, including in foreign language(s), for academic and professional interaction.	Task 4	to schematically draw up a protocol of the expert assessments provided for when conducting medical analyses
UC-7, IA-1 UC-7, IA-2 UC-7, IA-3,	Able to maintain an appropriate level of physical fitness to ensure full-fledged social and professional activities.		
GPC-1, IA-2 GPC-1, IA-3 GPC-1, IA-1,	Capable of implementing moral and legal norms, ethical and deontological principles in professional activity.		
GPC-2, IA-2 GPC-2, IA-3 GPC-2, IA-1,	Capable of implementing moral and legal norms, ethical and deontological principles in professional activity.		

GPC-4, IA-2 GPC-4, IA-3 GPC-4, IA-1,	Capable of applying medical devices provided for by the procedure for rendering medical care, as well as conducting patient examinations in order to establish a diagnosis.
GPC-5, IA-2 GPC-5, IA-3 GPC-5, IA-1,	Capable of assessing morphofunctional, physiological states and pathological processes in the human body to solve professional tasks.
GPC-7, IA-2 GPC-7, IA-3 GPC-7, IA-1,	Capable of prescribing treatment and monitoring its efficacy and safety.
GPC-8, IA-2 GPC-8, IA-3 GPC-8, IA-1,	Capable of implementing and monitoring the effectiveness of medical rehabilitation of the patient, including the implementation of individual programs of rehabilitation and habilitation of disabled persons, and conducting an assessment of the patient's ability to engage in work activities.
PC-1, IA-2 PC-1, IA-3 PC-1, IA-1,	Ready to participate in the provision of emergency medical care in conditions requiring urgent medical intervention.
PC-2, IA-2 PC-2, IA-3 PC-2, IA-1,	Ready to collect and analyze patient complaints, history data, examination results, laboratory, instrumental, pathological-anatomical, and other studies to recognize a condition or establish the fact of the presence or absence of a disease.
PC-4, IA-2 PC-4, IA-3 PC-4, IA-1,	Capable of determining patient management tactics for various nosological forms.

PC-5, IA-2 PC-5, IA-3 PC-5, IA-1,	Ready for the management and treatment of patients with various nosological forms in outpatient settings and day hospital conditions.
PC-7, IA-2 PC-7, IA-3 PC-7, IA-1,	Capable and ready to implement a range of measures aimed at preserving and strengthening health, including the development of a healthy lifestyle, prevention of the occurrence and (or) spread of diseases, their early diagnosis, identification of the causes and conditions of their occurrence and development, as well as aimed at eliminating the harmful effects of environmental factors on human health.
PC-8, IA-2 PC-8, IA-3 PC-8, IA-1,	Ready for educational activity to eliminate risk factors and shape healthy lifestyle skills.

3. Methodological materials defining the assessment procedures and characterizing the stages of competency formation

The procedure for completing the Practice "Practice for Acquiring Professional Skills and Experience in Professional Activities in the Positions of Mid-Level Medical Personnel" includes the following stages: preparatory stage, experimental stage, preparation and defense of the Practice report. At each stage of the Practice, ongoing monitoring of the process of competency formation is carried out. The tasks offered to the student allow testing the competencies.

The tasks provide for mastering competencies at different levels: basic and advanced. Advanced-level tasks are distinguished by a deeper elaboration of the research, along with traditional methods, and the use of new research methods.

During the Practice, the student may use new technologies for performing calculations and data processing, design and assessment technologies for studying natural and anthropogenic systems available at the place of the Practice, taking into account the latest scientific and technological achievements in the field under study.

The Practice includes the collection and systematization of factual and literary material; it is recommended to use the materials available in the library, including electronic library, as well as materials of scientific conferences and working meetings on related topics. When preparing the plan and the report on the Practice, a template is used. For the defense of the report, it is recommended to prepare materials in the form of a presentation. The report must include: the

justification and expediency of performing the research, the material obtained during the Practice, and conclusions.

Based on the results of the classes at the preparatory stage, the "Introduction" section to the report is written according to the following plan:

- time and place of the Practice,
- its goals and objectives,
- objects of research,
- research methods,
- significance of the Practice.

On the title page, the title of the work is written — "Report on the Practice 'Practice for Acquiring Professional Skills and Experience in Professional Activities in the Positions of Mid-Level Medical Personnel'", indicating: the name of the educational institution and the department, the surname, first name, and patronymic of the executor(s); the surname, initials, academic degree, and position of the Practice supervisor; the place and year of writing the report.

For the credit, each student must submit a personal Practice diary with a full report on each topic studied.

In the "Conclusion," the results of the Practice are summarized, conclusions, remarks, and suggestions for improving the Practice are made.

The literature in the list is numbered and given in alphabetical order in accordance with the standard adopted in printed works.

The report, in the course of presentation, is illustrated with figures, plans, profiles, and photographs. Figures and photographs are numbered, accompanied by captions and references in the text.

Upon completion of the Practice, a final conference is held, at which students make presentations on the sections of the report and problematic issues. The results of the Practice are discussed.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
2th semester			

1.	b	The development of the pathological process in acute appendicitis begins: a) from the serous coat of the vermiform appendix; b) from the mucous membrane of the vermiform appendix; c) from the muscular layer of the vermiform appendix; d) from the dome of the cecum;	UC-1
2.	e	The typical onset of acute appendicitis is characterized by: a) headache; b) pain in the projection of the right ureter; c) nausea, vomiting, diarrhea; d) sudden acute abdominal pain; e) pain in the epigastric region, gradually moving to the right iliac region.	UC-1
3.	e	If an unchanged vermiform appendix is found during surgery in a patient with the clinical picture of acute appendicitis, one should: a) perform an appendectomy; b) complete the operation with drainage of the abdominal cavity; c) complete the operation with tamponade of the abdominal cavity; d) introduce an antibiotic into the abdominal cavity and close the surgical wound; e) perform an examination of 1.5 meters of the terminal part of the small intestine.	UC-1
4.	b	The most common hernia: a) umbilical; b) indirect inguinal; c) femoral; d) linea alba hernia; e) direct inguinal.	UC-1
5.	c	The occurrence of linea alba hernias is promoted by: a) gastric phenomena; b) the passage of blood vessels and nerves through the linea alba; c) defects in the linea alba; d) stretching of the linea alba; e) increased intra-abdominal pressure in the upper floor of the abdominal cavity.	UC-1
6.	1. Somatometry (measurement of body length and weight, chest circumference, etc.); 2. Somatoscopy (condition of the skin and	Name the methods of studying physical development.	UC-7

	visible mucous membranes, degree of development of the subcutaneous fat layer, condition of the musculoskeletal system, degree of sexual development); 3. Physiometry (examination of the respiratory and cardiovascular systems, muscle strength, etc.).		
7.	1) indicators of medical-demographic processes characterizing birth rate, mortality, and migration; 2) indicators of population morbidity according to visit rates, screening, and mortality; 3) indicators of disability of the population; 4) indicators of the physical health of the population; 5) indicators of the value attitude of the population towards health.	List the groups of indicators for assessing public health:	UC-7
8.	1 preventive, 2 assessment, 3 population groups	Dispensary observation is a set of measures that includes _____ 1 a medical examination and additional methods of examinations conducted for the purpose of _____ 2 the state of health (including determining the health group and the dispensary observation group) and carried out in	UC-7

		relation to certain _____ 3 in accordance with the legislation of the Russian Federation.	
9.	CBR = $N/P * 1000$, where: CBR — crude birth rate; N — the number of live births per year; P — the average annual population size.	Write the formula for calculating the birth rate.	UC-7
10.	characterization of the health status of the population, planning of activities	The purpose of studying morbidity is...	UC-7