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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 practical training Practical Training in Emergency Medical Procedures
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 4.

Introduction

1. The Assessment Tools Fund is designed for conducting ongoing monitoring and interim certification in the practical training in emergency medical procedures for students of specialty 31.05.01 General Medicine.

2. The ATF is an appendix to the program of the practical training (the part formed by participants in educational relations) "Practical Training in Emergency Medical Procedures."

3. Developer: 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. (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; E.V. Denisova, Acting Deputy Dean for Academic and Research Work of the Faculty of Medicine and Biology

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	Determines the risks of possible options for solving a problem situation	Determines and assesses the risks of possible options for solving a	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.	problem situation		problem situation	situation, and selects the optimal variant for its solution
Competency: UC-3				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. **Indicator: ID-1 UC-3** participates in interpersonal and group interaction, using an inclusive approach, effective communication, methods of team building and team interaction when working jointly within the framework of the set task	Does not join interpersonal and group interaction	Joins interpersonal and group interaction, using an inclusive approach	Joins interpersonal and group interaction, using an inclusive approach, effective communication, methods of team building and team interaction	Joins interpersonal and group interaction, using an inclusive approach, effective communication, methods of team building and team interaction when working jointly within the framework of the set task
Learning outcomes for the discipline (module): Readiness for communication in verbal and	Does not ensure team work to obtain optimal results	Ensures team work to obtain optimal results of joint work	Ensures team work to obtain optimal results of joint work, taking into account the individual	Ensures team work to obtain optimal results of joint work, taking into account the individual

written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. **Indicator: ID-2 UC-3** ensures team work to obtain optimal results of joint work, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies, and foresight technologies			capabilities of its members	capabilities of its members, using success methodologies, methods, information technologies, and foresight technologies
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Readiness to act in non-standard situations, to choose methods of protection in emergency situations. **Indicator: ID-3 UC-3** ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations	Does not ensure the execution of the tasks set	Ensures the execution of the tasks set	Ensures the execution of the tasks set based on monitoring team work	Ensures the execution of the tasks set based on monitoring team work and timely response to significant deviations
Competency: UC-8				
Learning outcomes for	Not familiar with the general	Familiar with the general	Familiar with the general	Familiar with the general

the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. **Indicator: ID-1 UC-8** is familiar with the general characteristics of ensuring safety and sustainable development in various spheres of life; the classification of military emergencies, principles, and methods of organizing population protection from dangers arising in peacetime and during warfare.	characteristics of ensuring safety and sustainable development in various spheres of life	characteristics of ensuring safety and sustainable development in various spheres of life	characteristics of ensuring safety and sustainable development in various spheres of life; the classification of military emergencies	characteristics of ensuring safety and sustainable development in various spheres of life; the classification of military emergencies, principles, and methods of organizing population protection from dangers arising in peacetime and during warfare
Learning outcomes for the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. **Indicator: ID-2 UC-8** assesses the probability of potential danger occurrence in everyday life and professional activity and takes measures for its prevention	Does not assess the probability of potential danger occurrence	Assesses the probability of potential danger occurrence	Assesses the probability of potential danger occurrence in everyday life and professional activity	Assesses the probability of potential danger occurrence in everyday life and professional activity and takes measures for its prevention
Learning outcomes for	Does not use basic methods of	Uses basic methods of	Uses basic methods of	Uses basic methods of

the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. **Indicator: ID-3 UC-8** uses basic methods of protection during threats and occurrence of emergencies and military conflicts in everyday life and professional activity.	protection during threats and occurrence of emergencies	protection during threats and occurrence of emergencies	protection during threats and occurrence of emergencies and military conflicts	protection during threats and occurrence of emergencies and military conflicts in everyday life and professional activity
Competency: PC-1				
Learning outcomes for the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Acquisition of special medical skills and their application in practical healthcare. **Indicator: ID-1 PC-1** Is capable of conducting therapeutic measures when rendering emergency medical care in conditions requiring urgent medical intervention	Not capable of delivering therapeutic measures	Capable of delivering therapeutic measures	Capable of delivering therapeutic measures when offering emergency medical care	Capable of delivering therapeutic measures when offering emergency medical care in conditions requiring urgent medical intervention

Learning outcomes for the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Acquisition of special medical skills and their application in practical healthcare. **Indicator: ID-2 PC-1** Knows how to identify conditions requiring the provision of medical care in an emergency form, including clinical signs of sudden cessation of blood circulation and respiration	Does not know how to identify conditions	Knows how to identify conditions	Knows how to identify conditions requiring medical care	Knows how to identify conditions requiring medical care in an emergency form, including clinical signs of sudden failure of blood circulation and respiration
Learning outcomes for the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Acquisition of special medical skills and their application in practical healthcare. **Indicator: ID-3 PC-1** Possesses skills for assessing the	Does not possess skills for assessing the patient's condition requiring medical care in an emergency form	Possesses skills for assessing the patient's condition requiring medical care in an emergency form	Possesses skills for assessing the patient's condition requiring medical care in an emergency form, skills for recognizing conditions that pose a threat to the patient's life	Possesses skills for assessing the patient's condition requiring medical care in an emergency form, skills for recognizing conditions that pose a threat to the patient's life, including states of clinical death (failure of vital functions of the human body (blood circulation and/or respiration),

condition of a patient requiring the provision of medical care in an emergency form, skills for recognizing conditions that pose a threat to the patient's life, including states of clinical death (cessation of vital functions of the human body (blood circulation and/or respiration), requiring the provision of medical care in an emergency form				requiring medical care in an emergency form

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 practical training 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 practical training, 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 practical training program, has not prepared a report, and has made mistakes during the practical training.

2. Assessment tools for the practical training.

2.1. Tasks that allow assessing the knowledge acquired during the practical training.

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

Competencies to be developed, indicators		Task formulation	
competency code	**Formulations**		
IA-1 UC-1, IA-2 UC-1, IA-3 UC-1, IA-1,	Capable of carrying out a critical analysis of problem situations based on a system approach, and developing an action strategy.	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.
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 2	Fundamentals of clinical laboratory diagnostics, general and medical biochemistry
		Task 3	To independently analyze information
UC-8, IA-1 UC-8, IA-2 UC-8, IA-3,	Capable of creating and maintaining safe living conditions in everyday life and professional activity to preserve the natural environment, ensure sustainable development of society, including in the event of threats and emergencies, and military conflicts.	Task 4	to schematically draw up a protocol of the expert assessments provided for when conducting medical analyses
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.		

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

The procedure for completing the practical training "Practical Training 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 practical training report. At each stage of the practical training, 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 practical training, 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 practical training, taking into account the latest scientific and technological achievements in the field under study.

The practical training 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 practical training, 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 practical training, 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 practical training,
- its goals and objectives,
- objects of research,
- research methods,
- significance of the practical training.

On the title page, the title of the work is written — "Report on the Practical Training 'Practical Training 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 practical training supervisor; the place and year of writing the report.

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

In the "Conclusion," the results of the practical training are summarized, conclusions, remarks, and suggestions for improving the practical training 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 practical training, a final conference is held, at which students make presentations on the sections of the report and problematic issues. The results of the practical training are discussed.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
4th semester			
1.	gastric erosion, atrophy of the stomach walls, gastric ulcer	List the complications of acute gastritis.	UC-1
2.	Astheno-vegetative, dyspeptic, pain, hepatolienal, cytolytic, jaundice syndrome, hepatomegaly syndrome.	Name the main syndromes of chronic hepatitis.	UC-1
3.	c	Which symptom is the most characteristic manifestation of ulcerative colitis? a) diffuse abdominal pain b) loose stools c) frequent bloody stools d) erythema nodosum e) joint pain	UC-1
4.	b	In case of a threat of hepatic coma, the following should be restricted in the diet: a) carbohydrates b) proteins c) fats d) fluid e) mineral salts	UC-1
5.	a	The main indication for prescribing glucocorticoids in chronic glomerulonephritis: a) nephrotic syndrome	UC-1

		b) arterial hypertension c) renal failure d) hematuria e) prevention of exacerbations	
6.	1. Arising from blood loss (acute and chronic post-hemorrhagic). 2. Caused by pathology of the formation of erythrocytes and hemoglobin. 3. Associated with increased destruction of blood cells. 4. Mixed.	According to the mechanism of development, anemias are divided into:	UC-3
7.	aching or burning pain in the upper part of the abdomen; pain that passes after eating or after taking medications that reduce or neutralize stomach acidity; pain that occurs on an empty stomach or resumes 2-3 hours after eating;	Give examples of signs of exacerbation of duodenal ulcer disease.	UC-3
8.	bleeding from esophageal varices; intake of thiazide diuretics; prolonged intake of barbiturates	The cause of hepatic coma in a patient with liver cirrhosis may be...	UC-3

9.	Novocaine; Fentanyl; Baralgin; Analgin.	In the management of pain in chronic pancreatitis, the following medicinal products can be used:	UC-3
10.	Jaundice; splenomegaly; decreased hemoglobin level; hyperbilirubinemia; urobilinuria; reticulocytosis.	Specify the general signs of hemolysis:	UC-3
11.	d	In case of loss of consciousness in a patient, first of all, it is necessary to check: a) the reaction of the pupils to light b) the presence of spontaneous breathing c) the pulse on the radial artery d) the pulse on the carotid arteries	UC-8
12.	a	Premedication usually includes the prescription of two drugs: a) a sedative and a parasympatholytic b) respiratory analeptics and muscle relaxants c) barbiturates and sedatives d) barbiturates and muscle relaxants	UC-8
13.	b	The priority problem of a patient in anaphylactic shock: a) severe weakness b) a drop in blood pressure c) headache d) skin itching	UC-8
14.	c	The typical clinical form of myocardial infarction: a) asthmatic b) abdominal c) painful d) cerebral	UC-8
15.	anesthesia.	The process of reducing the sensitivity of the body or a part of it up to the complete cessation of perception of information about the environment and one's own state	UC-8
16.	b	The criterion for the viability of the fetus (newborn) is a gestational age of: a. 20 weeks; b. 22 weeks; c. 26 weeks; d. 28 weeks; e. 30 weeks.	PC-1
17.	a	The minimum body weight of a viable fetus is:	PC-1

		1. a. 500 g; 2. b. 600 g; 3. c. 800 g; 4. d. 1000 g; 5. e. 1500 g.	
18.	b	If there are no anti-Rhesus antibodies in the blood 6 months after delivery, it can be considered that the specific prophylaxis was effective: a. no; b. yes; c. depending on complications; d. depending on the parity of deliveries; e. it cannot be asserted until the next pregnancy.	PC-1
19.	a,b,c	Which types of presentation refer to extensor presentations: a. frontal; b. facial; c. anterior cephalic; d. posterior occipital.	PC-1
20.	a	To restore normal patency of the abdominal aorta, the following is performed: a. bypass surgery b. amputation c. endarterectomy d. laser tunneling e. intra-aortic catheter therapy.	PC-1