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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

An urgent condition

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 9

Introduction

1. Intended for carrying out current control of academic performance progress and intermediate attestation in the discipline of An urgent condition for students of the specialty (majoting in) 31.05.01 General Medicine.
2. The ATF is an appendix to the program of the discipline (module) An urgent condition
3. Developer(s): Ivchenko G.S., Acting Head of the Department of Internal Medicine Propaedeutics (Full Name, Position)
4. Expert examination of the ATF has been completed.

Expert group:

Chairperson Kubanov S.I., 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)

Pozdnyakova O.Yu., Professor of the Department of Therapy (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
Competence: UK-1 Is able to carry out a critical analysis of problematic situations based on a systematic approach and develop a strategy for action				
Learning outcomes by discipline: Communication Indicator: ID-1 UK-1 Identifies a problematic situation, analyzes and diagnoses it based on a systematic approach	Unable to identify a problem situation	Highlights a problematic situation	Identifies a problematic situation, performs a multifactorial analysis and diagnosis based on a systematic approach	Identifies the problem situation, performs its multifactorial analysis and diagnostics based on a systematic approach
Learning outcomes for the discipline: Communication Indicator: ID-2 UK-1 Performs search, selection, and systematization of information to determine alternative strategic solutions in a problematic situation	Unable to search, select, and systematize information	Searches, selects, and organizes information	Performs search, selection, and systematization of information to determine options for solving a problematic situation	Performs search, selection, and systematization of information to determine alternative strategic solutions in a problematic situation
Learning outcomes by discipline: Communication Indicator: ID-3 UK-1 Determines and evaluates the risks of possible solutions to a problem situation, and chooses the optimal solution	Unable to identify and evaluate the risks	Determines and evaluates the risks	Determines and evaluates the risks of possible solutions to a problem situation	Determines and evaluates the risks of possible solutions to a problem situation, and selects the optimal solution.
Competence: UK-4 is able to apply modern communication technologies, including in a foreign language(s), for academic and professional interaction				

Learning outcomes discipline: Communication Indicator: ID-1 UK-4 Selects an acceptable style of business communication in the state language(s) and foreign language(s), verbal and non-verbal means of interaction with partners in oral and written forms	Unable to choose an acceptable style of business communication	Chooses an acceptable style of business communication in the state language	Selects an acceptable style of business communication in the state language, verbal means of interaction with partners in oral and written forms	Chooses an acceptable style of business communication in official and foreign languages, verbal and non-verbal means of interaction with partners in oral and written forms
Learning outcomes by discipline: Communication Indicator: ID-2 UK-4 Uses information and communication technologies to increase the effectiveness of professional interaction, search for the necessary information in the process of solving standard communicative tasks in the state language(s) and foreign language(s)	Cannot use information and communication technologies	Uses information and communication technologies to increase the efficiency of professional interaction in the state language	Uses information and communication technologies to increase the effectiveness of professional interaction, search for necessary information in the process of solving standard communicative tasks in the state language	Uses information and communication technologies to increase the effectiveness of professional interaction, search for the necessary information in the process of solving standard communicative tasks in the state language(s) and foreign language(s)
Learning outcomes in the discipline: Communication Indicator: ID-3 UK-4 Evaluates the effectiveness of applied communicative technologies in professional interaction in state(-s) and foreign(-s) languages, selects the optimal ones	Unable to evaluate the effectiveness of the applied communication technologies	Evaluates the effectiveness of applied communication technologies in professional interaction in the state language	Evaluates the effectiveness of the applied communication technologies in professional interaction in the state language, and selects the optimal ones	Evaluates the effectiveness of the applied communication technologies in professional interaction in the state language(s) and foreign language(s), and selects the optimal ones

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
1.	c	The ambulance service is intended for: a) Providing emergency and urgent medical care to all patients and victims b) Providing emergency medical care to patients and victims outside medical facilities c) Providing emergency and urgent medical care to patients and victims outside medical facilities	UK-1
2.	d	The ratio between chest compressions and breaths during CPR performed by 1 resuscitator should be: a) 1 breath: 5-6 compressions b) 1-2 breaths: 6-8 compressions c) 2 breaths: 10 compressions d) 2 breaths: 12-15 compressions	UK-1
3.	b	After completing a call, the field crew can return to the substation without the dispatcher's permission: a) Yes b) No	UK-1
4.	d	Effective resuscitation is carried out: a) 5 minutes b) 10 minutes c) 30 minutes d) Until spontaneous cardiac activity is restored	UK-1
5.	b	Pressing the sternum during indirect cardiac massage is carried out: a) With the entire palm surface of the hand, without bending the arms at the elbows b) With the wrists, without bending the arms at the elbows c) With the wrists, moderately bending the arms at the elbows	UK-1
6.	b	To perform defibrillation in the absence of signs of effectiveness of cardiopulmonary resuscitation: a) It is possible b) Must not	UK-1
7.	b	Basic therapy for exacerbations of bronchial asthma a) diuretics, mucolytics, bronchodilators b) bronchodilators, glucocorticosteroids (GCs), oxygen therapy c) narcotic analgesics, bronchodilators	UK-1

		d) mucolytics, glucocorticosteroids (GCs), oxygen therapy	
8.	a	WHAT TYPE OF HYPOXIA IS OBSERVED IN ACUTE MASSIVE BLEEDING hemic; circulatory; tissue; respiratory	UK-1
9.	e	ALIMENTARY HYPERGLYCEMIA IS A CONSEQUENCE OF a) excess insulin; b) lack of counter-insulin hormones; c) glucosuria; d) emotional arousal; e) intake of carbohydrate-rich food	UK-1
10.	a	Obesity, without changing the number of adipocytes, is possible a) yes b) no	UK-1
11.	a	Hyperventilation syndrome can cause hypertensive dehydration a) Yes b) No	UK-1
12.	a, b, d	Conditions that are accompanied by a positive nitrogen balance are the following a) body growth; b) pregnancy; c) fasting; d) after fasting; e) thermal burns	UK-1
13.	b, c	Pathological conditions that are accompanied by hyperproteinemia are the following a) starvation b) blood thickening c) increased antibody synthesis d) liver disease e) impaired protein absorption	UK-1
14.	a, c, e	An increase in basal metabolism is characteristic of a) hyperfunction of the thyroid gland, b) hyperfunction of the parathyroid glands c) hyperfunction of the adenohypophysis, d) hypofunction of the sex glands e) hyperfunction of the sex glands	UK-1
15.	c, d	Vitamin D deficiency is associated with the following metabolic changes a) hypercalcemia b) hyperphosphatemia c) hypocalcemia d) hypophosphatemia e) activation of lipid peroxidation	UK-1
16.	b	Anxiety, restlessness, severe hunger, trembling, and sweating are characteristic of a) hyperglycemia b) hypoglycemia c) lactic acidosis d) diabetic	UK-1

		e) ketoacidosis	
17.	Intensive care	A set of measures to revive an organism that is in a state of clinical death, and to restore severely impaired or lost vital functions of the system	UK-1
18.	Starvation	A condition of the body caused by insufficient intake of substances necessary for maintaining homeostasis.	UK-1
19.	emergency, urgent, scheduled	Forms of medical care	UK-1
20.	Lack of protein in the diet. Failure to absorb essential amino acids. Disorders of digestion and absorption in the intestines. Disruption of amino acid synthesis and breakdown processes. Genetic defects.	List the causes of primary protein metabolism disorders	UK-1
21.	Leucine, lysine, threonine, arginine	List the amino acids that can cause growth disorders in a growing organism	UK-1
22.	Vitamin B6, B12, and C	List the vitamins involved in nucleotide metabolism	UK-1
23.	c	The ambulance service is intended for: a) Providing emergency and urgent medical care to all patients and victims b) Providing emergency medical care to patients and victims outside medical facilities c) Providing emergency and urgent medical care to patients and victims outside medical facilities	UK-1
24.	d	The ratio between chest compressions and breaths during CPR performed by 1 resuscitator should be: a) 1 breath: 5-6 compressions b) 1-2 breaths: 6-8 compressions c) 2 breaths: 10 compressions d) 2 breaths: 12-15 compressions	UK-1
25.	b	After completing a call, the field crew can return to the substation without the dispatcher's permission: a) Yes b) No	UK-1
26.	d	Effective resuscitation is carried out: a) 5 minutes b) 10 minutes c) 30 minutes d) Until spontaneous cardiac activity is restored	UK-1
27.	b	Pressing the sternum during indirect cardiac massage is carried out: a) With the entire palm surface of the hand, without bending the arms at the elbows b) With the wrists, without bending the arms at the elbows c) With the wrists, moderately bending the arms at the elbows	UK-1

28.	b	To perform defibrillation in the absence of signs of effectiveness of cardiopulmonary resuscitation: a) It is possible b) Must not	UK-1
29.	b	Basic therapy for exacerbations of bronchial asthma a) diuretics, mucolytics, bronchodilators b) bronchodilators, glucocorticosteroids (GCs), oxygen therapy c) narcotic analgesics, bronchodilators d) mucolytics, glucocorticosteroids (GCs), oxygen therapy	UK-1
30.	c	The ambulance service is intended for: a) Providing emergency and urgent medical care to all patients and victims b) Providing emergency medical care to patients and victims outside medical facilities c) Providing emergency and urgent medical care to patients and victims outside medical facilities	UK-1

31. 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.

32. 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.