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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

Neurology

- Specialty: 31.05.01 General Medicine
- Mode of training: Full-time
- Year of commencement of studies: 2026
- Delivered in Semester 5

Introduction

1. Intended for carrying out current control of academic performance progress and intermediate attestation in the discipline of «Neurology» 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) «Neurology»
3. Developer(s): Budkevich Elena Vladimirovna, Associate professor of Department of Physical Chemistry Biology and Immunology.
4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: Kubanov Sergey Ismailovich, Deputy Dean of Faculty of Medicine and Biology for Practical Medicine;

Committee members: Pozdnyakova Oksana Yuryevna, Head of Department of General Medicine.

Kashnikov Vyacheslav Stanislavovich, professor of Department of General Medicine.

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: PC-2 Ready to collect and analyze patient complaints, data of their medical history, examination results, laboratory, instrumental, pathological-anatomical, and other investigations to recognize a condition or establish the fact of presence or absence of a disease.				
Learning outcomes for the discipline (module): Development of clinical thinking. Indicator: ID-1 PC-2 Knows how to carry out the collection of complaints, anamnesis of life, and disease of the patient and analyze the information obtained	Does not know how to carry out the collection of details concerning the patient's complaints, anamnesis of life, and disease	Knows how to carry out the collection of details concerning the patient's complaints, anamnesis of life, and disease	Knows how to carry out the collection of details concerning the patient's complaints, anamnesis of life, and disease	Knows how to carry out the collection of details concerning complaints, anamnesis of life, and disease, and how to analyze the information obtained
Learning outcomes for the discipline (module): Development of clinical thinking. Indicator: ID-2 PC-2 Conducts a complete physical examination of the patient (inspection, palpation, percussion, auscultation) and interprets its results	Does not carry out a complete physical examination of the patient	Carries out a complete physical examination of the patient	Carries out a complete physical examination of the patient (inspection, palpation, percussion, auscultation)	Carries out a complete physical examination of the patient (inspection, palpation, percussion, auscultation) and interprets its results
Learning outcomes for the discipline (module):	Does not define a preliminary diagnosis	Defines a preliminary diagnosis	Defines a preliminary diagnosis and compiles a plan	Defines a preliminary diagnosis and compiles a plan for laboratory

Development of clinical thinking. Indicator: ID-3 PC-2 Defines a preliminary diagnosis and compiles a plan for laboratory and instrumental examinations of the patient			for laboratory examinations	and instrumental examinations
Competency PC-3. Capable of determining the patient's main pathological conditions, symptoms, disease syndromes, and nosological forms in accordance with the International Statistical Classification of Diseases and Related Health Problems, 10th Revision.				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 PC-3 Is capable of building an algorithm and selecting criteria for determining the main pathological states, syndromes, and diseases in patients of various profiles in accordance with the International Statistical Classification of Diseases and Related Health Problems, 10th Revision (ICD-10)	Not capable of building an algorithm and selecting criteria for identifying various profiles in the patient	Capable of building an algorithm and selecting criteria for identifying various profiles in the patient	Capable of building an algorithm and selecting criteria for identifying the patient's various profiles of main pathological conditions, syndromes, diseases	Capable of building an algorithm and selecting criteria for identifying the patient's various profiles of main pathological conditions, syndromes, diseases following the International Statistical Classification of Diseases and Related Health Problems, 10th Revision (ICD-10)
Learning outcomes for the discipline (module): Acquisition of	Does not identify main pathological symptoms	Identifies main pathological symptoms	Identifies main pathological symptoms and syndromes,	Identifies main pathological symptoms and syndromes, defines a clinical

special medical skills and their application in practical healthcare. Indicator: ID-2 PC-3 Identifies main pathological symptoms and syndromes, formulates a clinical diagnosis in accordance with ICD-10			defines a clinical diagnosis	diagnosis subject to ICD-10
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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
1	B	Which is correct? A. The class II MHC molecules present microbial antigens that are recognized by CD8+T cells B. The class II MHC molecules present microbial antigens that are recognized by CD4+T cells C. The class I MHC molecules present microbial antigens that are recognized by CD4+T cells	PC-2
2	A C	What is the role of the complement system? A. To cause lysis of microbes B. To cause apoptosis C. To opsonize microbes	PC-3
3	C	What is the function of the FAB region of an antibody? A. Bind to receptors on macrophages B. Bind to receptors on T cells C. Bind to antigens D. Determine the class/type of the antibody	PC-2
4	C	What is a typical monomeric antibody made of? A. 1 heavy chain and 1 light chain B. 2 heavy chains and 1 light chain C. 2 heavy chains and 2 light chains D. 1 heavy chain and 2 light chains	PC-3

5	C	Which of the following antibodies can serve both as a secreted antibody and as a B-cell receptor? A. IgG B. IgA C. IgM D. IgE	PC-2
6	D	Which of the following antibodies is a mediator of the allergic response? A. IgG B. IgA C. IgM D. IgE	PC-3
7	D	Which is the cytokine that causes the proliferation of T cells? A. Interferon gamma B. IL-1 C. IL-5 D. IL-2	PC-2
8	Innate immunity	Arm of the immune system that is present from birth and present before the onset of infection that constitutes non-specific immune mechanisms for defense against pathogens is _____	PC-3
9	Acquired Immunity	Requires recognition specificity to foreign, non-self, antigens. Must be induced by other immunoregulatory agents, usually part of the innate immune system, to become active against infections or tumors _____	PC-2
10	A B C E F	Components of Acquired immunity are A. B- lymphocytes B. T-lymphocytes C. T-helper cells D. macrophages E. Cytotoxic T-cells F. Regulatory T-cells	PC-3
11	A B C	Antigen presenting cells (APCs) are A. Macrophages B. Dendritic cells C. Langerhan's cells D. Immunoglobulins	PC-2
12	F	Immunoglobulins produced by A. B-cells B. T-cells	PC-3
13	A C D F G	Choose immunoglobulins A. IgM B. IgV C. IgD D. IgG E. IgB F. IgA G. IgE H. IgC	PC-2
14	A	It consists of 2 heavy chains and 2 light chains linked via disulfide bridges	PC-3

		A. Immunoglobulin B. Macrophage C. Cytokine	
15	VDJ	Generation of antigen binding diversity through extensive DNA rearrangement resulting in a unique combination of ____ DNA regions	PC-2
16	Immunogen	Any substance capable of inducing an immune response is _____	PC-3
17	A	Clonal Selection A. The binding of B or T lymphocytes to specific antigens results in a large proliferation of antigen-specific activated lymphocytes. B. The binding of T lymphocytes to specific antigens results in a large proliferation of antigen-specific activated lymphocytes. C. The binding of B lymphocytes to specific antigens results in a large proliferation of antigen-specific activated lymphocytes.	PC-2
18	Neutrophils and Macrophages	What are two examples of phagocytes? _____	PC-3
19	A	Monocytes are precursors of macrophages. A. True B. False	PC-2
20	E	What cells are important for parasite control, allergy, and inflammation? A. mast cell (release histamine when activated) B. eosinophil (similar function as mast cell but arrive at scene later) C. basophil (uncommon; function unknown) D. dendritic cell (internalize pathogens & active T-cells & help initiate adaptive immune response-serving as a bridge) E. all variants	PC-3
21	A B	What are two types of lymphocytes? A. T cells B. B cells C. Macrophages	PC-2
22	A	Plasma cells are B-cells that actively secrete antibodies A. True B. False	PC-3
23	A	What is the effector function? A. A job that a cell has once it is activated B. A job that a cell has once it is deactivated	PC-2
24	A B	Some functions of the immune response include: A. recognition of the pathogen or antigen B. develop "effector" function	PC-3
25	A	It has quicker response, use less specific mechanisms to recognize pathogens, unable to eradicate the pathogen completely, doesn't provide immunity for reinfection. A. Innate immunity B. Adaptive immunity	PC-3
26	A	How does opsonization of microbe/parasite by antibodies produce an immune response?	PC-2

		A. By activating macrophages that bind to the Fc region of the opsonizing antibodies B. By activating eosinophils that bind to the Fc region of the opsonizing antibodies C. By activating NK cells that bind to the Fc region of the opsonizing antibodies D. All of the above	
27	D	What kind of disorders can be classified as SCID (severe combined immunodeficiency)? A. Disorders caused by a defect in B cell maturation B. Disorders caused by a defect in T cell maturation C. Disorders caused by a defect in macrophage maturation D. Disorders caused by a defect in both B and T cell maturation	PC-3
28	B	What is the minimal number of signals required for lymphocyte activation? A. 1 B. 2 C. 3 D. no minimal number	PC-2
29	A	Congenital immunodeficiency diseases are the result of: A. Genetic abnormalities in one or more components of the immune system B. Environmental toxins causing abnormalities in one or more components of the immune system C. Environmental viruses causing abnormalities in one or more components of the immune system D. Malnutrition causing abnormalities in one or more components of the immune system	PC-3

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.