

Документ подписан простой электронной подписью

Информация о владельце:

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Должность: и.о. декана медико-биологического факультета

Дата подписания: 20.10.2026 10:13:16

Уникальный программный ключ:

bbc0243907972fc80f279c67afb4501106151a7d

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

«Practical Training of Diagnostic Profile»

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 8.

Introduction

1. The Assessment Tools Fund (ATF) is designed for conducting ongoing monitoring and interim certification in the Practical Training of Diagnostic Profile for students of specialty 31.05.01 General Medicine.

2. The ATF is an appendix to the practical training program "Practical Training of Diagnostic Profile"

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 developed personality. Indicator: ID-3 UC-1 determines and assesses the risks of possible options for solving a problem situation, and selects the	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 situation, and selects the optimal variant for its solution

optimal variant for its solution.				
Competency: UC-2				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-2 formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks	Does not define the goal of the project, does not determine a set of interrelated tasks.	Defines the goal of the project, determines a set of interrelated tasks	Defines the goal of the project, determines a set of interrelated tasks ensuring its achievement	Defines the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results of solving the tasks
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-2 UC-2 develops an action plan for solving project tasks, choosing the optimal way to solve them, based on current legal norms and available resources and constraints	Does not develop an action plan for solving project tasks	Develops an action plan for solving project tasks	Develops an action plan for solving project tasks, choosing the optimal way to solve them	Develops an action plan for solving project tasks, choosing the optimal way to solve them, based on current legal norms and available resources and constraints
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 UC-2 ensures project execution in accordance with the established goals,	Does not ensure project execution	Ensures project execution in accordance with the established goals, deadlines, and costs	Ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available	Ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools

deadlines, and costs, based on current legal norms, available resources, and constraints, including using digital tools			resources, and constraints	
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 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	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 capabilities of its members	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

joint work, taking into account the individual 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-4				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Indicator: ID-1 UC-4 Selects an acceptable style of business communication in the official state language(s) and foreign language(s), verbal and non-verbal means of	Does not select an acceptable style of business communication	Selects an acceptable style of business communication in the official state language(s) and foreign language(s)	Selects an acceptable style of business communication in the official state language(s) and foreign language(s), verbal and non-verbal means	Selects an acceptable style of business communication in the official state language(s) and foreign language(s), verbal and non-verbal means of interaction with partners in verbal and written forms

interaction with partners in verbal and written forms				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Indicator: ID-2 UC-4 uses information and communication technologies to increase the efficiency of professional interaction, and to search for necessary information in the process of solving standard communicative tasks in the official state language(s) and foreign language(s).	Does not use information and communication technologies	Uses information and communication technologies to increase efficiency	Uses information and communication technologies to increase the efficiency of professional interaction	Uses information and communication technologies to increase the efficiency of professional interaction, and to search for necessary information in the process of solving standard communicative tasks in the official state language(s) and foreign language(s)
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Indicator: ID-3 UC-4 assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s), and makes the selection of the optimal ones.	Does not assess the effectiveness of applied communication technologies	Assesses the effectiveness of applied communication technologies	Assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s)	Assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s), and makes the selection of the optimal ones
Competency: UC-6				
Learning outcomes for the discipline (module): Raising a	Does not set personal and	Sets personal and	Sets personal and professional	Sets personal and professional goals in accordance with the

comprehensively developed personality. Indicator: ID-1 UC-6 establishes personal and professional goals in accordance with the level of their resources and action priorities, for successful development in the chosen field of professional activity.	professional goals	professional goals	goals in accordance with the level of their resources and action priorities	level of their resources and action priorities, for successful development in the chosen field of professional activity
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Indicator: ID-2 UC-6 implements and adjusts a personal and professional development strategy, taking into account conditions, means, personal capabilities, career growth stages, time perspective of activity development, and labor market requirements.	Does not implement and does not adjust a personal and professional development strategy	Implements and adjusts a personal and professional development strategy	Implements and adjusts a personal and professional development strategy, taking into account conditions, means, and personal capabilities	Implements and adjusts a personal and professional development strategy, taking into account conditions, means, personal capabilities, career growth stages, time perspective of activity development, and labor market requirements
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Indicator: ID-3 UC-6 critically assesses the efficiency of using time and other resources when solving the tasks set in the chosen field of professional activity.	Does not assess the efficiency of using time and other resources	Critically assesses the efficiency of using time and other resources	Critically assesses the efficiency of using time and other resources when solving the tasks set	Critically assesses the efficiency of using time and other resources when solving the tasks set in the chosen field of professional activity

Competency: GPC-1				
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): 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.	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 practice, uses knowledge of the history of medicine
Competency: GPC-3				
Learning outcomes for the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-1 GPC-3 Demonstrates the capacity to counteract the use of doping and fight against it.	Does not demonstrate the capacity to counteract	Demonstrates the capacity to counteract	Demonstrates the capacity to counteract the use of doping	Demonstrates the capacity to counteract the use of doping and fight against it
Learning outcomes for the discipline (module): Readiness to act in non-standard	Does not use main legal acts	Uses main legal acts	Uses main legal acts on counteracting	Uses main legal acts on counteracting the use of doping in sports

situations, to choose methods of protection in emergency situations. Indicator: ID-2 GPC-3 Uses main legal acts on counteracting the use of doping in sports				
Learning outcomes for the discipline (module): Readiness to act in non-standard situations, to choose methods of protection in emergency situations. Indicator: ID-3 UC-4 assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s), and makes the selection of the optimal ones.	Does not assess the effectiveness of applied communication technologies	Assesses the effectiveness of applied communication technologies	Assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s)	Assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s), and makes the selection of the optimal ones
Competency: GPC-4				
Learning outcomes for the discipline (module): Development of clinical thinking. Indicator: ID-1 GPC-4 Applies medical technologies, medical devices, medicinal drugs, disinfectants, and their combinations when solving professional tasks	Does not apply medical technologies	Applies medical technologies	Applies medical technologies, medical devices, medicinal drugs	Applies medical technologies, medical devices, medicinal drugs, disinfectants, and their combinations when solving professional tasks
Learning outcomes for the discipline	Applies diagnostic	Applies diagnostic	Applies diagnostic	Applies diagnostic instrumental

(module): Development of clinical thinking. Indicator: ID-2 GPC-4 Applies diagnostic instrumental examination methods with the aim of establishing a diagnosis	instrumental methods	instrumental methods	instrumental examination methods	examination methods with the aim of establishing a diagnosis
Competency: GPC-5				
Learning outcomes for the discipline (module): Development of clinical thinking. Indicator: ID-1 GPC-5 Assesses morphofunctional and physiological states and processes in the human body at individual, group, and population levels to solve professional tasks.	Does not assess morphofunctional and physiological states	Assesses morphofunctional and physiological states	Assesses morphofunctional and physiological states and processes in the human body at individual, group, and population levels	Assesses morphofunctional and physiological states and processes in the human body at individual, group, and population levels to solve professional tasks
Learning outcomes for the discipline (module): Development of clinical thinking. Indicator: ID-2 GPC-5 Identifies pathological states and processes in the human body to solve professional tasks	Does not identify pathological states	Identifies pathological states	Identifies pathological states and processes in the human body	Identifies pathological states and processes in the human body to solve professional tasks
Competency: GPC-10				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Readiness for communication in verbal and written forms.	Does not carry out documentation work	Carries out documentation work	Carries out documentation work to support professional activity	Carries out documentation work to support professional activity taking into account modern information technologies

Indicator: ID-1 GPC-10 Conducts documentation support of professional activity taking into account modern information technologies				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Readiness for communication in verbal and written forms. Indicator: ID-2 GPC-10 Uses algorithms for solving standard organizational tasks using information technologies in professional activity	Employs algorithms for solving in professional activity	Employs algorithms for solving in professional activity	Employs algorithms for solving standard organizational tasks in professional activity	Employs algorithms for solving standard organizational tasks using information technologies in professional activity
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Readiness for communication in verbal and written forms. Indicator: ID-3 GPC-10 Conducts an effective search for information necessary to solve tasks of professional activity, using legal reference systems and professional databases	Does not carry out an effective search for information	Carries out an effective search for information	Carries out an effective search for information required to solve tasks of professional activity	Carries out an effective search for information required to solve tasks of professional activity, using legal reference systems and professional databases
Competency: GPC-11				

Learning outcomes for the discipline (module): Development of clinical thinking. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 GPC-11 Demonstrates the capacity to prepare and apply scientific, research-and-production, project, organizational, managerial, and regulatory documentation in professional activity	Does not demonstrate the capacity	Demonstrates the capacity	Demonstrates the capacity to prepare and apply scientific, research-and-production, project, organizational, management, and regulatory documentation	Demonstrates the capacity to prepare and apply scientific, research-and-production, project, organizational, management, and regulatory documentation in professional activity
Learning outcomes for the discipline (module): Development of clinical thinking. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-2 GPC-11 Demonstrates the skill to apply modern techniques for collecting and processing information necessary for conducting scientific research	Does not demonstrate the skill	Demonstrates the skill	Demonstrates the skill of applying modern techniques for collecting and processing information	Demonstrates the skill of applying modern techniques for collecting and processing information necessary for conducting scientific research
Competency: PC-2				
Learning outcomes for the discipline (module): Development of clinical thinking. Indicator: ID-1 PC-2 Knows how to carry out the	Does not know how to carry out the collection of details concerning the patient's complaints,	Knows how to carry out the collection of details concerning the patient's complaints, anamnesis of	Knows how to carry out the collection of details concerning the patient's complaints, anamnesis of	Knows how to carry out the collection of details concerning complaints, anamnesis of life, and disease, and how to analyze the

collection of complaints, anamnesis of life, and disease of the patient and analyze the information obtained	anamnesis of life, and disease	life, and disease	life, and disease	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): 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	Does not define a preliminary diagnosis	Defines a preliminary diagnosis	Defines a preliminary diagnosis and compiles a plan for laboratory examinations	Defines a preliminary diagnosis and compiles a plan for laboratory and instrumental examinations
Competency: PC-3				
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,	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

and diseases in patients of various profiles in accordance with the International Statistical Classification of Diseases and Related Health Problems, 10th Revision (ICD-10)				Problems, 10th Revision (ICD-10)
Learning outcomes for the discipline (module): Acquisition of 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	Does not identify main pathological symptoms	Identifies main pathological symptoms	Identifies main pathological symptoms and syndromes, defines a clinical diagnosis	Identifies main pathological symptoms and syndromes, defines a clinical diagnosis subject to ICD-10
Competency: PC-11				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 PC-11 Works independently with sources of scientific and medical information	Does not work independently	Works independently	Works independently with sources	Works independently with sources of scientific and medical information
Learning outcomes for the discipline (module): Readiness for communication in verbal and written	Does not compile reports (sections of a report),	Compiles reports (sections of a report), literature reviews	Compiles reports (sections of a report), literature reviews,	Compiles reports (sections of a report), literature reviews, presentations on a topic or its section

forms. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-2 PC-11 Compiles reports (sections of a report), literature reviews, presentations on a topic or its section (stage of an assignment)	literature reviews		presentations on a certain topic	(stage of an assignment)
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 PC-11 Publicly presents scientific information based on evidence-based medicine	Does not present publicly	Presents publicly	Presents scientific information publicly	Publicly presents scientific information based on evidence-based medicine
Competency: PC-13				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 PC-13 Systematizes and analyzes the results of chemical, biological, physical, medical experiments, observations, measurements, as well as results of calculations of the properties of	Not capable of systematizing and analyzing results of experiments	Systematizes and analyzes basic results of experiments, observations, and measurements	Systematizes and analyzes the results of chemical, biological, physical, and medical experiments, observations, and measurements	Systematizes and analyzes the results of chemical, biological, physical, and medical experiments, observations, and measurements, as well as the results of calculations of the properties of substances and materials

substances and materials				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-2 PC-13 Applies theoretical and semi-empirical models in solving problems with a natural science focus	Incapable of solving problems with a natural science focus	Solves basic problems with a natural science focus	Applies theoretical models in solving problems with a natural science focus	Applies theoretical and semi-empirical models in solving problems with a natural science focus
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-3 PC-13 Proposes an interpretation of the results of their own experiments and theoretical/computational works using the theoretical foundations of natural science	Incapable of interpreting the results of theoretical and computational works	Capable of performing theoretical and computational works using the theoretical foundations of natural science	Proposes an interpretation of the results of theoretical and computational works using the theoretical foundations of natural science	Proposes an interpretation of the results of their own experiments and theoretical/computational works using the theoretical foundations of natural science

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.

Competencies to be developed, indicators		Task formulation	
competency code	Formulations		
IA-1 UC-1, IA-2 UC-1, IA-3 UC-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.
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 2	Fundamentals of clinical laboratory diagnostics, general and medical biochemistry
		Task 3	To independently analyze information
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 4	to schematically draw up a protocol of the expert assessments provided for when conducting medical analyses
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.		
IA-1 UC-6, IA-2 UC-6, IA-3 UC-6,	Capable of identifying and implementing the priorities of their own activity and ways to improve it based on self-assessment and lifelong education.		
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.		

IA-1 GPC-3, IA-2 GPC-3, IA-3 GPC-3,	Capable of counteracting the use of doping in sports and fighting against it.
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-10, IA-2 GPC-10, IA-3 GPC-10, IA-1,	Capable of understanding the principles of modern information technologies and using them to solve tasks of professional activity.
GPC-11, IA-2 GPC-11, IA-3 GPC-11, IA-1,	Capable of preparing and applying scientific, research-and-production, project, organizational, management, and regulatory documentation in the healthcare system.
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-3, IA-2 PC-3, IA-3 PC-3, IA-1,	Capable of determining a patient's main pathological states, symptoms, disease syndromes, and nosological forms in accordance with the International Statistical Classification of Diseases and Related Health Problems, 10th Revision (ICD-10).

IA-1 PC-11, IA-2 PC-11, IA-3 PC-11,	Ready for the analysis and public presentation of medical information based on evidence-based medicine.		
IA-1 PC-13, IA-2 PC-13, IA-3 PC-13,	Capable of implementing laboratory and instrumental research methods to study the properties of substances and processes involving them, as well as of processing and interpreting the results obtained using theoretical knowledge and practical skills for solving natural science tasks.		

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,	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.
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 2	Fundamentals of clinical laboratory diagnostics, general and medical biochemistry
		Task 3	To independently analyze information
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 4	to schematically draw up a protocol of the expert assessments provided for when conducting medical analyses
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.		

IA-1 UC-6, IA-2 UC-6, IA-3 UC-6,	Capable of identifying and implementing the priorities of their own activity and ways to improve it based on self-assessment and lifelong education.
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.
IA-1 GPC-3, IA-2 GPC-3, IA-3 GPC-3,	Capable of counteracting the use of doping in sports and fighting against it.
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-10, IA-2 GPC-10, IA-3 GPC-10, IA-1,	Capable of understanding the principles of modern information technologies and using them to solve tasks of professional activity.
GPC-11, IA-2 GPC-11, IA-3 GPC-11, IA-1,	Capable of preparing and applying scientific, research-and-production, project, organizational, management, and regulatory documentation in the healthcare system.
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-3, IA-2 PC-3, IA-3 PC-3, IA-1,	Capable of determining a patient's main pathological states, symptoms, disease syndromes, and nosological forms in accordance with the International Statistical Classification of Diseases and Related Health Problems, 10th Revision (ICD-10).		
IA-1 PC-11, IA-2 PC-11, IA-3 PC-11,	Ready for the analysis and public presentation of medical information based on evidence-based medicine.		
IA-1 PC-13, IA-2 PC-13, IA-3 PC-13,	Capable of implementing laboratory and instrumental research methods to study the properties of substances and processes involving them, as well as of processing and interpreting the results obtained using theoretical knowledge and practical skills for solving natural science tasks.		

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
3rd 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.	c	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.	d	The most important of the listed differential diagnostic signs of COPD is: a) expiratory dyspnea b) cough with sputum discharge c) weakened or harsh vesicular breathing with prolonged expiration, dry buzzing and moist fine rales d) irreversible or partially reversible bronchial obstruction e) all of the above	UC-2
4.	a	Which antibiotic is the drug of choice in the treatment of community-acquired pneumonia, clinically and radiologically defined as pneumococcal: a) amoxicillin b) ceftriaxone c) ampicillin d) levofloxacin e) co-trimoxazole	UC-2
5.	d	Which types of activities should a general practitioner master? a) prevention, diagnosis, and treatment of the most common diseases; b) performing medical procedures; c) providing emergency care; d) all of the above.	UC-3
6.	d	an a certificate of incapacity for work be issued to an unemployed patient? a) it cannot; b) it can only be issued in case of acute diseases; c) it can be issued in case of hospitalization;	UC-3

		d) if there is a document confirming registration as unemployed.	
7.	1-III, 2-II, 3-III	Determine the declension type of the nouns by their dictionary form: 1. caput, ĭtis n; 2. membrum, i n; 3. articulatio, ōnis f;	UC-4
8.	corpus, ōris n; tibia, ae f — body of the tibia;	Write down the dictionary form of each noun and translate the term into Russian: corpus tibiae;	UC-4
9.	b	Which specialists are necessarily involved in the examination of patients with gastric ulcer with frequent relapses: a) surgeon; b) oncologist; c) phthisiologist; d) endocrinologist;	UC-6
10.	d	Which types of activities should a general practitioner master? a) prevention, diagnosis, and treatment of the most common diseases; b) performing medical procedures; c) providing emergency care; d) all of the above.	UC-6
11.	c	Medical ethics studies: a) the complex of medical services aimed at restoring the health of the patient; b) the relationships between team members and the patients' relatives; c) the features of the development and dependence of the moral behavior of a medical worker on the conditions of his/her practical activity.	GPC-1
12.	b	The concept of medical ethics includes: a) the idea of the optimal activity of medical workers; b) a scientific section that includes the ethical and moral aspects of the activities of healthcare workers; c) achievements in the field of modern medicine.	GPC-1
13.	234	1. Drugs that increase the plasma concentration of statins and increase the risk of myopathy: 1. cardiodarone 2. ketoconazole 3. cordaflex 4. erythrocine 5. consupren 6. lanoxin	GPC-3
14.	weakening its action	Aspirin affects the effectiveness of furosemide:	GPC-3
15.	b	A biochemical marker of chronic heart failure is:	GPC-4

		a) the presence of antibodies to tissue transglutaminase b) brain natriuretic peptide c) glycated hemoglobin d) gamma-glutamyl transpeptidase e) procalcitonin	
16.	a	Signs of obstructive jaundice include all of the following, except: a) normal level of alkaline phosphatase b) moderate increase in aminotransferase levels c) clay-colored stool d) skin itching e) increase in predominantly conjugated bilirubin	GPC-4
17.	a, b, c.	Regarding type I diabetes mellitus, the following is true: a) Diabetes requires constant insulin treatment b) Diabetes more often occurs at a young age c) The course of diabetes is accompanied by a tendency to ketoacidosis d) Diabetes usually occurs against the background of obesity e) Diabetes often accompanies pancreatic cancer	GPC-5
18.	b	Expected serum parameters in iron deficiency anemia — all of the following, except: a) a decrease in serum iron levels b) a decrease in the iron-binding capacity of blood serum c) a decrease in the concentration of hemoglobin in the erythrocyte d) a decrease in serum ferritin levels	GPC-5
19.	234	Mark all the formulas that will NOT change when copied from cell C6 to cell C8. 1. =\$A5+B\$2 2. =\$D\$5+\$B\$2 3. =\$L\$5+B\$2 4. =A\$5+B\$2 5. =F5+5+B2	GPC-10
20.	25	Mark all the formulas that will NOT change when copied from cell C6 to cell A6. 1. =D5+D5+G2 2. =\$E\$5+F\$2 3. =\$E\$5+\$F2 4. =F\$5+I\$2 5. =K5+K5+L\$2	GPC-10
21.	nasāle — nasal dextra — right	Give the dictionary form of the adjectives, observing the sequence of gender forms. Translate into English. nasāle; dextra;	GPC-11
22.	sulcus palatīnus — pa latine groove	Form the Gen. sing. of the combinations of nouns with adjectives, paying attention to the declension of each word. Translate the phrase: sulcus palatīnus;	GPC-11

	Gen. sing.: sulci palatīni		
23.	a	Patients with hypospadias and epispadias should be operated on: a) in the first years of life; b) after 15 years; c) not operated on at all.	PC-2
24.	b	When using which drug does testosterone bypass the primary passage through the liver: a) yo-androl; b) andriol; c) edex.	PC-2
25.	a	The minimum body weight of a viable fetus is: a. 500 g; b. 600 g; c. 800 g; d. 1000 g; e. 1500 g.	PC-3
26.	This is a pathological pregnancy when the attachment of the fertilized egg occurs outside the uterine cavity.	Tubal pregnancy is...	PC-3
27.	Spontaneous termination of pregnancy before the 22nd week.	Spontaneous abortion is...	PC-11
28.	b	What is a position of medical personnel? a) a type of work activity b) a scope of work corresponding to functional duties c) a concise statement of the main tasks requiring certain skills	PC-11
29.	-I, +M	What electronic effects do the following functional groups have? -OCH ₃	PC-13
30.	-I, -M	What electronic effects do the following functional groups have? -NO ₂	PC-13