

**FEDERAL STATE BUDGET EDUCATIONAL
HIGHER EDUCATION INSTITUTION
"ROSTOV STATE MEDICAL UNIVERSITY"
MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION**

FACULTY OF TREATMENT AND PREVENTION

Evaluation materials on practice

"Research work"

(appendix to the work program of the discipline)

Specialty 05/31/01 General Medicine

1. List of competencies formed by practice

general professional (OPK):

Code and name of general professional competence
OPK-11 Able to prepare and apply scientific, research and production, design, organizational, managerial and regulatory documentation in the healthcare system.

2. Types of assessment materials in accordance with the competencies being developed

Name competencies	Types of assessment materials	number of tasks for 1 competency
OPK - 11	Abstract submission	Essay 10-15 printed pages

OPK - 11.

Basic requirements for writing an essay and criteria for its evaluation.

An abstract is a brief record of ideas contained in one or more sources, which requires the ability to compare and analyze different points of view. An abstract is one of the forms of interpretation of the source text or several sources. Therefore, the abstract, unlike the synopsis, is a new, original text. Novelty in this case implies a new presentation, systematization of the material, a special author's position when comparing different points of view.

Abstracting involves presenting a question based on classification, generalization, analysis and synthesis of one or more sources.

Abstract specifics:

- does not contain detailed evidence, comparisons, reasoning, assessments,
- gives an answer to the question of what is new and significant contained in the text.

Abstract structure:

- 1) title page;
 - 2) a work plan indicating the pages of each question, sub-question (item);
 - 3) introduction;
 - 4) a textual presentation of the material, divided into questions and sub-questions (points, sub-points) with the necessary links to sources used by the author;
 - 5) conclusion;
 - 6) list of used literature;
 - 7) applications that consist of tables, diagrams, graphs, drawings, diagrams (optional part of the abstract).
- Applications are arranged sequentially, according to headings that reflect their content.

Requirements for the preparation of an abstract.

The volume of the abstract ranges from 10-15 printed pages. Work is done on one side of a standard size sheet. On both sides of the sheet, margins of 35 mm on the left and 15 mm on the right are left, font size 14 is recommended, spacing is 1.5. All pages of the abstract must be numbered. Each question in the text must have a title in exact accordance with the name in the table of contents.

The abstract is assessed by the supervisor based on the indicators and criteria for assessing the abstract established by the department.

Criteria and indicators used when assessing an educational essay

Criteria	Indicators
1. Novelty of the abstracted text Max. - 20 points	- relevance of the problem and topic; - novelty and independence in the formulation of the problem, in the formulation of a new aspect of the problem chosen for analysis; - presence of the author's position, independence of judgment.
2. Degree of opening essence of the problem Max. - 30 points	- compliance of the plan with the topic of the abstract; - compliance of the content with the topic and plan of the abstract; - completeness and depth of disclosure of the basic concepts of the problem; - validity of methods and methods of working with the material; - ability to work with literature, systematize and structure material; - the ability to generalize, compare different points of view on the issue under consideration, argue the main provisions and conclusions.
3. Validity of the choice of sources Max. - 20 points	- range, completeness of use of literary sources on the problem; - attraction of the latest works on the problem (journal publications, materials from collections of scientific papers, etc.).
4. Compliance with design requirements Max. - 15 points	- correct formatting of references to the literature used; - literacy and culture of presentation; - mastery of terminology and conceptual apparatus of the problem; - compliance with the requirements for the volume of the abstract; - design culture: highlighting paragraphs.
5. Literacy Max. - 15 points	- absence of spelling and syntactic errors, stylistic errors; - absence of typos, abbreviations of words, except generally accepted ones; - literary style.

Essay evaluation

The abstract is graded on a 100-point scale, the points are converted into grades of academic performance as follows:

- up to 50 points – “not accepted”;
- from 51 points – “passed”.

Sample essay topics: 3rd semester

1. Ethical considerations when performing scientific research
2. Bioethics
3. Development of the domestic therapeutic school
4. Artificial nutrition of patients
5. Physiotherapy: evolution of methodological approaches
6. Modern possibilities of oxygen therapy
7. Prevention of bedsores
8. Model of organizing activities for the care of patients with organ pathologies circulatory and respiratory organs
9. Model of organizing activities for caring for patients with organ pathologies digestion, kidneys and urination
10. Blood transfusions: modern approaches to transfusion therapy.
11. Vegetative-vascular dystonia: etiology, diagnostic criteria, classification.

5th semester

1. Epidemiology of diseases of internal organs
2. Human microbiome
3. Ethical considerations when performing scientific research
4. Evolution of clinical methods for studying the patient
5. Bioethics
6. Development of the domestic therapeutic school
7. Social factors in the development of medical science
8. Theory and practice of auscultation of the heart and lungs
9. Main symptoms in pathology of the heart and lungs: pathophysiological and clinical aspects
10. Main clinical syndromes in pathology of the digestive organs and urinary excretion: pathophysiological and clinical aspects
11. Innovative diagnostic technologies in the clinic of internal diseases
12. Methodology for constructing a diagnosis
13. Non-drug technologies for the treatment of chronic ischemic heart disease. **7th**

semester

1. Primary prevention of cardiovascular diseases.
2. Primary and secondary dyslipidemia.
3. Non-drug treatment of atherogenic dyslipidemia. 4. Differentiated drug treatment of atherogenic dyslipidemia.
5. Thromboembolic complications and their prevention in cardiovascular diseases diseases.
6. Features of diagnosing angina pectoris in certain groups of patients and with concomitant diseases
7. Cardialgia: differential diagnosis.
8. Combined antianginal therapy.
9. Surgical and endovascular treatment of chronic ischemic heart disease. 10. Diagnostics and treatment of special forms of chronic ischemic heart disease. 11. Differential diagnosis of acute coronary syndrome. 12. Biomarkers in the diagnosis of myocardial infarction.
13. Reperfusion syndrome.
14. Treatment of unstable angina.
15. Acute heart failure: etiopathogenesis, clinical picture, diagnosis, treatment.
16. Cardiogenic shock: etiopathogenesis, clinical picture, diagnosis, treatment.

Description of indicators and criteria for assessing competencies at the stages of their formation, description of assessment scales

Criteria	Levels of competency development		
	<i>Threshold</i>	<i>Sufficient</i>	<i>High</i>
	Competence formed. Demonstrated threshold, satisfactory sustainable level practical skill	Competence formed. Demonstrated enough level independence, sustainable practical skill	Competence formed. Demonstrated high level independence, high adaptability practical skill

Competency assessment indicators and rating scales

not accepted or absence formation competencies	passed or satisfactory (threshold) level of development competencies	passed or sufficient level development competencies	passed or high level development competencies
failure to student on one's own demonstrate knowledge when solving assignments, lack independence in application of skills. Absence availability confirmation formation competencies indicates negative development results academic discipline	student demonstrates independence in application of knowledge skills and abilities to solve educational tasks in full According to sample given teacher, by tasks, solution of which there were shown teacher, it should be considered that competence formed on satisfactory level.	student demonstrates independent application of knowledge, skills and abilities when deciding tasks, tasks similar samples that confirms Availability formed competencies for higher level. Availability such competence on sufficient level indicates sustainable fixed practical skill	student demonstrates ability to full independence in choosing a method solutions non-standard assignments within disciplines with using knowledge, skills and skills, received as in development progress of this discipline, and adjacent disciplines should count competence formed on high level.

Criteria for evaluating forms of control:

Interviews on research topics:

Mark	Descriptors		
	strength of knowledge	ability to explain the essence of phenomena, processes, do conclusions	logic and subsequence answer
passed	strength of knowledge, knowledge of basic processes subject matter being studied areas, the answer differs in depth and completeness disclosure of the topic; possession terminological apparatus; logic and consistency answer	high skill explain the essence phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples	high logic and subsequence answer
not accepted	poor knowledge of the subject area being studied, shallow opening Topics; poor knowledge basic theoretical issues, poor analysis skills phenomena, processes. Serious errors in content answer	inability to give reasoned answers	lack of logic and consistency answer