

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

FACULTY OF TREATMENT AND PREVENTION

Appraisal Fund
in practice "Research work"

Specialty 05/31/01 General Medicine

1. Form of intermediate certification - test

2. Type of intermediate certification - abstract message

3. List of competencies formed by the discipline or in formation which discipline is involved

Code competencies	Content of competencies (results of mastering OOP)	Contents of competency elements, in the implementation of which he participates discipline
PK-20	Capable of analysis and public presentation medical information on basis evidence-based medicine;	-
PC 21	Capable of participating in scientific research;	-
PK-22	Capable of participating in the implementation of new methods and techniques aimed at protecting the health of citizens.	-

4. Stages of developing competencies in the process of mastering educational programs

Competence	Disciplines	Semester
PK-20	Bioethics	1
	Anatomy	1,2,3
	Biology	1.2
PK-21	Bioethics	1
	Anatomy	1,2,3
	Biology	1.2
PK-22	Bioethics	1
	Anatomy	1,2,3
	Biology	1.2

5. Stages of developing competencies in process of mastering the discipline

Sections of the discipline	Codes of formed competencies		
	PK-20	PK-21	PK-22
Semester 3			
Section 1	+	+	+

6. Forms of assessment tools in accordance with the competencies being developed

Code competencies	Forms of assessment tools	
	Current certification	Interim certification
PK-20	Essay	Interview on the topic of the essay
PK-21	Essay	Interview on the topic of the essay
PK-22	Essay	Interview on the topic of the essay

7. Current control

Forms of control from discipline RPD	number of example (standard) tasks
Essay	10

Essay

List of topics

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.

8. Interim certification

Interim certification forms from the RPD disciplines	number of example (standard) tasks
Interview based on the results of the essay	1

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

	Levels of competency development		
	<i>Threshold</i>	<i>Sufficient</i>	<i>High</i>
Criteria	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

Grade "unsatisfactory" (not accepted) or absence formation competencies	Grade "satisfactorily" (passed) or satisfactory (threshold) level of development competencies	Rated "good" (passed) or sufficient level development competencies	Excellent rating (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.

Evaluation criteria for the test

Mark	Descriptors		
	strength of knowledge	ability to explain the essence of phenomena, processes, do conclusions	logic and subsequence answer
passed	solid knowledge of the basic processes of the studied subject area, the answer differs in depth and completeness of the topic; possession terminological apparatus	ability to explain essence, phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples	logic and subsequence answer
not accepted	insufficient knowledge subject matter being studied areas, unsatisfactory disclosure of the topic; weak knowledge of basic issues of theory, Allowed	weak analysis skills phenomena, processes, events, inability give reasoned answers given the examples are wrong	lack of logic and consistency answer

	serious mistakes in content of the answer		
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Criteria and indicators used when assessing an educational essay

Criteria	Indicators
1. Novelty of the abstracted text Max. - 20 points	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - absence of spelling and syntactic errors, stylistic errors; - absence of typos, abbreviations of words, except generally accepted ones; - literary style.

CHECKLIST FOR THE EXAMINATION PROCEDURE when using a point-rating assessment system (in case of completing the discipline with an exam)

No.	Test	Points
1	Interview on the topic of the essay	51-100
Total maximum number of points for the examination procedure:		100

*Specific types, stages of the examination procedure, points for each stage are indicated, based on a maximum of 100 points in total for the examination procedure.

CHECKLIST FOR THE EXAMINATION PROCEDURE (checklist for the second (commission) retake of the test)

No.	Test	Points
1	Interview on the topic of the essay	1-49

Total maximum number of points for the examination procedure:	49
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*Specific types, stages of the examination procedure, points for each stage are indicated, based on a maximum of 100 points in total for the examination procedure.