

Attestation procedure in the discipline "Occupational diseases" for students of the educational program specialist degree in the specialty/direction of training 31.05.01 General Medicine, direction (profile) General Medicine, for the 2023-2024 academic year

The final rating for the discipline (R_{∂}) is calculated using the following formula:

$$R_{\partial} = (R_{\partial cp} + R_{na}) / 2$$

where R_{∂} is the rating for the discipline

R_{na} – intermediate certification rating (test with assessment)

$R_{\partial cp}$ – average rating of the discipline for the seventh semester – individual assessment of the mastery of the academic discipline in points for the period of study.

The average rating of a discipline for a semester of study is calculated using the following formula:

$$R_{\partial c} = R_{\partial} = (R_{np\partial} + R_{na}) / 2$$

The preliminary rating for the preliminary discipline is calculated using the following formula:

$$R_{np\partial} = (R_{mek} + R_{mecm}) / 2 + R_{\delta} - R_{uu}$$

R_{mek} – current rating for the seventh semester (current performance, assessed by average score, taking into account the grade for independent work)

R_{mecm} – rating for testing in the seventh semester. R_{δ} – bonus rating

R_{uu} – rating of fines.

The maximum number of points that a student can receive in a discipline in a semester is 100. The minimum number of points at which the discipline must be passed is 61.

1. Methodology for calculating the average score of current academic performance

The rating score for the discipline (R_{mek}) is assessed in total, taking into account the current performance, which is assessed by the average score, taking into account the assessment for independent work.

The student's knowledge and work in practical classes are assessed by the teacher during the semester using the classic 5-point system.

Independent work of students includes independent study of individual topics provided for in the work program. Student reporting form – medical history and report. Each topic of independent work is scored from 3 to 5 points; work scored below 3 points is not counted and requires improvement by the student (Table 1).

At the end of the semester, a centralized calculation of the student's grade point average is carried out in the semester, transferring it to a 100-point system (Table 2).

Scoring for students' independent work

Criteria for assessing the report.

“5” (excellent) – the grade “excellent” is given to a student who has demonstrated a body of conscious knowledge about an object, who has conclusively revealed the main provisions of the topic, whose report shows a clear structure, a logical sequence that reflects the essence of the concepts, theories, and phenomena being revealed. Knowledge about the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The report is presented in literary language, freely (not readable) in scientific terms. Illustrative material is actively used to facilitate the perception of theoretical data. The student

navigates the material, answers questions asked by students and the teacher, and can formulate questions for the audience on the material presented.

“4” (good) – a “good” grade is given to a student who has demonstrated the ability to identify essential and non-essential features and cause-and-effect relationships. In this case, the answer is clearly structured, logical, presented in literary language in scientific terms; when answering, the student uses the text. The report is accompanied by a small number of illustrations. The student navigates the material, answers questions asked by students and the teacher, and can formulate questions for the audience on the material presented.

“3” (satisfactory) – a “satisfactory” grade is given to a student whose report contains violations of the logic and consistency of presentation. Mistakes are made in the disclosure of concepts and the use of terms. The student is not able to independently identify essential and non-essential features and cause-and-effect relationships. Speech design requires amendments and corrections. The student is poorly oriented in the material and finds it difficult to formulate answers to questions asked listeners and the teacher, formulates questions to the audience on the presented material in a concise form.

“2” (unsatisfactory) – the mark “unsatisfactory” is given to a student who has not covered the chosen topic in the report or is not familiar with the material.

Requirements for completing a medical history and evaluation criteria.

Requirements for writing a medical history.

- Compliance of the diagnosis with the diagnosis of the patient.
- The ability to correctly formulate a diagnosis according to modern generally accepted classifications of a given nosology.
- Purpose of basic methods of instrumental and laboratory diagnostics.
- Prescription of additional methods of instrumental and laboratory diagnostics.
- Prescription of emergency therapy.
- Prescription of planned therapy.
- Conducting primary and secondary prevention with recommendations for discharge from hospital.
- Compliance with spelling and punctuation rules.
- No stylistic errors.

The academic medical history is assessed using a 5-point system.

Criteria for assessing medical history:

“5” (excellent) - an “excellent” rating is given to a student who has fully outlined the patient’s complaints, medical history, life history, current condition of the patient, and, if necessary, local status. The student correctly formulated and substantiated the main diagnosis, complications of the main disease and concomitant diagnosis, adequately drew up a plan for examining the patient, fully presented the data of laboratory and instrumental research methods, correctly and sufficiently prescribed treatment using medications.

“4” (good) – a “good” rating is given to a student who has not fully outlined the patient’s complaints, medical history, life history and current status of the patient. There are errors in the formulation of the diagnosis or the diagnosis is formed without taking into account the logical connection between complaints, anamnesis and clinical picture. The student did not submit all the necessary laboratory and instrumental examination methods, in

There are insufficient prescriptions given for the correct choice of management tactics for this patient.

“3” (satisfactory) – a “satisfactory” rating is given to a student who has not fully outlined the patient’s complaints, medical history, life history, current status of the patient, if there are errors in the prescription of a particular examination method (laboratory, instrumental studies), formulation of the clinical diagnosis, Prescriptions were given incorrectly when the treatment tactics were correctly chosen.

“2” (unsatisfactory) – the grade “unsatisfactory” is given to a student who has not indicated complaints, medical history, life history, the current status of the patient is incorrectly described, if there is no clinical diagnosis or is made incorrectly, there is no plan for examining the patient or the plan is drawn up incorrectly, There are no data from laboratory and instrumental diagnostic methods, the tactics have been chosen incorrectly

treatment of the patient. If the score is 2 points, the work is considered not completed and is returned to the student to correct errors or another patient is offered.

Table 2. Conversion of the student's current academic performance average into a rating score using a 100-point system

Average score on a 5-point system	Score on a 100-point system	Average score on a 5-point system	Score on a 100-point system	Average score on a 5-point system	Score on a 100-point system
5.0	100	4.0	76-78	2.9	57-60
4.9	98-99	3.9	75	2.8	53-56
4.8	96-97	3.8	74	2.7	49-52
4.7	94-95	3.7	73	2.6	45-48
4.6	92-93	3.6	72	2.5	41-44
4.5	91	3.5	71	2.4	36-40
4.4	88-90	3.4	69-70	2.3	31-35
4.3	85-87	3.3	67-68	2.2	21-30
4.2	82-84	3.2	65-66	2.1	11-20
4.1	79-81	3.1	63- 64	2.0	0-10
		3.0	61-62		

2. Methodology for calculating points for testing in the semester

The minimum number of points that can be obtained during testing is 61, the maximum is 100 points.

For a correctly completed task, the test taker receives 1 (one) point, for an incorrectly completed task - 0 (zero) points. The assessment of results after passing the test is carried out in accordance with Table 3.

The test is considered completed when receiving a score of 61 or higher. If you receive less than 61 points, you must take the test again.

Table 3. Conversion of test result into rating score according to a 100-point system

Number of errors made when answering 100 test items	% completed tasks testing	Rating score on a 100-point system
0 - 9	91-100	91-100
10 - 19	81-90	81-90
20 - 29	71-80	71-80
30 - 39	61-70	61-70
≥ 40	0-60	0

3. Methodology for calculating the score of intermediate certification (test with assessment) (R_{na})

Interim certification in the discipline is carried out in the form of a test with an assessment. PA takes place in the form of an interview with an assessment of the maturity of the practical component of the competencies being formed, which includes questions on all sections of the program being studied. The minimum number of points (R_{na}) that can be obtained during an interview is 61, the maximum is 100 points (Table 4).

Table 4. Criteria for assessing the level of mastery of discipline material and the development of competencies

Response characteristics	assessment ECTS	Points in BRS	Level of competence development in the discipline	Rating on a 5-point scale
A complete, detailed answer to the question posed is given, the totality of conscious knowledge about an object is shown, manifested in the free operation of concepts, the ability to identify its essential and non-essential features, and cause-and-effect relationships. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, logical, demonstrative, and demonstrates the student's author's position. The student demonstrates a high advanced level of competence development	A	100–96	HIGH	5 (5+)
A complete, detailed answer to the question posed is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are conclusively revealed; the answer shows a clear structure, a logical sequence that reflects the essence of the concepts, theories, and phenomena being revealed. Knowledge about an object is demonstrated against the background of understanding it in the system of a given science and interdisciplinary connections. The answer is stated in literary language in scientific terms. There may be shortcomings in the definition of concepts, which are corrected by the student independently during the answering process. The student demonstrates a high level of competence development.	B	95–91		5
A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and presented in literary terms in scientific terms. There may be shortcomings or minor errors, corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence	C	90–81	MIDDLE	4

development.				
A complete, detailed answer to the question posed is given, the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and stated in scientific terms. However, minor errors or omissions were made, which were corrected by the student with the help of the teacher's "leading" questions. The student demonstrates an average sufficient level of competence development.	D	80-76		4 (4-)
A complete, but insufficiently consistent answer to the question posed is given, but at the same time the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is logical and stated in scientific terms. There may be 1-2 mistakes made in defining basic concepts, which the student finds difficult to correct on his own. The student demonstrates a low level of competence development.	E	75-71	LOW	3 (3+)
The answer given is insufficiently complete and insufficiently detailed. The logic and consistency of presentation have violations. Errors were made in the disclosure of concepts and the use of terms. The student is not able to independently identify essential and non-essential features and cause-and-effect relationships. The student can concretize generalized knowledge by proving its main points with examples only with the help of the teacher. Speech design requires amendments and corrections. The student demonstrates an extremely low level of competence development.	E	70-66		3
An incomplete answer was given; the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the concepts, theories, and phenomena being revealed, due to the student's lack of understanding of their essential and non-essential features and connections. The answer contains no conclusions. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments and corrections. The student demonstrates a threshold level of competence development.	E	65-61	THRESHOLD	3 (3-)
An incomplete answer was given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentation and illogical presentation. The student does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, specificity and evidence of the presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to correction of the student's answer not only to the question posed, but also to other questions in the discipline. There is no competence.	Fx	60-41	COMPETENCE ABSENT	2
Answers on basic questions of the discipline have not been received. The student does not demonstrate indicators of achieving the formation of competencies. There is no competence.	F	40-0		2

4. System of bonuses and penalties

This model for calculating the rating score provides for bonuses that increase the rating score and penalties that lower the rating, according to the table (Table 5).

Table 5. Bonuses and fines by discipline

Bonuses	Name	Points
	Assistance in scientific work to department staff.	+ 2
	Visiting a circle	+3
	Production of educational tables, visual aids and etc.	+3
	Participation in programming and technical assistance in computerization of the department	+5
Fines	Name	Points
	Absent a lecture or practical lesson without a good reason	- 2,0
	Systematic lateness to lectures or practical classes	- 1,0
	Completing independent work outside of the established deadlines	- 1,0
	Safety violation	- 2,0
	Irregular dress code (lack of medical gown, replacement shoes)	-1
	Damage to cathedral property or equipment	-5

The final grade that the teacher puts in the grade book is the final rating for the discipline (R_0), translated into a 5-point system (Table 6).

Table 6. Final grade for the discipline

Score on a 100-point system	Grading according to the pass/fail	Rating using a 5-point system		ECTS score
96-100	passed	5	fine	A
91-95	passed			B
81-90	passed	4	good	C
76-80	passed			D
61-75	passed	3	satisfactorily	E
41-60	not accepted	2	unsatisfactory	Fx
0-40	not accepted			F

Considered at the meeting of the department, protocol № 10 from 29.05.2023 г.

Head of the Department



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