

Approved by
Deputy Rector for Academic Affairs

_____ E.V. Konovalova

"16" June 2022, Record No.6

Epidemiology

Syllabus

Department **Multidisciplinary clinical training**

Curriculum s310501-ЛечДелоИн-21-1.pli.xml
Specialty 31.05.01 General Medicine

Qualification **General Practitioner**

Form of education **Full-time**

Total (in credits) **3**

Total academic hours 108

Control:
Test, A term
Credit, A term

including:

Contact 72

Self-study 36

Course outline in terms

Academic year (Term)	5 (A)		Total	
	Cur	Syl	Cur	Syl
Weeks				
Types of classes	Cur	Syl	Cur	Syl
Lectures	16	16	16	16
Practical	56	56	56	56
Contact	72	72	72	72
Self-study	36	36	36	36
Control hours	-	-	-	-
Total	108	108	108	108

The Syllabus is compiled by:

Doctor of Medicine, Professor Kuyarov A.V.

The Syllabus

Epidemiology

Developed in accordance with Federal State Educational Standard:

Federal State Educational Standard of higher education in the specialty 31.05.01 General medicine (Order of the Ministry of Education and Science of the Russian Federation on August, 12, 2020г. №988)

Based on the Curriculum:

31.05.01 GENERAL MEDICINE

Specialization: General Medicine

Approved by the Academic Council of Surgut State University, “16” June 2022, Record No.6

The Syllabus was approved by the department

Multidisciplinary clinical training

Head of Department, Doctor of Medicine, Professor Klimova N.V.

1. COURSE OBJECTIVES	
1.1	<p>The aim of the course of Epidemiology is to study the most important theoretical and practical problems of epidemiology as a scientific discipline.</p> <p>The objectives of mastering the discipline "Epidemiology" are to form professional competencies in the following fields of knowledge:</p> <ol style="list-style-type: none"> 1) general epidemiology and specific branches of epidemiology; 2) the principles of organizing anti-epidemic work in a locality health centre; 3) immunoprophylaxis; 4) taking primary preventive and anti-epidemic measures in epidemic foci.
2. COURSE OVERVIEW	
Course code (in curriculum)	B1.O.04.20
2.1	<p>Assumed background:</p> <p>Infectious Disease Microbiology, Virology Biology Faculty therapy Faculty surgery Phthisiatry Paediatrics, Childhood Infections</p>
2.2	<p>Post requisite courses and practice:</p> <p>Outpatient Therapy Emergency Medicine</p>
3. COMPETENCES UPON COMPLETION OF THE COURSE (MODULE)	
UC-8.1 Identifies harmful and and dangerous factors of the environment	
UC-8.2 Selects means of protection against the effects of harmful and dangerous factors in the framework of the activity	
UC-8.3 Provides safe conditions for life and work	
UC-8.4 Explains the rules of behavior in case of emergencies of natural and man-made origin	
UC-8.5 Provides first aid	
GPC-2.1 Knows the legislation of the Russian Federation on the rights and obligations of citizens in the field of environmental protection (Constitution of the Russian Federation, No. 7-Φ3 as amended in 2020) in the prevention of infectious and non-infectious diseases, the formation of a healthy lifestyle, sanitary and hygienic education of the population	
GPC-6.3 Ready to make professional decisions in emergency situations, epidemics and in outbreaks of mass destruction, to provide medical assistance in emergency situations, including participation in medical evacuation, anti-epidemic measures, protection of the population in the outbreaks of especially dangerous infections, in case of deterioration of the radiation situation, natural disasters and other emergencies	
GPC-10.2 Able to assess the quality of medical information obtained from open sources (portals and orders of the Ministry of Health of the Russian Federation; orders of regional health authorities; information, bibliographic resources, biomedical information and communication database), taking into account evidence and information security requirements	
PC-7.1 Conducts medical examinations among the population, taking into account age, health status, profession, prescribes and controls preventive measures for patients, taking into account risk factors in accordance with the current procedures for the provision of medical care, Clinical guidelines (treatment protocols) on the provision of medical care and standards of medical care	
PC-7.2 Organizes and controls the immunization against infectious diseases in the adult population in accordance with the current procedures for the provision of medical care, Clinical guidelines (treatment protocols) on the provision of medical care, taking into account the standards of medical care and determines medical indications for the introduction of restrictive measures (quarantine) and indications for referral to a specialist doctor in the event of infectious (parasitic) diseases	
PC-8.1 Demonstrates the ability and readiness to organize planning and reporting of medical personnel, to analyze the performance indicators of a medical institution and its departments, present the analysis results	
PC-8.2 Keeps medical records, including the electronic format	
PC-8.3 Provides internal quality control and safety of medical activities within the scope of job duties, control of the performance of duties by middle and junior medical personnel and other medical workers of their job duties	
GPC-11.1 Analyzes the information received, prepares and applies research and production, design, organizational, managerial and regulatory documentation in the health care system	
GPC-11.4 Applies social and hygienic methods of medical and statistical analysis of information on health indicators of the population	
By the end of the course students must:	
3.1	know:

	<ul style="list-style-type: none"> - diseases associated with the adverse effects of climatic and social factors; socially significant diseases; history of disease studies. - clinical picture of especially dangerous infections; anti-epidemic measures in case of especially dangerous diseases. - clinical picture of major infectious and parasitic diseases; laboratory and instrumental diagnostics of major infectious and parasitic diseases; rules on keeping outpatient and inpatient medical records. - basic hygiene and health-promoting principles that contribute to the health preservation of the population; methods of health education. - main methods for assessing, natural, medical and social factors in the development of diseases; - basic deontological rules and regulations of doctor–patient and collegial relationships. - principles of a systematic approach to the analysis of medical information, sources of evidence-based medicine to apply in their practice. - the specifics of studying medical literature and the information about the achievements of medical science and technology.
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3.2 be able to:

	<ul style="list-style-type: none"> - analyze socially significant processes and causes of socially significant diseases; identify these diseases and find measures to reduce them. - carry out anti-epidemic measures and protect the population in the outbreaks of especially dangerous infections. - analyze complaints, medical history, laboratory and instrumental data obtained from patients to determine whether they have an infectious or parasitic disease. - to apply preventive activities in health care; discuss healthy lifestyle principles with the patients; explain to the patients how to eliminate modifiable disease risk factors - carry out measures for prevention of infectious, parasitic and non-communicable diseases. - apply deontological principles of doctor–patient and collegial relationships - analyze the information obtained from various medical sources, apply theoretical knowledge in real conditions for constant professional development - conduct scientific research
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3.3 have skills of:

	<ul style="list-style-type: none"> - taking practical measures to reduce social diseases; reducing the influence of social factors provoking the development of infectious diseases. - working with anti-plague protective clothing of various types. - taking measures to improve patients' health and to reduce the influence of dangerous disease risk factors within patient groups. - educating people about health issues and disease prevention. - applying deontological principles of doctor-patient and collegial relationships, working with adult and adolescent patients. - evaluating and using obtained medical data, comprehensively applying the system of evidence-based medicine in their professional activities. - conducting scientific research for the benefit of their patients, applying scientific methods at work, doing elementary statistical calculations.
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4. STRUCTURE AND CONTENTS OF THE COURSE (MODULE)

Class Code	Topics /Class type	Term / Academic year	Academic hours	Competences	Literature	Interactive	Notes
1.1	Epidemic theory /lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
1.2	Epidemic theory /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
1.3	Epidemic theory / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay

2.1	Anti-epidemic measures / lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
2.2	Anti-epidemic measures /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
2.3	Anti-epidemic measures / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
3.1	The state and prospects of immunoprophylaxis of infectious diseases /Practice/	10 (A)	8	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
3.2	The state and prospects of immunoprophylaxis of infectious diseases / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
4.1	Epidemiology and prevention of respiratory tract infections. /lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
4.2	Epidemiology and prevention of respiratory tract infections /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
4.3	Epidemiology and prevention of respiratory tract infections / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay

5.1.	Epidemiology and prevention of intestinal infections / lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
5.2.	Epidemiology and prevention of intestinal infections /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
5.3	Epidemiology and prevention of intestinal infections / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
6.1.	Epidemiology and prevention of anaerobic and highly dangerous infections / lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
6.2	Epidemiology and prevention of anaerobic and highly dangerous infections /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
6.3	Epidemiology and prevention of anaerobic and highly dangerous infections / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
7.1	Epidemiology and prevention of infections with the transmissible mechanism of transmission of the pathogen / lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	

7.2	Epidemiology and prevention of infections with transmissible mechanism of pathogen transfer /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
7.3	Epidemiology and prevention of infections with transmissible mechanism of pathogen transfer / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
8.1	Epidemiology and prevention of viral hepatitis / lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
8.2	Epidemiology and prevention of viral hepatitis /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study
8.3	Epidemiology and prevention of viral hepatitis / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
9.1	Epidemiology and prevention of nosocomial infections / lecture	10 (A)	2	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	
9.2	Epidemiology and prevention of nosocomial infections /Practice/	10 (A)	6	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz, test, case-study

9.3	Epidemiology and prevention of nosocomial infections / self-study	10 (A)	4	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
10	Test	10 (A)		UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Essay
11	Credit	10 (A)		UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	1.1 2.1	0	Oral quiz

5. ASSESSMENT TOOLS

5.1. Tests and tasks

Supplement 1

5.2. Topics for written papers

Supplement 1

5.3. ASSESSMENT TOOLS

Supplement 1

5.4. List of assessment tools

Formative assessment:

1. oral quiz
2. Test
3. Case-study
4. Essay

Summative assessment (credit): oral quiz

6. COURSE (MODULE) RESOURCES

6.1. Recommended Literature

6.1.1. Core

	Authors	Title	Publish., year	Quantity
1.1	Yushchuk N.D., Vengerov Yu.Ya.	Infectious diseases: textbook [Electronic resource]	M.: GEOTAR-Media, 2020.	https://www.studentlibrary.ru/book/ISBN9785970455043.html

6.1.2. Supplementary

	Authors	Title	Publish., year	Quantity
2.1	Levchuk I. P., Kostyuchenko M. V., Nazarov A. P.	First Aid in Case of Accidents and Emergency Situations: course book [Electronic resource]	M.: GEOTAR-Media, 2017.	https://www.studentlibrary.ru/book/ISBN9785970442302.html

6.2. Internet resources

3.1	<p>1. http://www.swetswise.com/public/login.do</p> <p>2. http://dc.rsl.ru/dcsrchru_jo.htm</p> <p>3. The portal of Russian scientific journals (RSL) http://www.scsml.rssi.ru</p> <p>4. Central Scientific Medical Library (TsNMB) http://medlib.tomsk.ru</p> <p>5. Scientific Medical Library of the Siberian State Medical University FreeMedicalJournals</p> <p>6. Child infections. Journal / detinf@inbox.ru</p> <p>7. Russian Medical Journal / http://www.medlit.ru/medrus/rosmed.htm</p> <p>8. Clinical medicine http://www.medlit.ru/medrus/klm.htm</p> <p>9. Infections and antimicrobial therapy. Journal / www.consilium - medicum.com</p> <p>10. Infectious diseases. Journal / red@ifmch.ru</p> <p>11. Epidemiology and Infectious Diseases / http://www.medlit.ru/medrus/eib.htm</p> <p>12. Epidemiology and vaccination. Journal / epidemvac@borges.ru</p> <p>13. Immunopathology, allergology, infectology / http://www.immunopathology.com/</p> <p>14. Questions of virology / http://www.medlit.ru/medrus/vopvir.htm</p> <p>15. Clinical microbiology and antimicrobial chemotherapy http://www.antibiotic.ru/cmacc/</p> <p>16. The attending physician. Magazine / www.lvrach.ru</p> <p>17. Clinical laboratory diagnostics / http://www.medlit.ru/medrus/klnlab.htm</p> <p>18. Disinfection case / http://www.medi.ru/doc/61.htm</p> <p>19. Therapeutic archive / http://www.medlit.ru/medrus/terarh.htm</p> <p>20. Medicum / http://www.consilium-medicum.com/</p> <p>21. Terra Medica Nova / http://www.medi.ru/doc/87.htm</p> <p>22. Health of the Russian Federation / http://www.medlit.ru/medrus/zdrav.htm</p> <p>23. Electronic library of SurSU. http://surgut.openet.ru</p>
6.3. Software	
6.3.1	Operational system Microsoft, applied programs pack Microsoft Office
6.4. Information Referral systems	
6.4.1	"Guarantor", "Consultant plus"
6.4.2	Student Consultant http://www.studmedlib.ru
8. Course manuals	
Supplement 1	

ASSESSMENT TOOLS

Syllabus

EPIDEMIOLOGY

Qualification	Specialist
Specialty	31.05.01 General Medicine
Form of education	Full-time
Designer Department	Multidisciplinary clinical training
Graduate Department	Internal Diseases

Sample tasks and tests

Stage I: Formative assessment.

Topics	Sample tests, case-study, essay, points for oral quiz
1. Epidemic theory	<p>1.1 Sample tests</p> <p>1. The author of the theory of the natural foci of vector-borne infectious diseases is ... a) Gamaley N. (1859 - 1949); b) Zabolotny D. (1866 - 1929); c) Gromashevsky L. (1887 - 1979); d) Pavlovsky E. (1884 - 1969);</p> <p>2. The founder of epidemiology in Russia, a supporter of the concept of the contagious nature of epidemics, developed a system of anti-epidemic measures during the plague on the empirical basis: a) Ivanovsky D. (1864 - 1920); b) Mechnikov I. (1845 - 1916); c) Samoilovich D. (1744 - 1810); d) Gamaley N. (1859 - 1949);</p> <p>3. The author of the theory of transmission of infectious diseases: a) Gromashevsky L. (1887 - 1979) b) Ivanovsky D. (1864 - 1920) c) V. Belyakov (1921 - 1996); d) Zabolotny D. (1866 - 1929)</p> <p>4. The epidemic process is: a) the process of interaction of the parasite pathogen and the human body within the population; b) the process of interaction of the parasite pathogen and host organism; c) spatial and temporal continuity in the development of epidemic foci, provided by evolutionarily developed mechanisms for the functioning of parasitic systems.</p> <p>5. Which is NOT a manifestation of the epidemic process? a) epizooty; b) outbreak; c) epidemic; d) pandemic</p> <p>1.2 Sample case-study</p> <p>№ 1 A sewage network failure occurs in a city, as a result of which sewage was released into the water supply network. The growth of which infectious diseases (listed) should be expected, how soon and why?</p> <p>№ 2 Among these answers, select the 7 major ones that characterize a water outbreak of intestinal infections, and provide a rationale for the answer: 1) territorial limitation; 2) the presence of outbreak precursors; 3) lack of seasonality; 4) the presence of summer seasonality; 5) people taken ill are of all ages, except for children under the age of 1 year; 6) mainly children younger than 1 year of age are falling ill; 7) big variety of registered nosological forms of intestinal infections; 8) the emergence of only one nosological form of intestinal infection; 9) emergence of various sero-, phage- or biovars of pathogens; 10) emergence of a single sero-, phage-or biovar pathogen; 11) the incubation period for infections is at maximum or average rate; 12) the incubation period for infections is short; 13) severe infectious diseases prevail; 14) mild and suppressed forms of infectious diseases prevail.</p> <p>1.3 Sample list of essay topics: “The contribution of Russian natural scientists, doctors and scientists to the evolution of views on causality in epidemiology” "Epidemiology as the diagnostic science of preventive medicine" “The role of climatic conditions in the development of the epidemic process” “Parasitic systems as a biological basis of the epidemic process” “Susceptibility of the population as a prerequisite for the start and continuity of</p>

	<p>the epidemic process”</p> <p>1.4 Points for oral quiz.</p> <ol style="list-style-type: none"> 1. Historical stages in the development of epidemiology. 2. Laws of epidemiology. 3. Domestic scientists who have contributed to the development of epidemiology as a science. 4. Specificity of epidemiological activity. 5. Causation of diseases.
<p>2. Anti-epidemic measures.</p>	<p>1.1 Sample tests</p> <p>1. Find a match: <u>elements of the epidemiological process</u> - 1) source of infection; 2) the mechanism of transmission; 3) susceptible organism <u>anti-epidemic measures</u> - a) vaccine prevention; b) disinfestation; c) isolation; d) sanitary and hygienic; e) disinfection</p> <p>2. In case of particularly dangerous (quarantine) infection, all work on localizing the outbreak, preventing the spread of an infectious disease, eliminating the outbreak in the administrative territory is headed and organized by:</p> <ol style="list-style-type: none"> a) medical service; b) center of sanitary and epidemiological surveillance; c) law enforcement agencies; d) public service; e) sanitary and anti-epidemic commission <p>3. The main function of anti-epidemic community services is:</p> <ol style="list-style-type: none"> a) analytical; b) control; c) executive; d) organizational; e) methodical <p>1.2 Sample case-study</p> <p>№ 1 An outbreak of acute intestinal infection occurred among the students of a boarding school. In 2 days, 40 patients turned to the doctor. Everyone had been offered scrambled eggs for breakfast. Salmonellosis was diagnosed in 25 patients. What measures need to be taken?</p> <p>№2 During the outbreak of influenza in the maternity hospital, 5 cases of flu among newborns were registered. What anti-epidemic measures should be held?</p> <p>1.3 Sample list of essay topics: “Epidemiological surveillance as the basis of anti-epidemic activities nowadays” "The modern understanding of the problem of eliminating infections and the role of anti-epidemic measures in its solution."</p> <p>1.4 Points for oral quiz.</p> <ol style="list-style-type: none"> 1. Characteristics of the epidemiological research method. 2. Characteristics of the epidemiological survey. 3. Algorithm for epidemiological diagnostics. 4. Techniques for epidemiological research: 5. Definition of the concept of "anti-epidemic measures". 6. Classification of anti-epidemic measures. 7. The quality of anti-epidemic measures.
<p>3. The state and prospects of immunoprophylaxis of infectious diseases.</p>	<p>1.1 Sample tests</p> <p>1. What is NOT to be done in case of diphtheria outbreak:</p> <ol style="list-style-type: none"> a) identification of exposed persons; b) observation of exposed persons; c) bacteriological examination of exposed persons; d) administering AD-M-anatoxinum to persons with a low level of anti-diphtheria immunity; e)

	<p>administration of anti-diphtheria serum to exposed persons</p> <p>2. Evaluate the correctness of the 1st, the 2nd statement and then evaluate the correctness of the logical connection between the two statements: Immunoprophylaxis is crucial in the prevention of anthroponotic infections with an aerosol transmission mechanism (1), because in case of anthroponotic infections with an aerosol transmission mechanism it is difficult to identify the source of infection (2).</p> <p>1.2 Sample case-study № 1 By order of the institution you are entrusted to lead the work in the vaccination room. What activities should you take to properly organize immunoprophylaxis?</p> <p>1.3 Sample list of essay topics: “Immunoprophylaxis of Hepatitis B” “Legal Basis for Immunization”</p> <p>1.4 Points for oral quiz. 1. The place of immunoprophylaxis in the system of anti-epidemic measures. 2. Preparations used to create active and passive immunity, their characteristics. 3. Indications and contraindications for vaccinations. 4. Post-vaccination reactions and complications. 5. Methods for assessing the quality and effectiveness of immunization.</p>
<p>4. Epidemiology and prevention of respiratory tract infections.</p>	<p>1.1 Sample tests 1. Infectious diseases with an aerosol transmission mechanism of bacterial etiology: a) ornithosis; b) rubella; c) scarlet fever; d) pertussis; e) chicken pox</p> <p>2. Find a match: <u>aerogenic infections</u> - 1) rubella; 2) chicken pox; 3) diphtheria; 4) measles <u>season of predominant rise in the incidence of disease</u> - a) spring; b) summer; c) autumn; d) winter</p> <p>3. The causative agents of aerosol infections can be transmitted by: a) waterway transmission; b) food route of transmission; c) vertical transmission path; d) transmissive path; e) air-dust transmission path; e) community-acquired transmission; g) airborne transmission</p> <p>4. Find a match: infectious disease - 1) epidemic parotitis; 2) chicken pox; 3) pertussis; 4) rubella ways of transmission - a) airborne; b) airborne dust; c) contact and household; d) placental</p> <p>5. Evaluate the correctness of the 1st, the 2nd statement and then evaluate the correctness of the logical connection between the two statements: Immunization is crucial in the prevention of anthroponotic infections with an aerosol transmission mechanism (1), because the incidence of some of the anthroponotic infections with an aerosol transmission mechanism is very high (2).</p> <p>1.2 Sample case-study № 1 A 3-year-old child attending kindergarten was diagnosed with scarlet fever on the 2nd day of illness. The family lives in a 2-room apartment, the child’s mother is a midwife working in a maternity home, the father is a taxi driver, the sister is 8 years old and a schoolgirl, she had scarlet fever 4 years ago. What anti-epidemic measures need to be taken?</p>

	<p>№ 2 The diagnosis of “oropharyngeal diphtheria?” has been made to a 3-year-old child who is not vaccinated due to the parents’ refusal. The child lives with his parents and doesn’t have siblings. What activities should be carried out on the site of infection?</p> <p>1.3 Sample list of essay topics: "Regional features of aerosol infections epidemiology in KhMAO" “The epidemiological characteristics of influenza compared to other general infectious diseases” “The state and prospects of aerosol infections immunoprophylaxis at the modern stage of medicine development” “Anti-epidemic measures during an epidemic outbreak of measles in a kindergarten “Anti-epidemic measures during an epidemic outbreak of diphtheria in a kindergarten"</p> <p>1.4 Points for oral quiz. 1. Aerosol infections, classification, general characteristics of the group. 2. Epidemiological characteristics of diphtheria, whooping cough, meningococcal infection, influenza, measles, rubella, mumps, chickenpox, scarlet fever, ornithosis. 3. Conditions for the implementation of the mechanism of transmission of pathogens of aerosol infections. 4. Comparative characteristics of the epidemic process of aerosol infections with different routes of transmission of the pathogen. 5. Preconditions and precursors of a worsening epidemiological situation in relation to aerosol infections.</p>
<p>5 Epidemiology and prevention of intestinal infections.</p>	<p>1.1 Sample tests 1. Infectious diseases with the fecal-oral transmission mechanism are infections controlled by a) disinfection measures; b) deratization activities; c) clinical diagnostic activities; d) regime restrictive measures; e) sanitary and veterinary measures; f) sanitary and hygienic measures; g) specific immunoprophylaxis. 2. A water outbreak of intestinal infections is characterized by: a) the absence of outbreak precursors; b) seasonality; c) a variety of sero-, phage-, and biovariants of the isolated pathogens in patients; d) the prevalence of typical forms of the disease; d) predominantly minimal incubation period 3. In case of transient carriage, typhoid bacteria are detected in: a) blood; b) urine; c) feces; d) bile; d) saliva 4. Find a match: <u>types of infections</u> - 1) cholera; 2) typhoid fever; 3) hepatitis E; 4) poliomyelitis; 5) dysentery <u>organotropic pathogens</u> - a) the mucosa of the small intestine; b) the lymphatic apparatus of the small intestine; c) nasopharyngeal mucosa; d) liver cells; e) colon mucosa; e) cells of the spinal cord 5. Intestinal infections predominantly transferred by water: a) poliomyelitis; b) cholera; c) hepatitis A; d) hepatitis E; d) typhoid fever</p> <p>1.2 Sample case-study № 1 An outbreak of acute intestinal infection occurred among the students of a boarding school. In 2 days, 40 patients turned to the doctor. Everyone had been offered scrambled eggs for breakfast. Salmonellosis was diagnosed in 25 patients. What measures need to be taken?</p>

	<p>№ 2 On an outpatient visit a 40-year-old man who returned from a vacation in a health resort two days ago was diagnosed with acute dysentery due to clinical signs. What measures should be taken by the district general practitioner?</p> <p>1.3 Sample list of essay topics: "Regional features of intestinal infections epidemiology in KhMAO" "The epidemiological characteristics of dysentery compared to other general infectious diseases" "Immunoprophylaxis of intestinal infections at the present stage of medicine development" "Anti-epidemic measures during an epidemic outbreak of dysentery in a kindergarten" "History of cholera epidemics in Russia"</p> <p>1.4 Points for oral quiz. 1. Anthroponous, zoonotic and sapronous intestinal infections, classification, general characteristics of the group. 2. Epidemiological characteristics of typhoid fever and paratyphoid fever, dysentery, hepatitis A and E, poliomyelitis, cholera, escherichiosis. 3. Conditions for the implementation of the mechanism of transmission of pathogens of intestinal infections. 4. Comparative characteristics of the epidemic process of intestinal infections with different routes of transmission of the pathogen. 5. Preconditions and harbingers of the worsening of the epidemiological situation in relation to intestinal infections.</p>
<p>6. Epidemiology and prevention of anaerobic and highly dangerous infections.</p>	<p>1.1 Sample tests 1. In case of particularly dangerous (quarantine) infection, all work on localizing the outbreak, preventing the spread of an infectious disease, eliminating the outbreak in the administrative territory is headed and organized by: a) medical service; b) center of sanitary and epidemiological surveillance; c) law enforcement agencies; d) public service; e) sanitary and anti-epidemic commission 2. Among the passengers of Mumbai-Moscow flight, a patient with suspected cholera was identified. A complex of preventive and anti-epidemic measures is taken to the patient, passengers and crew members. Indicate which of the listed measures is not carried out: a) hospitalization of the patient; b) medical observation of crew members for 5 days; c) medical observation of passengers for 5 days; d) bacteriological examination of crew members and passengers (citizens of Russia); e) injection of cholera toxin to passengers and crew members 3. Especially dangerous quarantine infections include the following intestinal infections: a) Norwalk gastroenteritis; b) polio; c) cholera; d) typhoid fever 4. Find a match: <u>contact zoonoses</u> - 1) anthrax; 2) hydrophobia; 3) cat scratch fever <u>ways of transmission</u> - a) contact; b) community acquired; c) air and dust; d) airborne; e) alimentary; e) transmissive 5. Find a match: <u>contact zoonoses</u> - 1) anthrax; 2) cat scratch fever; 3) hydrophobia <u>maximum incubation period</u> - a) 8 days; b) 1.5 months; c) 1 year; d) 1.5 years</p> <p>1.2 Sample case-study</p>

	<p>№ 1 Hospitalization for the course of anti-rabies vaccination is obligatory to: a) patients having an aggravating allergy history; b) patients after eating the meat of a rabid cow; c) patients bitten by wolves or foxes; d) patients who applied on day 5 after being bitten by an unknown dog</p> <p>№2 Planned vaccinations against rabies are obligatory for: a) trauma surgeons; b) veterinary service employees; c) virological laboratories staff; d) population of cities and districts in which there have been cases of rabies among animals during the last 2 years</p> <p>1.3 Sample list of essay topics: “Regional features of zoonotic infections epidemiology in the Khanty-Mansi Autonomous Okrug” “The epidemiological characteristics of salmonellosis compared to other general infectious diseases” “Immunization for zoonotic infections at the modern stage of development of medicine” "Anti-epidemic measures in case of anthrax" “Anti-epidemic measures in case of salmonellosis in a kindergarten”</p> <p>1.4 Points for oral quiz. 1. Relevance, medical and socio-economic significance of zoonotic infections. 2. Normative and methodological documents regulating preventive and anti-epidemic measures for salmonellosis, botulism, brucellosis, tularemia, anthrax, rabies, foot and mouth disease, erysipeloid, ornithosis, Q fever. 3. Basic provisions, sections and features of epidemiological surveillance of botulism, rabies, foot and mouth disease, brucellosis, salmonellosis, tularemia, anthrax, erysipeloid, ornithosis, Q fever; 4. Content and organization of anti-epidemic measures to combat botulism, rabies, foot and mouth disease, brucellosis, salmonellosis, tularemia, anthrax, erysipeloid, ornithosis, Q fever. 5. Zoonotic infections, classification, general characteristics of the group.</p>
<p>7. Epidemiology and prevention of infections with the transmissible mechanism of transmission of the pathogen.</p>	<p>1.1 Sample tests 1. The author of the epidemiological theory of natural foci is: a) V.D. Belyakov; b) L.V. Gromashevsky; c) E.H. Pavlovsky; d) B.L. Cherkassky 2. Natural focal diseases include: a) colibacillosis; b) malaria; c) Lyme disease; d) poliomyelitis 3. Anthroponotic infections with the transmissive mechanism of transmission are: a) the plague; b) malaria; c) tularemia; d) typhus; e) borreliosis 4. In transmissible anthroponoses, the incidence of the disease is: a) associated with natural foci; b) is not associated with natural foci; c) is associated with natural foci for some infections 5. Evaluate the correctness of the 1st, the 2nd statement and then evaluate the correctness of the logical connection between the two statements: The natural foci of borreliosis are confined mainly to the forest landscapes of the temperate climate zone (1), because the forest landscape of the temperate climate zone is the habitat of ticks, the main carriers of borreliosis pathogens (2). 1.2 Sample case-study №1 Evaluate the correctness of the 1st, the 2nd statement and then evaluate the</p>

	<p>correctness of the logical connection between the two statements: The method of using baits with chemicals has received the greatest use in the deratization practice (1), since it is the most convenient and simple to perform and is highly efficient (2).</p> <p>№2 In case of tick suction of unvaccinated persons older than 16 years of age, emergency prevention of tick-borne encephalitis is indicated by administering a specific immunoglobulin in the amount of: a) 1.0 ml; b) 1.5 ml; c) 2.0 ml; d) 3.0 ml; e) 4.0 ml</p> <p>1.3 Sample list of essay topics: “Regional features of vector-borne infections epidemiology in the Khanty-Mansi Autonomous Okrug” “The epidemiological characteristics of influenza compared to other transmissible infections” “The state and prospects of transmissible infections immunization at the present stage of development of medicine” "Anti-epidemic measures in case of spring-summer tick-borne encephalitis" "Anti-epidemic measures in case of Lyme disease"</p> <p>1.4 Points for oral quiz. 1. Relevance, medical and socio-economic significance of vector-borne infections. 2. Vector-borne infections, classification, general characteristics of the group. 3. Epidemiological characteristics of typhus, Brill-Zinsser disease (sporadic typhus), malaria, tick-borne spring-summer encephalitis, systemic tick-borne borreliosis (Lyme disease), Omsk hemorrhagic fever. 4. Conditions for the implementation of mechanisms of transmission of pathogens of transmissible infections. 5. Comparative characteristics of the epidemic process in typhus, Brill-Zinsser disease (sporadic typhus), malaria, tick-borne spring-summer encephalitis, systemic tick-borne borreliosis (Lyme disease), Omsk hemorrhagic fever.</p>
<p>8. Epidemiology and prevention of viral hepatitis</p>	<p>1.1 Sample tests 1. To the external environment, pathogens of hepatitis A are released with: a) feces; b) sweat; c) urine; d) a nursing mother’s milk 2. Find a match: <u>intestinal infections</u> - 1) viral hepatitis A; 2) poliomyelitis; 3) shigellosis; 4) typhoid fever <u>maximum incubation period</u> - a) 7 days; b) 3 non-dividers; c) 35 days; d) 45 days 3. Intestinal infections, the most infectious for other people in the prodromal (initial) period of the disease, are: a) colibacillosis; b) shigellosis; c) typhoid fever; d) viral hepatitis A; e) viral hepatitis E; e) poliomyelitis 4. Ways of transmitting viral hepatitis A: a) community-acquired; b) airborne; c) air-dust; d) alimentary; e) water 5. Find a match: <u>intestinal infections</u> - 1) viral hepatitis E; 2) typhoid fever; 3) cholera; 4) escherichiosis <u>maximum incubation period</u> - a) 72 hours; b) 6 days; c) 3 weeks; d) 60 days</p> <p>1.2 Sample case-study № 1 A sewage network failure occurs in a city, as a result of which sewage was</p>

	<p>released into the water supply network. The growth of which infectious diseases (listed) should be expected, how soon and why?</p> <p>№ 2 A 35-year-old man working as a bus driver was diagnosed with viral hepatitis on the 1st day of jaundice by the district doctor serving a home call. The patient was hospitalized. His family members are his wife, an engineer at a plant; his daughter attending kindergarten, 2 months ago she was given a normal human immunoglobulin; an 8-year-old son, who went away to a health camp 10 days ago. What measures should be taken in the outbreak of viral hepatitis A?</p> <p>1.3 Sample list of essay topics: “Immunoprophylaxis of Hepatitis B” “Legal Basis for Immunization”</p> <p>1.4 Points for oral quiz. 1. Viral hepatitis, classification, general characteristics of the group. 2. Epidemiological characteristics of viral hepatitis. 3. Conditions for the implementation of the mechanism of transmission of pathogens of viral hepatitis. 4. Epidemiological characteristics of viral hepatitis A and E. 5. Preconditions and precursors of the worsening of the epidemiological situation in relation to viral hepatitis.</p>
<p>9. Epidemiology and prevention of nosocomial infections.</p>	<p>1.1 Sample tests 1. Increased risk of hospital infection diseases may primarily appear: a) in burn wards; b) in therapeutic departments; c) in surgical departments; d) in neurological departments; e) in urology departments 2. The source of pathogens in the hospital can be: a) a person who had measles a month ago; b) a patient with chronic brucellosis; c) hepatitis A convalescent; g) bacterium secretion of meningococci 3. In burns, traumatological and obstetric hospitals, purulent-septic nosocomial infections occur primarily because of: a) proteus; b) a pyocyanic stick; c) E. coli; g) staphylococcus 4. Which of the following situations can be considered as nosocomial infection? a) toxigenic corynebacteria in a smear from a nasopharynx taken from a patient with angina on the 1st day of hospitalization; b) in the urology department, Salmonella london revealed in a Pyelonephritis patient’s urine culture test, urine was taken on the day of hospitalization; c) dysentery diagnosed in a pneumonia patient on the 12th day of hospitalization in the therapeutic department 5. In obstetric hospitals, infection of the newborn with a hospital-type strain of staphylococcus occurs by airborne transmission: a) from mothers; b) from health workers; c) from the technical personnel of health care facilities; d) from visitors (relatives)</p> <p>1.2 Sample case-study № 1 On the 4th day of hospital stay, a 6-year-old child was diagnosed with measles (rash on the face). What measures should be taken? № 2 On the 3rd day of stay in the therapeutic hospital, a 5-year-old child was diagnosed with meningococcal infection and was immediately transferred to an infectious disease hospital. What anti-epidemic measures should be carried out</p>

	<p>in a therapeutic hospital?</p> <p>1.3 Sample list of essay topics: “The epidemiological characteristics of nosocomial infections compared to general diseases incidence” " Anti-epidemic measures in case of hospital infections"</p> <p>1.4 Points for oral quiz.</p> <ol style="list-style-type: none"> 1. Hospital infections, classification, general characteristics of the group. 2. Relevance, medical and socio-economic significance of hospital infections. 3. Mechanisms of transmission and conditions for the implementation of mechanisms of transmission of pathogens of hospital infections. 4. Preconditions and harbingers of the deterioration of the epidemiological situation in relation to hospital infections. 5. Regulatory and methodological documents regulating preventive and anti-epidemic measures in relation to hospital infections.
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Stage II: Midterm assessment (test), A term.

Midterm assessment is carried out in the form of **test**. The test includes: **an essay**.

Tasks for competence assessment «Knowledge», «Abilities»	Task type
<p>List of essay topics (sample):</p> <ol style="list-style-type: none"> 1. The similarity and difference in the epidemiological characteristics of infectious and non-infectious human diseases. 2. The effectiveness of anti-epidemic measures. 3. Principles of emergency vaccine prevention of persons at risk of infection. 4. Relevance, medical and socio-economic significance of aerogenic infections. 5. Relevance, medical and socio-economic significance of intestinal infections. 6. Preconditions and precursors of a worsening epidemiological situation in relation to zoonotic infections. 7. Preconditions and precursors of a worsening epidemiological situation in relation to vector-borne infections: typhus, Brill-Zinsser disease (typhus), malaria, tick-borne spring-summer encephalitis, systemic tick-borne borreliosis (Lyme disease), Omsk hemorrhagic fever. 8. Regulatory and methodological documents regulating preventive and anti-epidemic measures in hepatitis (A, E). 9. The main provisions, sections and features of the epidemiological surveillance of hospital infections. 	<p>- theoretical - practical</p>

Stage III: Summative assessment (credit), A term.

Summative assessment is carried out in the form of **credit**. Tasks for the credit include two theoretical points for **oral quiz**.

Tasks for competence assessment «Knowledge»	Task type
<p>List of theoretical points for oral quiz</p> <ol style="list-style-type: none"> 1. Historical stages in the development of epidemiology. 2. Laws of epidemiology. 	<p>-theoretical</p>

3. Domestic scientists who have contributed to the development of epidemiology as a science.
4. Specificity of epidemiological activity.
5. Classification of infectious diseases.
6. Parasitic system and factors ensuring its stability.
7. The origin of infectious diseases and their grouping in accordance with the main habitat of pathogens.
8. Definition of the concept of "epidemic process".
9. The doctrine of the epidemic process (LV Gromashevsky).
10. Parasitic systems as the biological basis of the epidemic process:
11. Patterns of the formation of the epidemic process (characteristics of sources of infection in anthroponoses, zoonoses, sapronoses, types of transmission mechanisms, characteristics of the susceptible population).
12. The doctrine of natural focus (E. N. Pavlovsky).
13. Manifestations of the epidemic process by intensity (incidence rates), by territory (global, zonal and regional nosoareals), in time (seasonality and cyclicity), by population groups (risk groups).
14. Characteristics of the epidemiological research method.
15. Characteristics of the epidemiological survey.
16. Algorithm for epidemiological diagnostics.
17. Techniques for epidemiological research.
18. Definition of the concept of "anti-epidemic measures".
19. Classification of anti-epidemic measures.
20. The quality of anti-epidemic measures.
21. The effectiveness of anti-epidemic measures.
22. Characteristics of anti-epidemic measures aimed at the source of infection, transmission mechanism, susceptible population.
23. Epidemiological surveillance.
24. Preparations used to create active and passive immunity, their characteristics.
25. Indications and contraindications for vaccinations.
26. Post-vaccination reactions and complications.
27. Methods for assessing the quality and effectiveness of immunization.
28. National vaccination calendar
29. Principles of emergency vaccine prevention of persons at risk of infection.
30. Aerosol infections, classification, general characteristics of the group.
31. Epidemiological characteristics of diphtheria, whooping cough, meningococcal infection, influenza, measles, rubella, mumps, chickenpox, scarlet fever, ornithosis.
32. Conditions for the implementation of the mechanism of transmission of pathogens of aerosol infections.
33. Comparative characteristics of the epidemic process of aerosol infections with different routes of transmission of the pathogen.
34. Regulatory and methodological documents regulating preventive and anti-epidemic measures for influenza, diphtheria, measles, scarlet fever, mumps, chickenpox, meningococcal infection, rubella, whooping cough.
35. The main provisions, sections and features of epidemiological surveillance of influenza, diphtheria, measles, scarlet fever, mumps, chickenpox, meningococcal infection, rubella, whooping cough.
36. Content and organization of measures to combat influenza, diphtheria, measles, scarlet fever, mumps, chickenpox, meningococcal infection, rubella, whooping cough.
37. Anthroponous, zoonotic and sapronous intestinal infections, classification, general characteristics of the group.
38. Epidemiological characteristics of typhoid fever and paratyphoid fever, dysentery, hepatitis A and E, poliomyelitis, cholera, escherichiosis.
39. Conditions for the implementation of the mechanism of transmission of pathogens of intestinal infections.

40. Normative and methodological documents regulating preventive and anti-epidemic measures for typhoid fever, dysentery (Zone, Flexner, Grigorieva-Shiga), poliomyelitis, hepatitis (A, E).	
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METHODOLOGICAL GUIDELINES FOR LEARNING OUTCOMES ASSESSMENT

Stage: Formative assessment

Formative assessment is a regular checking of student academic progress during the academic term. It is performed in various oral and written forms (quizzes, essays, checking of home assignments, compilation of cases, self-study, colloquiums, and testing). During formative assessment, the teacher monitors the level of student's academic progress according to the curriculum identifying lack of knowledge, or misunderstanding.

The tasks of formative assessment are aligned with the Curriculum and Syllabus.

1. Guidelines for assessing the oral quiz:

In assessing the teacher takes into account:

- knowledge and understanding of the subject matter;
- activity during the class;
- consistency of presentation;
- argumentation of the answer, the level of independent thinking;
- ability to link theoretical and practical principles with future professional activity.

Assessment criteria:

The results are assessed in a four-grading scale: "excellent", "good", "satisfactory", "unsatisfactory".

Type of the task	Assessed competences	Assessment criteria	Grade
Oral quiz	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	The student demonstrates a comprehensive, systematic and in-depth knowledge of the academic material; has learned the required and additional resources.	Excellent
		The student demonstrates a consistent and thorough understanding of the required knowledge, concepts, skills of the material learned, and their significance for future profession.	Good
		The student demonstrates a comprehensive knowledge of the academic material; has learned the required and additional resources. The student demonstrates a consistent understanding of the required knowledge, concepts, skills of the material learned, but makes minor errors.	Satisfactory
		The student demonstrates basic knowledge necessary for further study; has learned basic recommended literature. The student operates with inaccurate formulating, has difficulties in the independent answers, makes significant mistakes but is able to correct them under	

		the guidance of a teacher.	
		The student does not know the obligatory minimum or demonstrates gaps in knowledge of the academic material, makes major mistakes or gives completely wrong answers.	Unsatisfactory

2. Guidelines for case-study assessment:

Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
Case - study	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	The student correctly and solves the case-study task, demonstrating deep knowledge. There are no errors in logical reasoning and solution, the problem is solved in a rational way. The right answer is obtained, ways are clearly described.	Excellent
		The student correctly solves the case-study task, demonstrating deep knowledge. There are minor errors in logical reasoning and solution, the problem is solved in a rational way. The right answer is obtained, ways are clearly described.	Good
		The student correctly solves the case-study task, demonstrating basic knowledge. There are significant errors in logical reasoning and solution. The student demonstrates difficulties, but still is able to solve a case-study task.	Satisfactory
		The student incorrectly solves the case-study task, makes significant mistakes. The student is not able to solve a case-study.	Unsatisfactory

3. Guidelines for test assessment.

Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
Test	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	80 – 100%	Excellent
		66 – 80%	Good
		46 – 65%	Satisfactory
		Less Than 46%	Unsatisfactory

4. Guidelines for essay assessment:

Essay requirements:

1) Volume: 1500-300 words,

2) Contents structure:

- Introduction
 - prove the relevance of the chosen topic
 - point out the purpose of the essay
 - give a summary of the main points
- Body
 - use information obtained from different sources during the research
 - show inaccuracy of the opposite points of view
- Conclusion
- List of references

The essay assumes usage of several specialized sources (at least 8-10 publications, monographs, the reference media, manuals). Preference is given to the publications in specialized medical journal and monographs including foreign databases.

Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
Essay	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	The requirements are fulfilled: - the problem is formulated and its relevance is proved; - the various approaches to problem are presented; - conclusions are formulated; - the subject is thoroughly studied; - volume is observed; - design requirements are observed; - correct answers to additional questions are given.	Excellent
		The main are fulfilled with some mistakes: - inaccuracies in material statement; - no logical sequence in judgments; - volume is not observed; - errors in design requirements; - incomplete answers are given to additional questions in the process of defense.	Good
		There are significant deviations from requirements: - topic is only partially explored; - mistakes in contents of the paper; - mistakes in answers to additional questions; - no conclusion is given at the process of defense.	Satisfactory
		The essay is not prepared at all. The subject of the essay is not explored, significant misunderstanding of a topic.	Unsatisfactory

Stage: Midterm assessment (test), A term.

Midterm assessment is carried out in the form of **test**. The test includes: **an essay**.

Essay requirements:

1) Volume: 1500-300 words,

2) Contents structure:

- Introduction
 - prove the relevance of the chosen topic
 - point out the purpose of the essay
 - give a summary of the main points
- Body
 - use information obtained from different sources during the research
 - show inaccuracy of the opposite points of view
- Conclusion
- List of references

The essay assumes usage of several specialized sources (at least 8-10 publications, monographs, the reference media, manuals). Preference is given to the publications in specialized medical journal and monographs including foreign databases.

Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
Essay	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	The requirements are fulfilled: - the problem is formulated and its relevance is proved; - the various approaches to problem are presented; - conclusions are formulated; - the subject is thoroughly studied; - volume is observed; - design requirements are observed; - correct answers to additional questions are given.	Excellent
		The main are fulfilled with some mistakes: - inaccuracies in material statement; - no logical sequence in judgments; - volume is not observed; - errors in design requirements; - incomplete answers are given to additional questions in the process of defense.	Good
		There are significant deviations from requirements: - topic is only partially explored; - mistakes in contents of the paper; - mistakes in answers to additional questions; - no conclusion is given at the process of defense.	Satisfactory
		The essay is not prepared at all. The subject of the essay is not explored, significant misunderstanding of a topic.	Unsatisfactory

Stage: Summative assessment (credit), A term.

Midterm assessment is carried out in the form of **credit**. Tasks for the credit include two theoretical points for **oral quiz**.

Methodological guidelines for preparation of credit**Requirements for the student:**

- to attend classroom classes regularly; skipping classes is not allowed without a good reason;
- in case of missing the lesson, the student must be ready to answer the questions of the teacher on the topic of the class he/she missed;
- to hand over written papers on time and to make sure they are credited;
- preparing for the next class, the student must read the relevant textbooks, manuals, monographs, etc., and be ready to demonstrate their knowledge; student's participation in the discussion is taken into account and assessed;
- in case the student has not mastered the necessary material or has not understood something, he/she should attend consultation sessions;
- preparation for one theoretical question is 5-7 minutes;
- the second stage is the demonstration of a practical skill. The student has to describe indications and conditions and demonstrate technique on the model.

Summative assessment (credit) is assessed in a two-grading scale: «passed»; «failed».

Type of the task	Assessed competences	Assessment criteria	Grade
Oral quiz	UC-8.1 UC-8.2 UC-8.3 UC-8.4 UC-8.5 GPC-2.1 GPC-6.3 GPC-10.2 PC-7.1 PC-7.2 PC-8.1 PC-8.2 PC-8.3 GPC-11.1 GPC-11.4	The student answers all the questions correctly, clearly, logically and completely. The student closely applies theory and practice and correctly solves the problems of higher complexity with the professional content.	Passed
		The student is not able to give logical answer, gives no answer to additional questions and does not understand the topic. He/she makes significant and serious mistakes in answers.	Failed