

**Academic programme
component**

**31.05.01 General Medicine
(in a foreign language)
programme**

**B2.O.01 (Y)
practical training code**

ASSESSMENT MATERIALS

**Type of
practical
training**

Educational training: introductory training

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1. Criteria and assessment of the competencies and their mastery indicators, formed during practical training

| Code and competence name | Code and indicator of competence mastery | Results of practical training | | |
|--|---|---|--|---|
| | | <i>To know</i> | <i>To be able to</i> | <i>To have</i> |
| OPIK-1 Can implement moral and legal norms as well as ethical and deontological principles in professional activities | OPIK-1.2. Builds professional relationships in accordance with moral and legal norms, in communication with patients, using deontological principles | - methods of care for patients with various diseases and conditions; - principles and methods of providing medical care to patients with urgent conditions at the prehospital stage, in emergency situations, epidemics and in areas of mass damage in accordance with the procedures for providing medical care, clinical recommendations, taking into account the standards of medical care; | - recognize conditions that require emergency medical care; - organize the work of medical personnel, including patient care, in urgent conditions, in emergency situations; - provide emergency medical care to patients at the prehospital stage in conditions that pose a threat to patients' lives, including clinical death; - use medicines and medical devices in the provision of medical care in case of emergency conditions; | - skills to assess the patient's condition in case of sudden acute conditions; skills in caring for patients with various diseases and conditions; - skills in conducting medical: therapeutic and diagnostic manipulations for patients in accordance with current clinical guidelines; |
| OPIK-2 Can implement measures to promote healthy lifestyle and health education and assess their effectiveness | OPIK-2.1. Knows and uses various techniques and methods to spread knowledge about a healthy lifestyle and sanitary and hygienic education of the population | - clinical signs of major emergency conditions; - requirements for ensuring internal quality control and safety of medical activities; | - perform basic cardiopulmonary resuscitation activities; - use personal protective equipment; - apply modern methods of collecting and processing information, conduct statistical analysis of the data obtained, interpret the results to solve professional problems; | - various techniques and methods for the dissemination of knowledge about a healthy lifestyle and sanitary and hygienic education of the population. |
| OPIK-6 Can organize nursing, provide first aid and ensure proper prehospital care in case of emergency, epidemic and mass destruction | OPIK-6.2 Can organize the care of patients with diseases of varying severity of therapeutic, surgical, and other profiles | - rules for registration and peculiarities of maintaining medical documentation, including in the form of an electronic document, in medical organizations providing primary health care to the adult population; | - to analyze the scientific literature and the results of scientific research, assess the level of evidence of the data obtained. | |
| OPIK-10 Can fathom the principles of modern IT and apply them to fulfil professional tasks | OPIK-10.1. Knows the possibilities and principles of modern information technologies and uses them to solve the tasks of professional activity | - job responsibilities of medical workers in medical organizations providing primary health care to the adult population; - organization of work, equipment and equipping of medical organizations providing primary health care to the adult population; | | |
| OPIK-11 Can prepare and apply academic, R&D, project, management and legal papers in healthcare | OPIK-11.1. Applies modern methods of collecting and processing information, conducts statistical analysis of the data obtained, interprets the results to solve professional problems | | | |

| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none">- possibilities and principles of operation of modern information technologies for solving problems of professional activity;- requirements for occupational health, safety and fire safety, procedures for emergency situations. | | |
|--|--|--|--|--|

2. Assessment of competencies mastery as per the results of practical training (externship: acquiring hands-on professional experience as a nursing staff)

| Practical training stages (stages of competence formation) | Code(s) of competencies | Formative assessment forms | Interim assessment forms |
|---|---|---|---------------------------------|
| Stage 1: Preparation - organizational meeting; - briefing on safety rules; - receiving an individual task for practical training. | OPIK-1 OPIK-10 | - test on fire safety rules, - test on labour conduct rules; - test on safety rules; - test on sanitary-epidemiological rules and hygienic norms | Report on practical training |
| Stage 2: Main (undergoing the practical training at the hospital) - studying the healthcare organization (structure, managing staff, schedule, workplace and responsibilities, internal code of labour conduct) - work tasks completion - individual task completion - other types of work as per the stated goals and tasks of the practical training | OPIK-1 OPIK -2 OPIK-6 OPIK-10 OPIK-11 | - hospital attendance; - individual task assessment; - preliminary checking of the practice report and accompanying documentation quality | |
| Stage 3: Final - drawing up the training conclusions - preparation of report documentation on training - preparation of training results presentation - interim assessment | OPIK -1 OPIK-10 OPIK-11 | - questions for practice report presentation | |

3. Criteria and grading system of the formative assessment tasks

3.1. Criteria of tests assessing

| Grade | Criteria |
|--------------|----------------------------------|
| <i>Pass</i> | 60-100% of correct answers |
| <i>Fail</i> | less than 60% of correct answers |

3.2. Criteria and grading system of practical training report quality

The practical training syllabus, list of tasks, report documentation layout recommendations are presented in MAU LMS Moodle.

The quality of the report on practical training and accompanying documentation are assessed during the formative assessment.

| Grade | Assessment criteria |
|------------------|--|
| <i>Excellent</i> | The material is presented in full, consistently, and competently. Individual practice task(s) is/are completed. Primary documents are attached. Appendices are logically connected with the text part of the report. The report is submitted on time. The practice programme is completed. The review is positive. |

| | |
|------------------------------|--|
| <i>Good</i> | The material is presented in full, consistently, and meets the requirements. Some insignificant and stylistic mistakes are made. Appendices are mainly connected with the text part of the report. The report is submitted on time. The practice programme is completed. The review is positive. |
| <i>Satisfactory</i> | The material is not presented completely. The report is not laid out properly. The text part of the report is not fully connected with appendices. The report is submitted on time. The practice programme has not been completed in full. The review is positive. |
| <i>Unsatisfactory</i> | The material is not presented completely and systematically. There are errors, the layout does not fully meet the requirements. There are no appendices. The report is submitted on time. The review is negative. The practice programme has not been completed. |

3.3. Criteria and grading system of individual task for practical training

Assessment materials include a typical individual task for practical training variant

1. Sanitary and epidemiological regime of treatment and preventive institutions.
2. Wet cleaning of premises, current and final disinfection.
3. Modern methods of sterilization of medical instruments.
4. Types of disinfection, methods and means, rules for working with disinfection solutions, preparation and storage.
5. Methods of transporting patients.
6. Sanitary treatment of the patient in the emergency room.
7. Hygienic preparation of the patient for surgery.
8. Hygienic principles for the prevention of hospital infections in the surgical department.
9. Features of feeding the patient in bed, tube enteral nutrition, nutrition through a gastrostomy tube.
10. Bedsores, causes, prevention, treatment.
11. Changing linen and underwear for a surgical patient. Sanitation methods.
12. Assisting the patient with vomiting and aspiration of gastric contents.
13. Measures for caring for unconscious patients.
14. Features of care for patients undergoing surgery on the abdominal organs.
15. Features of care for patients undergoing surgery on the urinary tract.
16. Features of care for patients undergoing chest surgery.
17. Prevention of pulmonary complications.
18. Enemas, types of enemas.
19. Storing clean and dirty linen. Change of bed linen for seriously ill patients.
20. Technique for performing hygienic baths.

| Grade | Assessment criteria |
|------------------------------|---|
| <i>Excellent</i> | The individual task is completed in full, the student shows a high level of independence and uses creative approach to its implementation |
| <i>Good</i> | The individual assignment is completed in full, there are some drawbacks in the layout of the presented material |
| <i>Satisfactory</i> | The task as a whole is completed, however, there are drawbacks when performing individual sections (parts) of the task during practice, there are remarks on the layout of the collected material |
| <i>Unsatisfactory</i> | The task is only partially completed; there are numerous remarks on the layout of the collected material |

4. **Criteria and grading system of practical training results during the interim assessment**

The interim assessment of students based on the results of the practical training is a graded credit, which is carried out in the form of a presentation of the results of the training and an interview with the teacher.

Assessment materials include a typical list of questions for report presentation:

1. Hygiene regime, compliance with environmental hygiene in the premises of a medical institution.
2. Rules for handing-over products from relatives to patients.
3. Means and methods for disinfecting premises and medical equipment.
4. Rules for transportation in the hospital, moving a seriously ill patient.
5. Assisting in personal hygiene of seriously ill patients (care of the oral cavity, nose, genitals, hair washing).
6. Providing assistance to traumatology patients.
7. Care for patients undergoing surgery in the head, neck, chest, abdominal organs, and pelvis.
8. Rules for using a functional bed and other devices to create a comfortable position for the patient.
9. Preparing the bed, changing bed and underwear for patients. Observation and care of seriously ill patients
10. Pre-sterilization treatment of syringes.
11. Preparing the patient for laboratory research methods. Collection of sputum, feces, urine for clinical and bacteriological studies.
12. Preparing the patient for x-ray, ultrasound and endoscopic examination methods.
13. Performing all types of enemas, inserting a flatus tube. Supply of the vessel and urine bag.
14. Determination of water balance. Participation in bladder catheterization.
15. Participation in food distribution and feeding of seriously ill people. Drawing up portion requirements.

Criteria and grading system of practical training report presentation

| Grade | Assessment criteria |
|------------------------------|---|
| <i>Excellent</i> | Student demonstrates a complete understanding of the problem, has versatile skills and techniques for performing practical tasks. All requirements for the task have been met. The content of the report is deep and comprehensive. The layout of the report is at a high level (compliance with requirements, completeness of information, general layout). The work is complete and a creative approach is used. |
| <i>Good</i> | Student demonstrates a significant understanding of the problem, correctly applies theoretical principles when solving practical issues and problems, and has the necessary skills to solve practical problems. All requirements for the task have been met. Report layout is at a sufficient level (compliance with requirements, completeness of information, general layout). For the most part, the work is clear and coherent. |
| <i>Satisfactory</i> | Student demonstrates a partial understanding of the problem, has knowledge only of the basic material, but has not mastered its details. Many requirements for the assignment have not been met. There is some integration of elements into the whole, but the work is unoriginal and/or unfinished. Report layout - at a low level (compliance with requirements, completeness of information presentation, general layout) |
| <i>Unsatisfactory</i> | No practical training report has been provided. |