

**Academic programme  
component**

**31.05.01 General Medicine  
programme**

**B1.O.04  
discipline code**

**ASSESSMENT MATERIALS**

**Discipline B1.O.04 History of Medicine**

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meeting  
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\_\_\_\_\_  
signature

### 1. Criteria and assessment of competencies and their mastery indicators, formed by the discipline

| Code and competence name  | Code and indicator of competence mastery  | Results of training in the discipline (module)  |  |   | Formative assessment  | Interim assessment                         |
|---|---|---|--|---|---|--|
|   |   | <i>To know</i>  | <i>To be able to</i>   | <i>To have</i>  |   |  |
| <b>УК-1 Can design action plans and apply systematic approach to critical analysis of problem situations</b>  | ИД-2УК-1. Collects, systematizes and critically analyzes information necessary to develop a strategy for resolving a problematic situation  | - stages of the formation of the world and domestic history of medicine, respect and care for the historical heritage and cultural traditions, the history of relations between culture and medicine, art and medicine.   |  | -knowledge of historical and medical terminology, historical stages of development of medicine and the most important achievements and discoveries in all branches of medicine, respect and care for the historical heritage and cultural traditions, have a correct assessment of state policy, master political and historical culture. | - a set of tasks for practical work;<br>- test tasks;<br>- colloquiums topics | formative assessment results<br><br>credit |
| <b>ОПК-5 Can evaluate medical discoveries and achievements in historical aspect and in relation to the present time from protomedicine of ancient and modern times to solve professional problems</b> | ОПК-5.2. Defines and analyzes from the point of view of historical approach, dynamics and technology of discoveries of methods for diagnosing and treating pathological processes and diseases in various periods of history, in relation to modern technologies for diagnosis, treatment and rehabilitation for injuries and socially significant diseases | -periodization and chronology of the history of medicine, sources for studying the history of medicine of various historical periods;<br>- the history of the emergence of knowledge and achievements of traditional medicine, the main achievements of traditional medicine in various historical eras, the development of scientific schools and scientific discoveries in the field of medicine. Know the outstanding scientists and doctors of the world who determined the fate of medical | - reveal the stages of development of the history of medicine from primitive society, the foundations of healing, through the greatest discoveries and development of medical knowledge in the Renaissance, new and recent historical times. |   |   |  |

|  |  |                               |  |  |  |  |
|--|--|-------------------------------|--|--|--|--|
|  |  | science and medical practice. |  |  |  |  |
|--|--|-------------------------------|--|--|--|--|

## 2. Competencies mastery (indicators of their mastery) level assessment

| Competencies mastery (their indicators) indices | Criteria and grading system of competencies mastery (indicators of their mastery) assessment   |   |   |  |
|---|--|---|---|--|
|   | Insufficient («unsatisfactory»)  | Sufficient («satisfactory»)   | Above average («good»)  | Advance («excellent»)  |
| <b>Extent of knowledge</b>                      | Knowledge level is below the required. Major mistakes occurred.  | Minimally allowed knowledge level. Minor mistakes occurred.   | Knowledge level corresponds well to the educational programme. Minor errors occurred.   | Knowledge level corresponds well to the educational programme.   |
| <b>Ability mastery</b>                          | Basic abilities were not demonstrated during standard tasks completion. Major mistakes occurred.   | Basic abilities were demonstrated. All tasks were completed, yet not in full (clarifications are absent, conclusions are incomplete)  | All main abilities were demonstrated. All tasks were completed in full, yet with few errors.  | All main abilities were demonstrated. All main and additional tasks were completed without mistakes or errors.   |
| <b>Skill mastery (having experience)</b>        | Basic skills were not demonstrated during standard tasks completion. Major mistakes occurred   | Minimum set of skills for standard tasks completion with minor error, is acquired.  | Basic skills were demonstrated in completing standard tasks, yet with few errors.   | All main skills were demonstrated in completing main and additional tasks without mistakes or errors.  |
| <b>Competence mastery characteristics</b>       | Competencies have not been acquired. The acquired knowledge, skills, and abilities are not enough to solve practical (professional) tasks.<br><br>OR<br>Insufficient number of credit points as per the established range. | Competencies mastery is adequate. The acquired knowledge, abilities, and skills are mostly sufficient to complete professional tasks.<br><br>OR<br>Sufficient number of credit points is earned as per the established range. | Competencies mastery mainly satisfies the requirements. The acquired knowledge, abilities, and skills are mainly sufficient to complete professional tasks.<br><br>OR<br>Sufficient number of credit points is earned as per the established range. | Competencies mastery satisfies the requirements to the full extent. The acquired knowledge, abilities, and skills are fully sufficient to complete difficult professional tasks, including non-standard.<br><br>OR<br>Sufficient number of credit points is earned as per the established range. |

### 3. Criteria and grading system of the formative assessment tasks

#### 3.1. Criteria and grading system of practical tasks

The list of practical tasks, task completion and presentation recommendations, requirements for results, structure, and contents of practical task report, etc., are presented in methodological guidelines on mastering the discipline as well as in MAU LMS Moodle.

| Grade/points          | Assessment criteria   |
|-----------------------|---|
| <i>Excellent</i>      | The task is completed correctly and in full. The laboratory report is well-prepared and satisfies the requirements. Answers to the teacher's questions (during the presentation) are full.        |
| <i>Good</i>           | The task is completed in full, yet without sufficient justification or a minor error, which does not impact the argumentation sequence, occurred. All task completion requirements are satisfied. |
| <i>Satisfactory</i>   | The task is completed partially, with mistakes. Adequate level of completed laboratory or practical tasks. Majority of task completion requirements are satisfied.                                |
| <i>Unsatisfactory</i> | The task has not been completed.  |

#### 3.2. Criteria and grading system of tests

The list of test questions and tasks, as well as test procedure description are presented in methodological guidelines on mastering the discipline, as well as in MAU LMS Moodle.

Assessment materials include a typical test variant:

1. Outstanding people who made breakthrough achievements in science during the Renaissance:

- a) Leonardo da Vinci
- b) Paracelsus
- c) Girolamo Fracastoro
- d) Andreas Vesalius
- d) Francis Bacon.

2. The revolutionary nature of the views and scientific discoveries of Andrei Visalia in the field of anatomy of the human body consisted of:

- a) enriched science with his own reliable data obtained as a result of numerous autopsies of human bodies.
- b) corrected a large number of mistakes of his predecessors as anatomists
- c) opened the pulmonary and systemic circulation
- d) created science from anatomy.

3. Achievements of R. Colombo and Hieronymus Fabricius in the anatomy of the Renaissance:

- a) described the structure of the hearing organ
- b) described the structure of the fallopian tubes
- c) opened the pulmonary circulation
- d) described the structure of venous valves

4. William Harvey's breakthrough discovery was:

- a) description of the renal nephron
- b) description of the human circulatory system
- c) opening of the Malpighian papillae
- d) opening of the systemic circulation

5. The importance of the discoveries of the outstanding English philosopher Francis Bacon was:
- a) discovery of the principles of human hygiene
  - b) description of the sources of occurrence and ways of spreading infections
  - c) a description of the three main tasks of medicine: maintaining health, curing diseases and increasing life expectancy."
6. What modern science was the forerunner of the works of Paracelsus:
- a) therapy
  - b) pharmacology
  - c) infectious diseases
  - d) pediatrics
7. An outstanding scientist of the Renaissance who made a scientific breakthrough in the study of the theory of the emergence and spread of infectious diseases
- a) Miguel Servet
  - b) Hieronymus Fabricius
  - c) Rene Descartes
  - d) Girolamo Fracastoro
8. Who discovered the concept and introduced theoretical and practical foundations into the theory and methods of treating gunshot wounds
- a) Alfonso Borelli
  - b) Johannes de Vigo
  - c) Ambroise Pare
  - d) Marcello Malpighi
9. What did science and culture of the early Renaissance combine?
- a) Byzantine music and icon painting
  - b) Persian miniature
  - c) Hellenistic novel
  - d) Inca art
10. Where were the first hospital wards in Russia created?
- a) in the Novo-Devichy Convent
  - b) in the Trinity-Sergius Lavra
  - c) in the chambers of the Kazan Kremlin
  - d) in the Kirillo-Belozersky Monastery
11. The first Russian doctors of medicine who received their education at foreign universities
- a) P. V. Posnikov
  - b) Epiphany Slavinetsky
  - c) George from Drohobych
  - d) Francysk Skaryna from Polotsk.
12. The State Medical School in Russia, opened in 1654, produced in 50 years:
- a) 1200 doctors
  - b) 500 doctors
  - c) 300 doctors
  - d) 100 doctors

| <b>Grade/points</b>   | <b>Assessment criteria</b>     |
|-----------------------|--------------------------------|
| <i>Excellent</i>      | 90-100% of correct answers     |
| <i>Good</i>           | 70-89% of correct answers      |
| <i>Satisfactory</i>   | 50-69% of correct answers      |
| <i>Unsatisfactory</i> | 49% or less of correct answers |

### 3.3. Criteria and grading system of colloquiums

The recommendations for colloquium preparation are presented in the methodological guidelines on mastering the discipline, as well as in MAU LMS Moodle.

Assessment materials include typical colloquium topics:

1. What was the ideological and cultural content of the Renaissance?
2. List outstanding people who have made breakthrough achievements in the natural sciences, mathematics, medicine, drawing and related scientific research?
3. What were the main greatest achievements of Leonardo da Vinci in various fields of science and art?
3. What is the revolutionary nature of the views and scientific discoveries of Andrei Visaly in the field of anatomy of the human body?
4. What is and what period does the “golden age” of the development of anatomy occupy?
6. What were the contributions of Miguel Servete and Charles Etienne to the development of anatomy?
7. What are the achievements of R. Colombo and Hieronymus Fabricius in anatomy and what discoveries did they make?
8. What breakthrough knowledge about veins and vessels did M. Malpighius and W. Harvey gain?
9. What was the importance of the discoveries of the outstanding English philosopher Francis Bacon?
10. What are the years of life of the outstanding physician and scientist of the Renaissance, Paracelsus, and what modern science did Paracelsus’s works become the harbinger of?
11. How did the revival of pharmacy and the organization of pharmacies occur during the Renaissance and what role did botanical apothecary gardens play in the Renaissance?
12. What is a Pharmacopoeia and what is the time frame for the appearance of the first Pharmacopoeias in Europe?
13. What are the names of outstanding scientists of the Renaissance who made a scientific breakthrough in the study of the theory of the emergence and spread of infectious diseases?
14. Who and in what work was the first to put forward a scientifically based concept of the spread of infectious diseases?
15. What are the names of the first Russian doctors who received diplomas from the University of Padua during the time of Girolamo Fracastoro?
16. Name the names of the brilliant followers of Girolamo Fracastoro in the further development of the science of Infectious diseases and the methods and methods of their prevention and treatment.

17. What division existed in the Middle Ages between internal medicine physicians and surgeons?
18. Where and when was the first Surgical Academy opened?
19. What new concepts did gunshot wounds introduce into the theory and treatment of wounds and describe the contributions of Johannes Vigo and Ambroise Paré to the development of methods for treating gunshot wounds?
20. What are the main works on surgery by Johannes Vigo and Ambroise Paré?
21. What did the science and culture of the early Renaissance combine and what was the source?
22. What was the nature of medicine in Rus' during the late Middle Ages?
23. What medieval handwritten books were the basis of medical knowledge in Rus' in the 16th century?
24. In what year was the Pharmacy Order, the first state medical institution in Russia, organized and how did its further expansion take place?
25. In what year was the first state medical school in Russia created?
26. Who translated the work of Andreas Vesalius "Epitome" (1642) in Russia?
27. Where were the first hospital wards and temporary hospitals created in Russia?
28. What are the names of the first Russian doctors of medicine who received their education at foreign universities?

| <i>Grade</i>          | <b>Assessment criteria</b>   |
|-----------------------|--|
| <i>Excellent</i>      | A complete, detailed answer to the question(s) posed. Student uses terminology fluently. Deep understanding of the programme material, as well as consistent, competent answers. Fluency in the material, correct justification of the decisions made. |
| <i>Good</i>           | A complete, detailed answer to the question(s) posed. Clear structure and logical sequence in the answer. Understanding of the programme material, its competent and consistent presentation, but minor inaccuracies in definitions are made.          |
| <i>Satisfactory</i>   | An insufficiently detailed and consistent answer to the question(s) posed. Knowledge of only the basic material. Inaccuracies and difficulties with the formulation of definitions are made.   |
| <i>Unsatisfactory</i> | No answer has been given to the basic questions on the discipline..  |

### 3.4. Criteria and grading system of the class attendance

Student attendance is determined in percentage correlation

| <b>Points</b> | <b>Assessment criteria</b>  |
|---------------|-----------------------------|
| 20            | Attendance 75-100%          |
| 17            | Attendance 50-74%           |
| 14            | Attendance is less than 50% |

## 4. **Criteria and grading system of the discipline (module) results during the interim assessment**

### Criteria and grading system of the discipline (module) results (credit)

For the disciplines that are graded upon credit, the interim assessment result is comprised of points gained during the formative assessment and after the credit.

Assessment materials include the list of questions and tasks for the examination:

1. History of medicine as a science, its goals and objectives. Method and principles of studying the history of medicine. Periodization of the history of medicine.
2. Sources for studying medicine in primitive society. Emerging medicine. Rituals and conspiracies as a form of organization of medical activities.
3. The emergence of traditional medicine in primitive society.
4. The main features of medicine in primitive society.
5. Characteristics of the era of the Ancient World. General characteristics of sources for studying the Ancient World. Development of the doctrine of the essence of the disease.
6. Features of medicine of ancient civilizations (Ancient Egypt, Mesopotamia)
7. Features of medicine of ancient civilizations (Ancient India, Ancient China).
8. Medicine in Ancient Greece.
9. Medicine in Ancient Rome.
10. Hippocrates - an outstanding doctor of Ancient Greece. Historical significance of his works.
11. Claudius Galen - a prominent physician and naturalist, a classic of ancient medicine.
12. The importance of hygiene skills for preserving life and health in the Ancient World
13. Main features of medicine of the Ancient world.
14. Medicine in the Arab caliphates.
15. The role of doctors of the Arab caliphates in the preservation and development of the heritage of the ancient world (Ibn Sina, Ar-Razi).
16. Epidemics of infectious diseases in the Middle Ages and measures to combat them.
17. The main features of medicine of the early and developed Middle Ages.
18. The spread of infectious diseases in the Middle Ages: plague, leprosy, syphilis, measures to combat them.
19. The emergence of medical schools, universities in Western Europe, teaching methods in them.
20. The most important achievements of medicine of the Middle Ages: hospitals, infirmaries, quarantines
21. Justification of the experimental method in medicine. Iatrochemists (Paracelsus) and iatrophysicists (S. Santorio, R. Descartes), their strengths and weaknesses.
22. Development of anatomical knowledge (A. Vesalius).
23. Andrei Vesalius, his work "On the structure of the human body" and criticism of Galenism.
24. Development of surgery during the late Middle Ages (A. Pare).
25. Main features of Renaissance medicine.
26. Medicine in the ancient Russian state (IX-XII centuries).
27. Military medical service in the Moscow state. Pharmacy order, school of doctors.
28. Activities carried out in the Moscow state to combat epidemics.
29. Medicine in the Moscow State (XV - XVIII centuries), training of doctors, pharmacies, hospitals.
30. Event of 1620 in the field of medicine of the Moscow state.
31. Creation and use of vaccines (E. Jenner.). The origins of scientific microbiology (L. Pasteur. R. Koch) and immunology (I. I. Mechnikov).
32. The formation of pathological anatomy as a science in the modern era (G. Morgagni, M. K. Bisha, K. Rokitansky, R. Virchow).
33. Development of surgery in the modern era (N. I. Pirogov).



34. Development of pediatrics and obstetrics in Western Europe in the modern era.
35. Great discoveries of natural science in the middle of the 19th century, as the basis for the development of medicine at a new level.
36. The discoveries of L. Pasteur and R. Koch and their significance for the development of medicine.
37. Development of surgery in the modern era. The doctrine of general and local anesthesia, asepsis and antiseptics. Development of abdominal surgery.
38. Development of clinical direction in medicine (description of nosological forms of diseases, new methods of diagnosis, treatment).
39. Reforms of Peter I in the field of organizing medical care and training of medical personnel.
40. Hospital schools and their importance for the development of medical science and practice in Russia.
41. The formation of pediatrics in the Russian state (M. V. Lomonosov, S. G. Zybelin, N. M. Maksimovich-Ambodik) in the 18th century.
42. The main features of the development of medicine in Russia in the 18th century.
43. Zemstvo medicine.
44. The most important features of domestic medicine of the 19th century.
45. Development of surgery in Russia in the second half of the 19th century
46. The role of S. P. Botkin, G. A. Zakharyin and A. A. Ostroumov for the development of therapy in Russia in the 19th century.
47. Development of the ideas of nervism in the works of I. M. Sechenov, S. P. Botkin and other domestic scientists.
48. I. P. Pavlov: the most important achievements in the field of physiology, discovery and study of conditioned reflex activity of the body.
49. The role of I. I. Mechnikov in the development of theoretical medicine
50. Achievements of natural science as the scientific basis for the development of medicine in the 19th century.
51. Development of pediatrics in Russia in the second half of the 19th century. – early 20th century
52. Outstanding achievements of medicine of the 20th century.
53. F. F. Erisman, A. P. Dobroslavin, the formation of an experimental and public direction in domestic hygiene.
54. Outstanding figures in the field of surgery: S.I. Spasokukotsky, B.V. Petrovsky, N.N. Burdenko, S.S. Yudin, A. N. Bakulev.
55. 4. Outstanding figures in the field of therapy: V.P. Obratsov, G.F. Lang, N.D. Strazhesko, A.L. Myasnikov, E.I. Chazov.

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
 FEDERAL STATE AUTONOMOUS EDUCATIONAL  
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 “MURMANSK ARCTIC UNIVERSITY”  
 EXAMINATION CARD № 1

**on the discipline “History of Medicine”**

Question 1. The main features of medicine in primitive society

Question 2. The discoveries of L. Pasteur and R. Koch and their significance for the development of medicine.

The examination cards were reviewed and approved at the department meeting dated «12» March 2024, record no. 7

Head of the Clinical Medicine Department \_\_\_\_\_ Krivenko O.G.

| <b>Grade</b>                 | <b>Answer assessment criteria</b>   |
|------------------------------|---|
| <b><i>Excellent</i></b>      | Student understands the material thoroughly; reproduces it fully, clearly and logically; applies theory to practice; has no inhibitions in answering an altered question.<br>Uses specific terminology; demonstrates extensive knowledge in the subject; provides references to specialized resources, including online-resources, while answering the questions. |
| <b><i>Good</i></b>           | Student understands the material thoroughly; reproduces it logically and to the point, without major errors in answering the question; uses specific terminology well; may experience some difficulties in answering clarifying questions on the subject; generally demonstrates extensive knowledge in the subject   |
| <b><i>Satisfactory</i></b>   | Student understands only basic material without details; makes mistakes and not fully correct wording; is poorly familiar with specific terminology; makes significant mistakes in answering; poorly uses special information resources.  |
| <b><i>Unsatisfactory</i></b> | No answer to the posed question was given.  |

The grade, earned at the examination, is then converted into points (“5/excellent” – 20 points; “4/good” – 15 points; “3/satisfactory” – 10 points) and is added to the points, earned during the current assessment.

| <b>Final grade</b>           | <b>Total sum of points</b> | <b>Assessment criteria</b>   |
|------------------------------|----------------------------|--|
| <b><i>Excellent</i></b>      | 91 - 100                   | All checkpoints of the formative assessment have been completed at a high level. The exam is passed. |
| <b><i>Good</i></b>           | 81 - 90                    | All checkpoints of the formative assessment have been completed. The exam is passed.                 |
| <b><i>Satisfactory</i></b>   | 70 - 80                    | Checkpoints of the formative assessment have been completed partially. The exam is passed.           |
| <b><i>Unsatisfactory</i></b> | 69 or less                 | Checkpoints of the formative assessment have not been completed or the exam is not passed            |

## **5. Diagnostic tasks for the assessment of educational results in the discipline (module) within the framework of internal and external independent assessment of the quality of education**

Assessment materials contains tasks for assessing knowledge, skills and abilities that demonstrate the level of competence mastery and indicators of their mastery.

The set of tasks is designed so as to assess each competence in written form.

The set of tasks includes: *multiple-choice test and test with detailed answer, case tasks.*

### **Variant 1**

**YK-1 Can design action plans and apply systematic approach to critical analysis of problem situations**

|      |  |
|------|--|
| Test | 1. N.D. Strazhesko gained fame as a specialist in the field of diagnostics..... <b>myocardial infarction</b> ..... |
|------|--|

|  |  |
|--|--|
|  | <p>2.A.Ya. Myasnikov proposed new forms of organization</p> <p>a) psychoneurological service</p> <p>b) <b>cardiological service</b></p> <p>c) State Sanitary and Epidemiological Supervision</p> <p>d) pediatric care</p> <p>3. “Plan and method of sanitary work at a rural medical site” written by</p> <p>a) <b>Z.P. Soloviev</b></p> <p>b) E.P. Pervukhin</p> <p>c) N.A. Semashko</p> <p>d) M.F. Vladimirsky</p> <p>4.Organized and headed the country’s first department of social hygiene</p> <p>1) <b>N.A. Semashko</b></p> <p>3) E.P. Pervukhin</p> <p>2) Z.P. Soloviev</p> <p>4) M.F. Vladimirsky</p> <p>5. I.M. Sechenov – the founder of the domestic..... <b>physiological school</b></p> <p>6. Substantiated the neurogenic theory of disease pathogenesis but not. Vvedensky</p> <p>b) S.P. Botkin</p> <p>c) I.I. Mechnikov</p> <p>d) <b>G.A. Zakharyin</b></p> <p>7. “Reflexes of the Brain” (1863) wrote</p> <p>a) G.N. Gabrichevsky</p> <p>b) N.E. Vedensky</p> <p>c) <b>I.M. Sechenov</b></p> <p>d) V.V. Pashutin</p> <p>8. The doctrine of zones of skin hyperesthesia in diseases of internal organs was created by..... <b>G.A. Zakharyin</b>.....</p> <p>9. Creator of an artificial heart model.....<b>V.P.Demikhov</b>....</p> <p>10. The surgeon who performed the first kidney transplant</p> <p>a) <b>Yu.Yu. Voronov</b></p> <p>b) N.A. Semashko</p> <p>c) Hans Selye</p> |
|--|--|

**OIK-5 Can evaluate medical discoveries and achievements in historical aspect and in relation to the present time from protomedicine of ancient and modern times to solve professional problems**

|      |  |
|------|--|
| Test | <p>1. The history of the ancient world studies:</p> <p>a) <b>slave-owning socio-economic relations</b></p> <p>b) capitalist socio-economic relations</p> <p>c) feudal socio-economic relations</p> <p>d) socialist socio-economic relations</p> <p>2. History of the Middle Ages (476-1640) studies:</p> <p>a) feudal socio-economic formation from the fall of the Eastern Roman Empire to the beginning of the English bourgeois revolution</p> <p>b) feudal socio-economic formation from the fall of the Western Roman Empire to the beginning of the French bourgeois revolution</p> <p>c) feudal socio-economic formation from the fall of the Western Roman Empire to the beginning of the German bourgeois revolution</p> <p>d) <b>feudal socio-economic formation from the fall of the Western Roman Empire to the beginning of the English bourgeois revolution</b></p> <p>3. History of modern times (1640-1917) studies:</p> |
|------|--|

|  |   |
|--|---|
|  | <p>a) the history of the capitalist socio-economic formation from the beginning of the French bourgeois revolution to the Great October Socialist Revolution and the end of the First World War</p> <p>b) <b>the history of the capitalist socio-economic formation from the beginning of the English bourgeois revolution to the Great October Socialist Revolution and the end of the First World War</b></p> <p>c) the history of the capitalist socio-economic formation from the beginning of the English bourgeois revolution to the Great Patriotic War</p> <p>d) the history of the capitalist socio-economic formation from the beginning of the revolution to the end of the revolution</p> <p>4. The history of modern times (since 1917) studies the era of.....<b>socialism</b>.....</p> <p>5. The history of medicine consists of two sections</p> <p>a) general, whole and particular</p> <p>b) <b>general and specific</b></p> <p>c) the whole and the particular</p> <p>d) general and public</p> <p>6. General features of the development of medicine in the ancient world:</p> <p>a) <b>the creation of the first medical texts, an understanding of the causes of diseases, the creation of the most ancient sanitary structures, the formation of the foundations of medical ethics</b></p> <p>b) translations of texts from foreign languages, religious ideas about the causes of diseases</p> <p>c) family traditions in the training of doctors</p> <p>d) class approach to healing in a class society</p> <p>7. Characteristic features of the culture of Ancient Egypt:</p> <p>a) hieroglyphic writing, sericulture, invention of porcelain, paper, compass, gunpowder</p> <p>b) <b>periodization for the tsarist period, the period of the republic, the period of the empire</b></p> <p>c) hieroglyphic writing, the doctrine of the immortality of the soul, the cult of the dead, the high development of crafts</p> <p>d) theatrical performances, Olympic games, development of art</p> <p>8. Radiation was discovered in 1895 by K. Roentgen and named after him ..... <b>X-rays</b> .....</p> <p>9. In modern historical science, 1640 is the year of the .....<b>English</b>..... bourgeois revolution</p> <p>10. Determine the contribution of the Russian chemist D.I. Mendeleev to the development of pharmacy and chemistry</p> <p>a) Theory of the structure of organic matter</p> <p>b) Pointed out the need to develop the domestic pharmaceutical industry in order to reduce dependence on foreign imports</p> <p>c) <b>Formulated the periodic law and created the periodic system of elements</b></p> <p>d) Discovery of radioactivity</p> <p>e) Insulin synthesis</p> <p>f) Urea synthesis</p> |
|--|---|

**Variant 2**

|  |   |
|--|---|
| <b>YK-1 Can design action plans and apply systematic approach to critical analysis of problem situations</b> |   |
| Test   | Choose the correct answer from the given options. |

|  |   |
|--|---|
|  | <p>1. The development of medicine is associated with:</p> <ol style="list-style-type: none"> <li>1) <b>the economic needs of society, the development of related sciences, works of literature and art</b></li> <li>2) works of literature and art, the development of related sciences, philosophy</li> <li>3) philosophy, development of related sciences, economics needs of society</li> </ol> <p>2. THE HISTORY OF MEDICINE AS A SCIENCE IS CHARACTERIZED BY:</p> <ol style="list-style-type: none"> <li>1) object of study, own research methods</li> <li>2) own research methods, theoretical generalizations, works of literature and art</li> <li>3) <b>own research methods, theoretical generalizations, object of study</b></li> </ol> <p>3. The method of researching the history of medicine is..... <b>historical</b>.....:</p> <p>4. The sources of research into the history of medicine are..... <b>written</b> .....</p> <p>5. Objectives of teaching the history of medicine:</p> <ol style="list-style-type: none"> <li>1) mastering the traditions of the history of medicine</li> <li>2) education of historical thinking and understanding of the process development of medicine</li> <li>3) <b>fostering humanism and love for the chosen profession</b></li> </ol> <p>6. The role of the history of medicine in the system of doctor training:</p> <ol style="list-style-type: none"> <li>1) formation of a progressive scientific worldview</li> <li>2) increasing the level of general and professional culture</li> <li>3) formation of a socio-political position</li> <li>4) <b>all of the above</b></li> </ol> <p>7. Definition of the history of medicine:</p> <ol style="list-style-type: none"> <li>1) <b>the science of origin, development and current state medicine</b></li> <li>2) the science of the origin of scientific knowledge of medicine</li> <li>3) the science of the origin of practical medical skills</li> <li>4) the science of studying folk remedies</li> </ol> <p>8. The emergence of medicine is associated with the appearance of..... <b>human</b>.....:</p> <ol style="list-style-type: none"> <li>1) with the appearance of the first human</li> <li>2) with the occurrence of diseases</li> <li>3) with mutual assistance</li> <li>4) with increased traumatism</li> </ol> <p>9. The periodization of the history of medicine is based on:</p> <ol style="list-style-type: none"> <li>1) achievements in the field of natural science</li> <li>2) discoveries in the field of medicine</li> <li>3) significant historical dates</li> <li>4) <b>socio-economic formations</b></li> </ol> |
| <p><b>OIK-5 Can evaluate medical discoveries and achievements in historical aspect and in relation to the present time from protomedicine of ancient and modern times to solve professional problems</b></p> |   |
| <p>Test</p>  | <ol style="list-style-type: none"> <li>1. The formation of epidemiology is associated with the name.....<b>Giamollo Fracastro</b>.....</li> <li>2. Oil dressing was introduced into the practice of treating gunshot wounds by..... <b>Ambroise Pare</b>.....</li> </ol>  |

3. The founder of the school of Iatrochemists was.....**Paracelsus**.....
4. The term “Infectio” was introduced by..... **Fracastorro**.....
5. The training of Russian doctors lasted
- 1) 2-3 years
  - 2) 5-7 years
  - 3) 10 years
  - 4) **3-4 years**
6. The pharmacy order was established in:
- 1) 1730
  - 2) 1525
  - 3) **1620**
  - 4) 1835
7. The medical school, opened in Moscow in 1654, trained.....**healers**.....
8. The percussion method was proposed by ..... **Auenbrugger**.....
9. The method of auscultation was proposed in 1819 by ..... **Lennek**.....
10. The scientist who proposed the use of a mercury thermometer with the original scale in 1724 ..... **Fahrenheit**.....
6. The first head of the hospital school in Moscow in 1704 was..... **Bidloo**.....