

Federal State Budgetary Educational Institution of Higher Education  
"Privolzhsky Research Medical University"  
Ministry of Health of the Russian Federation

**BANK OF ASSESSMENT TOOLS FOR DISCIPLINE**

**FORENSIC MEDICINE**

Training program (specialty): **31.05.01 GENERAL MEDICINE**  
*code, name*

Department: **Clinical Forensic medicine**

Mode of studyMode of study: **FULL-TIME**  
*(full-time/mixed attendance mode/extramural)*

Nizhniy Novgorod  
2021

## 1. Bank of assessment tools for the current monitoring of academic performance, mid-term assessment of students in the discipline / practice

This Bank of Assessment Tools (BAT) for the discipline "Name of discipline / practice" is an integral appendix to the working program of the discipline "Name of discipline/ practice". All the details of the approval submitted in the WPD for this discipline apply to this BAT.

*(Banks of assessment tools allow us to evaluate the achievement of the planned results stated in the educational program.*

*Assessment tools are a bank of control tasks, as well as a description of forms and procedures designed to determine the quality of mastering study material by students.)*

## 2. List of assessment tools

The following assessment tools are used to determine the quality of mastering the academic material by students in the discipline/ practice:

No.	Assessment tool	Brief description of the assessment tool	Presentation of the assessment tool in the BAT
1	Case - task	A problem task in which the student is offered to comprehend a real professionally-oriented situation necessary to solve this problem.	Tasks for solving cases
2	Solving sets of tasks	The following tasks are distinguished : a) of reproductive level, allowing to evaluate and diagnose knowledge of factual material (basic concepts, algorithms, facts) and the ability to correctly use special terms and concepts, recognition of objects of study within a certain section of the discipline; b) of reconstructive level, allowing to evaluate and diagnose the ability to synthesize, analyze, summarize factual and theoretical material with the formulation of specific conclusions, the establishment of cause-and-effect relationships;	A set of multi-level tasks
3	Control work	A tool of checking the ability to apply acquired knowledge for solving problems of a certain type by topic or section	Set of control tasks in variants
4	Creative task	A partially regulated task that has a non-standard solution and allows you to diagnose skills, integrate knowledge of various fields, and argue own point of view. It can be performed individually or by a group of students.	Group topics and/or individual creative tasks
5	Report	The product of the student's independent work, which is a public presentation about the results obtained by solving a certain educational, practical, research or scientific topic	Topics of reports, presentations

*Approximate list of assessment tools (select the one you need)*

№	Name of assessment tool	Brief description of the assessment tool	Presentation of assessment tool in the bank
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<b>1</b>	Test №1	A system of standardized tasks that allows you to automate the procedure of measuring the level of knowledge and skills of a student	Bank of test tasks
	Test №2		
<b>3</b>	Course work (project)	A tool of verifying the ability to present the results of theoretical, calculated, analytical, experimental studies	List of coursework topics (projects)
<b>4</b>	Business/role-playing game	Joint activity of a group of students and a teacher under the guidance of a teacher in order to solve educational and professionally-oriented tasks by game modeling of a real problem situation. It allows you to evaluate the ability to analyze and solve typical professional tasks	Topic (problem), concept, roles and expected outcome for each game
<b>5</b>	Case - task	A problem task in which the student is offered to comprehend a real professionally-oriented situation necessary to solve this problem.	Tasks for solving cases
<b>6</b>	Colloquium	A tool of controlling the mastering of study materials of a topic, section or sections of a discipline, organized as a class in the form of an interview between a teacher and students.	Questions on topics/sections of the discipline
<b>7</b>	Round table, discussion, controversy, debate	Assessment tools that allow students to be included in the process of discussing a controversial issue, problem and evaluate their ability to argue their own point of view	List of discussion topics for a round table, discussion, polemic, debate
<b>8</b>	Portfolio	A targeted selection of student's works, revealing his/her individual academic achievements in one or more academic disciplines	Portfolio structure
<b>9</b>	Project	The final product obtained as a result of planning and execution of a complex of educational and research tasks. It allows students to evaluate the ability to independently construct their knowledge in the process of solving practical tasks and problems, navigate the information space and the level of formation of analytical, research skills, practical and creative thinking skills. It can be performed individually or by a group of students	Topics of group and/or individual projects
<b>10</b>	Workbook	A didactic complex designed for independent work of the student and allowing to assess the level of mastering study materials	Workbook sample
<b>11</b>	Solving sets of tasks	The following tasks are distinguished : a) of reproductive level, allowing to evaluate and diagnose knowledge of factual material (basic concepts, algorithms, facts) and the ability to correctly use special terms and concepts, recognition of objects of study within a certain section of the discipline; b) of reconstructive level, allowing to evaluate and diagnose the ability to synthesize, analyze, summarize factual and theoretical material with the formulation of specific conclusions, the	A set of multi-level tasks

		establishment of cause-and-effect relationships; c) of creative level, allowing to evaluate and diagnose skills, integrate knowledge of various fields, argue your own point of view	
12	Essay	A tool that allows you to evaluate the student's ability to state the essence of the problem in writing, independently analyze this problem using concepts and analytical tools of the relevant discipline, and draw conclusions summarizing the author's position on the problem.	The subject of the essay
13	Control work	A tool of checking the ability to apply acquired knowledge for solving problems of a certain type by topic or section	Set of control tasks in variants
14	Creative task	A partially regulated task that has a non-standard solution and allows you to diagnose skills, integrate knowledge of various fields, and argue own point of view. It can be performed individually or by a group of students.	Group topics and/or individual creative tasks
15	Abstract	The product of the student's independent work, which is a summary in writing of the results of the theoretical analysis of a certain scientific (educational and research) topic, where the author reveals the essence of the problem under study, provides various points of view, as well as his /her own views on it.	List of abstract topics
16	Terminological dictation	A knowledge testing tool that allows you to evaluate the theoretical training of a student.	List of terms
17	Individual survey	A control tool that allows you to assess the degree of comprehension of the material	List of questions
18	Interview	A tool of control organized as a special conversation between the teacher and the student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student on a specific section, topic, problem, etc.	Questions on topics/sections of the discipline
19	Situational tasks	A method of control that allows you to assess the criticality of thinking and the degree of the material comprehension, the ability to apply theoretical knowledge in practice.	List of tasks
20	Report	The product of the student's independent work, which is a public presentation about the results obtained by solving a certain educational, practical, research or scientific topic	Topics of reports, presentations

**3. A list of competencies indicating the stages of their formation in the process of mastering the educational program and the types of evaluation tools**

Code and formulation of competence*	Stage of competence formation	Controlled sections of the discipline	Assessment tools
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<i>code and name of the competence being formed</i>	Entry, Current, Mid-term (leave what you need)		<i>Specify the assessment tool(s)</i>  <i>E.g:</i> <i>Interview 1</i> (number – if there are several assessment tools of such forms) <i>Credit</i>
universal competence 1,2 general professional competence 1,5,10,11 professional competence 1,22	Current	<b>Section 1 Forensic thanatology</b>	Report
universal competence 1,2 general professional competence 1,5,10,11 <i>professional competence 1,22</i>	Current	<b>Section 2 Blunt force trauma</b>	Solving sets of tasks
universal competence 1,2 general professional competence 1,5,10,11 <i>professional competence 1,22</i>	Current	<b>Section 3 Incised wounds</b>	Control work
universal competence 1,2 general professional competence 1,5,10,11 <i>professional competence 1,22</i>	Current	<b>Section 4 Transportation death</b>	Control work
universal competence 1,2 general professional competence 1,5,10,11 <i>professional competence 1,22</i>	Current	<b>Section 5 Identification of remains</b>	Creative task
universal competence 1,2 general professional competence	Current	<b>Section 6 Crime scene investigation</b>	Case – task

1,5,10,11 professional competence 1,2,2			
universal competence 1,2 general professional competence 1,5,10,11 professional competence 1,2,2	Current	<b>Section 7</b> Mechanical asphyxia	Solving sets of tasks

\* - not provided for postgraduate programs

#### 4. The content of the assessment tools of entry, current control

Entry /current control is carried out by the discipline teacher when conducting classes in the form of: assessment tool 1, assessment tool 2, etc. (*list the forms, for example, control work, organization of a discussion, round table, abstract, etc.*)

Assessment tools for current control.

Assessment tool 1

1. Solving sets of tasks
2. Case – task

Assessment tool 2

1. Solving sets of tasks
2. Creative task
3. Control work
4. Report

(the teacher specifies all types of tasks for conducting current control, if this is provided for in the WPD, in the form given below as an example. The current control is carried out in the context of the assessment of competencies provided for in the WPD, and not topics or sections of the discipline)

4.1. Tasks for the assessment of competence "thanatology"

*Examples of test tasks (the correct answer is highlighted in a different color):*

1. **OBJECTIVE SIGNS OF BIOLOGICAL DEATH ARE:**

- 1) *Levres mortise and rigor mortis*
- 2) *lowering the body temperature to 23 degrees*
- 3) *lack of pupil reaction to light*

2. **THE CLINICAL CRITERIA FOR "BRAIN DEATH" ARE CONSIDERED TO BE:**

- 1) *complete and sustained absence of consciousness*
- 2) *sustained lack of independent breathing*
- 3) *the disappearance of any kind of reflexes and reactions to external stimuli*

3. **VARIOUS CAUSES OF DEATH MAY:**

- 1) *accelerate the development of postmortem changes*
- 2) *slow down the development of cadaveric phenomena*
- 3) *do not affect postmortem changes*

4. **THE COMPETENCE OF THE FORENSIC MEDICAL EXPERT INCLUDES THE ESTABLISHMENT OF CONDITIONS PRECEDING DEATH:**

- 1) *alcohol intoxication*
- 2) *what kind of food was taken*
- 3) *did sexual intercourse take place*

4.2. Control work for the assessment of competence " Mechanical asphyxia," "Crime scene investigation" (*specify the competence code*):

Examples of situational tasks:

1. The corpse of a 33-year-old man was found on the riverbank. When examining a corpse in the morgue, it was revealed: "goose" skin, pink-tinted cadaveric spots, persistent fine-bubbly white foam

in the lumen of the bronchi and trachea. The lungs are enlarged, fluffy, with vague red small hemorrhages on their surface. There is 5 ml of clear liquid in the sinus of the main bone.

Questions:

1. To make a judgment about the possible cause of death.
2. Formulate a diagnosis.
3. Substantiate the diagnosis.
4. Specify which laboratory research methods can be used for the purpose of its diagnosis.
5. What is the author's name for small red hemorrhages on the surface of the lungs?

2. When examining the corpse of a 30-year-old man, it was found: on the anterior surface of the abdominal wall - a wound in the form of an obtuse angle, the apex facing the midline of the abdomen, with the sides 2 cm long - upper, 2.5 cm - lower. The edges are smooth, the lower end is U-shaped, the upper one is sharp-angled. A similar damage was found on the shirt in the corresponding area.

Questions:

1. To make a judgment about the instrument of injury?
2. The mechanism of damage formation.
- 3..Specify which laboratory methods of research it is advisable to apply to resolve these issues.
4. Formulate a diagnosis.
5. Substantiate the diagnosis.

3. When examining the corpse of a 45-year-old man with a gunshot wound to the chest, a forensic medical expert found that the shot was fired from a shotgun at full stop.

Questions:

1. On the basis of what signs did he come to this conclusion?
2. Formulate a diagnosis.
3. Substantiate the diagnosis.
4. What laboratory research methods can be applied?

4.3. Questions for colloquiums, interviews (*specify the competence code*):

4.4. Tasks (assessment tools) for the exam/credit

The full package of examination tasks/tasks is given (*specify the competence code*):

And then the tasks are specified for all competencies provided for this discipline.

## 5. The content of the assessment tools of mid-term assessment

Not provided.

## 6. Criteria for evaluating learning outcomes

*For the credit.*

Learning outcomes	Evaluation criteria	
	Not passed	Passed
<b>Completeness of knowledge</b>	The level of knowledge is below the minimum requirements. There were bad mistakes.	The level of knowledge in the volume corresponding to the training program. Minor mistakes may be made
<b>Availability of skills</b>	Basic skills are not demonstrated when solving standard tasks. There were bad mistakes.	Basic skills are demonstrated. Typical tasks have been solved, all tasks have been completed. Minor mistakes may be made.

<b>Availability of skills (possession of experience)</b>	Basic skills are not demonstrated when solving standard tasks. There were bad mistakes.	Basic skills in solving standard tasks are demonstrated. Minor mistakes may be made.
<b>Motivation (personal attitude)</b>	Educational activity and motivation are poorly expressed, there is no willingness to solve the tasks qualitatively	Educational activity and motivation are manifested, readiness to perform assigned tasks is demonstrated.
<b>Characteristics of competence formation*</b>	The competence is not fully formed. The available knowledge and skills are not enough to solve practical (professional) tasks. Repeated training is required	The competence developed meets the requirements. The available knowledge, skills and motivation are generally sufficient to solve practical (professional) tasks.
<b>The level of competence formation*</b>	Low	Medium/High

\* - not provided for postgraduate programs

*For testing:*

Mark "5" (Excellent) - points (100-90%)

Mark "4" (Good) - points (89-80%)

Mark "3" (Satisfactory) - points (79-70%)

*Less than 70% – Unsatisfactory – Mark "2"*