

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**

***HISTORY OF MEDICINE***

Training program (specialty): **31.05.03 Dentistry**

Department: **Social and Humanity sciences**

Mode of study: **Full-time**

Nizhniy Novgorod  
2021

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

This Bank of Assessment Tools (BAT) for the discipline "History of Medicine" is an integral appendix to the working program of the discipline "History of Medicine". 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	Tests	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	Bank of test tasks
2	Situational tasks	A method of control that allows you to assess the criticality of thinking and the degree of assimilation of the material, the ability to apply theoretical knowledge in practice.	List of tasks

### 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
UK-1, UK-2, UK-3, UK-4, OPK-1	Intermediate	Healing in the countries of the Ancient East.	Situational tasks
UK-1, UK-2, UK-3, UK-4, OPK-1	Intermediate	Development of domestic medicine	Tests
UK-1, UK-2, UK-3, UK-4, OPK-1	Intermediate	Development of medicine and higher medical education in Nizhny Novgorod (Gorky) in the XX century	Tests

UK-1, UK-2, UK-3, UK-4, OPK-1	Intermediate	Formation of higher medical education in Soviet Russia	Tests
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#### 4. The content of the assessment tools of current control

Current control is carried out by the discipline teacher when conducting classes in the form of the *situational tasks*

#### 4.1. Situational tasks for assessing competencies: UK-1, UK-3, UK-4, OPK-1

##### 1. The task.

Read the statement of I.P. Pavlov and, based on the knowledge gained during the lessons, pick up arguments (at least three) that prove or refute this point of view.

*"Medical activity is the same age as the first person... it would be unfair to consider the history of medicine from his written period."* I.P. Pavlov

##### 2. The task.

Based on the data of the summary table of characteristics of folk, traditional and scientific medicine, give a comparative analysis of these areas, supporting the facts obtained during the classes.

#### Folk, traditional, scientific medicine

Medicine Characteristic	Folk healing	Traditional medicine	Scientific medicine
Development period	More than 2 million years	About 3 thousand years	Several centuries
Philosophical basis	-	Religious and philosophical teaching	Philosophical concept
The origins of development	The empirical experience of the people	Empirical experience, folk medicine	Folk medicine, traditional medicine, experimental method
Characteristics of development	Mobility	Stability	Dynamism
Distribution	Ubiquitous	Local	International character
Figures	Collective healing, healers	Professionals of traditional medicine	Professionals-doctors
Training	Collective experience, individual education	Higher Schools of traditional medicine	Medical educational institutions (universities, institutes)

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

Mid-term assessment is carried out in the form of a *credit test*.

*The content of the assessment tool (questions, topics of abstracts, round tables, etc.)*

5.1 The list of control tasks and other materials necessary for the assessment of knowledge, skills and work experience

### 5.1.1. Questions for the credit test in the discipline

<b>Questions</b>	<b>Code of competence</b>
<p>1. The causes of diseases in the Ancient World were considered:</p> <ol style="list-style-type: none"> <li>1. Natural factors and evil spirits</li> <li>2. Violation of the balance of substances in the body</li> <li>3. The smallest organisms</li> <li>4. Exposure to the elements</li> <li>5. Nervous disorders</li> </ol>	UK-1, UK-3, UK-4, OPK-1
<p>2. The transfer of medical knowledge in the Ancient East took place:</p> <ol style="list-style-type: none"> <li>1. In medical schools at temples</li> <li>2. Through training in a traditional Soviet school</li> <li>3. Forcibly, as a punishment</li> <li>4. At medical faculties of universities</li> <li>5. In special medical schools</li> </ol>	
<p>3. From the ancient states is the birthplace of plastic surgery:</p> <ol style="list-style-type: none"> <li>1. India</li> <li>2. China</li> <li>3. Greece</li> <li>4. Egypt</li> <li>5. The Roman Empire</li> </ol>	
<p>4. One of the most famous authorities of the early Middle Ages was:</p> <ol style="list-style-type: none"> <li>1. Galen</li> <li>2. Asclepiodotus</li> <li>3. Hippocrates</li> <li>4. Aristotle</li> <li>5. Heraclitus</li> </ol>	
<p>5. The most common name of the plague:</p> <ol style="list-style-type: none"> <li>1. "Black Plague"</li> <li>2. "Dark Spirit"</li> <li>3. "Estimated sin"</li> <li>4. "Bad disease"</li> <li>5. "The Terrible beast"</li> </ol>	
<p>6. The peculiarity of scholasticism is:</p> <ol style="list-style-type: none"> <li>1. The educational process is based on an experimental method of observation</li> <li>2. All the knowledge is already known and the content is in the works of authorities</li> <li>3. Complete denial of experimental and experimental methods in science</li> <li>4. Application of the theoretical approach in</li> </ol>	

teaching 5. Science is the process of deducing lower concepts from higher ones	
7. He is considered the founder of scientific anatomy: 1. Vesalius 2. Paracelsus 3. Garvey 4. Leonardo da Vinci 5. Galen	
8. The apothecary's order after 1620 performed the functions of: 1. Treatment of the royal family only 2. Control over the establishment of hospitals 3. Training and monitoring of healers 4. Treatment of military and ordinary residents 5. Mainly military field medicine	
9. The role of the Pharmacy Order was to: 1. Centralization of medical affairs management 2. Observation and treatment of the royal family 3. Training of domestic doctors 4. The desire to reach the European level and even overtake it 5. The creation of hospitals for all those in need of help	
10. Major military hospitals under Peter I were opened in cities: 1. Moscow 2. Saint Petersburg 3. Kronstadt 4. Nizhny Novgorod 5. Vladimir	
11. For the first time, information about cholera was described in: 1. 17 century 2. 16 century 3. 15 century 4. 19 century 5. 18 century	
12. In 1753-1760, the chief director of the medical Office was: 1. P. Z. Kondoidi 2. P. V. Postnikov 3. Mr. R. Derzhavin 4. D. S. Anichkov 5. F. I. Badger-Moiseev	
13. The first major military hospital under Peter I was opened in: 1. Moscow 2. St. Petersburg 3. Kronstadt 4. Kazan 5. Astrakhan	
14. The founder of the tissue theory of	

<p>pathology:</p> <ol style="list-style-type: none"> <li>1. Marie Francois Xavier Bichat</li> <li>2. Anthony van Leeuwenhoek</li> <li>3. Nicholas Tulp</li> <li>4. Edward Jenner</li> <li>5. Rene Descartes</li> </ol>	
<p>15. Leopold Auenbrugger developed in 1761:</p> <ol style="list-style-type: none"> <li>1. Auscultation method</li> <li>2. "Dynamic" teaching about movement in the body (blood, digestive juices, etc.)</li> <li>3. Theory of cellular pathology (cellular)</li> <li>4. Percussion method</li> <li>5. The doctrine of the higher nervous activity of man and animals</li> </ol>	
<p>16. The work of Ch. Darwin, revealing the main provisions of the theory of evolution:</p> <ol style="list-style-type: none"> <li>1. "Human origin and sexual selection"</li> <li>2. "The origin of species by natural selection, or the preservation of favorable races in the struggle for life"</li> <li>3. "Expression of emotions in humans and animals"</li> <li>4. "Theory of human evolution"</li> <li>5. "Human ancestors"</li> </ol>	
<p>17. Medical scientists contributed to the development of Russian physiology and therapy of the XIX century:</p> <ol style="list-style-type: none"> <li>1. S.S. Korsakov</li> <li>2. V.P. Filatov</li> <li>3. S.P. Botkin</li> <li>4. I.E. Dyadkovsky</li> <li>5. I.V. Buyalsky</li> </ol>	
<p>18. Authors of the first Russian textbooks on surgery and anatomy:</p> <ol style="list-style-type: none"> <li>1. I.V. Buyalsky</li> <li>2. P.A. Zagorsky</li> <li>3. I.F. Bush</li> <li>4. K.I. Shchepin</li> <li>5. P.A. Zagorsky</li> </ol>	
<p>19. Differences of socialist healthcare (N.A. Semashko's healthcare system) from the Beveridge system (twentieth century):</p> <ol style="list-style-type: none"> <li>1. Preventive orientation</li> <li>2. Over-centralization of management</li> <li>3. Mainly state financing of healthcare</li> <li>4. Financing through general taxation</li> <li>5. Control by Parliament</li> </ol>	
<p>20. Chief surgeon of the Armed Forces of the USSR in the Great Patriotic War, organizer of the Neurosurgical Institute:</p> <ol style="list-style-type: none"> <li>1. N.N. Burdenko</li> <li>2. A.A. Zavarzin</li> <li>3. N.G. Khlopin</li> <li>4. NA. Semashko</li> </ol>	

<p>5. B.I. Lavrentiev</p>	
<p>21. Among the Russian researcher's of the twentieth century, he was awarded the Nobel Prize for services in the field of medicine:</p> <ol style="list-style-type: none"> <li>1. ON. Semashko</li> <li>2. I.P. Pavlov</li> <li>3. A.G. Gurvich</li> <li>4.3. P. Solovyov</li> <li>5. A.V. Molkov</li> </ol>	
<p>22. The director of the GMI during the Great Patriotic War was:</p> <ol style="list-style-type: none"> <li>1. K.G. Nikulin</li> <li>2. I.L. Rotkov</li> <li>3. B.A. Korolev</li> <li>4. N.N. Lebedev</li> <li>5. I.S. Nikolaev</li> </ol>	
<p>23. In the pre-war years, the GMI faced a problem:</p> <ol style="list-style-type: none"> <li>1. Shortage of teachers</li> <li>2. Lack of textbooks and literature</li> <li>3. Weak financing</li> <li>4. Bad organization</li> <li>5. Bureaucratic obstacles</li> </ol>	
<p>24. At various times, the GMI-NIZHGMA was headed by:</p> <ol style="list-style-type: none"> <li>1. P.G. Abramov</li> <li>2. Ya.S. Monoszon</li> <li>3. KG. Nikulin</li> <li>4. F.T. Greenbone</li> <li>5. V.V. Shkarin</li> </ol>	
<p>25. Since the formation of the GMI in 1930, training has been carried out at the faculties:</p> <ol style="list-style-type: none"> <li>1. Dental</li> <li>2. Therapeutic and preventive</li> <li>3. Pediatric</li> <li>4. Sanitary and hygienic</li> <li>5. Military medical</li> </ol>	
<p>26. The Medical Faculty of Nizhny Novgorod State University was opened and gave the first graduates of doctors in:</p> <ol style="list-style-type: none"> <li>1. 1917.</li> <li>2. 1920</li> <li>3. 1923</li> <li>4. 1925</li> <li>5. 1930</li> </ol>	
<p>27. In 2000 and 2001, faculties were opened at the Nizhny Novgorod State Medical Academy:</p> <ol style="list-style-type: none"> <li>1. Dental</li> <li>2. Therapeutic</li> <li>3. Pharmaceutical</li> <li>4. Medical and preventive</li> <li>5. Higher nursing education</li> </ol>	
<p>28. During the Great Patriotic War, a graduate and employee of the GMI distinguished himself:</p>	

<ol style="list-style-type: none"> <li>1. N.N. Lebedev</li> <li>2. V.V. Karov</li> <li>3. July. Rotkov</li> <li>4. B.A. Korolev</li> <li>5. I.S. Nikolaev</li> </ol>	
<p>29. The basic principles of healthcare in the USSR during its formation were:</p> <ol style="list-style-type: none"> <li>1. Public availability</li> <li>2. Ideology</li> <li>3. Conservatism</li> <li>4. Free of charge</li> <li>5. State character and preventive orientation</li> </ol>	
<p>30. Since November 1917, medical and sanitary departments and medical colleges have been established in various regions of the country in order to:</p> <ol style="list-style-type: none"> <li>1. Issuing decrees regulating medical activities</li> <li>2. Implementation of the resolutions of the People's Commissariat of Health</li> <li>3. Resolving disputes between doctors and patients</li> <li>4. Provision of medical assistance to the population on the ground</li> <li>5. Supervision of the activities of doctors</li> </ol>	
<p>31. Prerequisites for the creation of the People's Commissariat of Health:</p> <ol style="list-style-type: none"> <li>1. Revolutionary consequences, namely: famine, devastation, epidemics</li> <li>2. The need to reorganize the health care business in the country</li> <li>3. Dissatisfaction of doctors</li> <li>4. The request of the population</li> <li>5. Imperfection of the old medical activity management body</li> </ol>	
<p>32. Among the largest representatives and creators of histophysiological and experimental trends in Soviet histology are:</p> <ol style="list-style-type: none"> <li>1. B.E. Lindbergh</li> <li>2. B.I. Lavrentiev</li> <li>3. A.A. Zavarzin</li> <li>4. N.N. Burdenko</li> <li>5. B.A. Long-Saburov</li> </ol>	
<p>33. Achievements of V.V. Tonkov and his students:</p> <ol style="list-style-type: none"> <li>1. Human thoracic duct X-ray was injected and performed</li> <li>2. Developed a stereomorphological method of dissection</li> <li>3. The importance of the regulatory mechanisms of the nervous system has been established</li> <li>4. Created an experimental anatomy of collateral circulation</li> <li>5. We studied the anatomy of the lymphatic system in detail</li> </ol>	



<p>34. In functional morphology in the USSR, two branches were distinguished:</p> <ol style="list-style-type: none"> <li>1. Experimental</li> <li>2. Stereo morphological</li> <li>3. Histological</li> <li>4. Environmental</li> <li>5. Evolutionary</li> </ol>	
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<p>37. In the formation of evolutionary histology, the most important were trends:</p> <ol style="list-style-type: none"> <li>1. The theory of parallel series of tissue evolution A.A. Zavarzin</li> <li>2. T. Morgan's chromosomal theory</li> <li>3. The cellular theory of Schleiden and Schwann</li> <li>4. The theory of parallel series of divergent evolution by N.G. Khlopin</li> <li>5. The evolutionary theory of Ch. Darwin</li> </ol>	
<p>38. The 1977 Constitution enshrined the rights that contribute to improving the lives of citizens, creating conditions for the harmonious development of the individual:</p> <ol style="list-style-type: none"> <li>1. The right to rest</li> <li>2. The right to private property</li> <li>3. The right to health protection</li> <li>4. The right to social security</li> <li>5. The right to privacy of correspondence</li> </ol>	
<p>39. In the Soviet period, social hygiene as a comprehensive discipline studied:</p> <ol style="list-style-type: none"> <li>1. The influence of social factors on the human body</li> <li>2. Population fluctuations</li> <li>3. Human diseases related to ecology</li> <li>4. The impact on the human body of the living conditions of populated areas</li> <li>5. The activity of the human brain and the central nervous system</li> </ol>	

40. An important role in the development of Soviet hygienic science was played by: 1. N.A. Semashko 2. G.V. Khlopin 3. A.N. Bakulev 4. A.N. Sysin 5. S.I. Spasokukotsky	
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Test task No.	No. of the response standard	Test task No.	No. of the response standard
1	1	21	2
2	1	22	1
3	1	23	2,3
4	1	24	1,2,3,5
5	1	25	2,3,4
6	1	26	2
7	1	27	3,5
8	2,3,4	28	4
9	1,3	29	1,4,5
10	1,2,3	30	4
11	2	31	1,2
12	1	32	1,3
13	1	33	4
14	1	34	1,5
15	1	35	4
16	2	36	1,5
17	3,4	37	1
18	3,5	38	1,3,4,5
19	1,2,3,4	39	1,4
20	1	40	1,2

## 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

***For testing:***

*Rating "5" (Excellent) - points (100-90%)*

*Rating "4" (Good) - points (89-80%)*

*Rating "3" (Satisfactory) - points (79-70%)*

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

*A complete set of assessment tools for the discipline "History of Medicine" is presented on the Educational portal of Privolzhsky Research Medical University:*

*<https://sdo.pimunn.net/course/view.php?id=1441>*

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