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Syllabus
Working curriculum for the discipline "Introduction to Clinic"
Educational program 6B10115 "Medicine"

1.	**General information about the discipline**			
1.1	Course Code: IC-2213	1.6	Academic year: 2025-2026	
1.2	Discipline name: Introduction to Clinic	1.7	Course: 2	
1.3	Prerequisites: introduction to the profession, normal genitourinary system, musculoskeletal system and skin in normal, nervous system, sensory organs, vision, hearing and balance in normal, cardiovascular system in normal, digestive and endocrine systems in normal, normal blood and lymph, respiratory system in normal	1.8	Semester: 4	
1.4	Postrequisites: digestive and endocrine systems in pathology, cardiovascular system in pathology, respiratory system in pathology, genitourinary system in pathology, nervous system, sensory organs, vision, hearing and balance in pathology	1.9	Number of credits (ECTS): 3	
1.5	Cycle: BD	1.10	Component: UC	
2.	**Description of the discipline**			

Integrated discipline: formation of professional skills for work in medical institutions, including patient care, performance of medical procedures, record keeping, development of communication skills and understanding of ethical standards, compliance with the principles of inclusion, ensuring quality care and compliance with the legislation of the Republic of Kazakhstan in the field of health care.

3.	**Summative Assessment Form**		
3.1	✓Testing	3.5	Coursework
3.2	Writing	3.6	Essay
3.3	Oral	3.7	Project
3.4	✓Assessment of practical skills	3.8	Other (specify)

4.	**Objectives of the discipline**

Prepare students for effective professional activity in the healthcare system through the acquisition of practical skills, development of responsibility in patient care, enhancement of interaction skills in the medical environment, fostering respectful attitudes toward patient diversity, and familiarization with the legal foundations governing medical practice in Kazakhstan

5.	**Final learning outcomes (LO of the discipline)**
LO1	Applies basic knowledge in the fields of biomedical, clinical, epidemiological, and socio-behavioral sciences to understand health and disease processes, form clinical thinking, develop a professional worldview, and recognize the role of a doctor in the healthcare system..
LO2	Uses ethical and inclusive communication and teaching methods for effective interaction with

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	patients, their families, and colleagues.	
LO3	Provides pre-medical assistance, performs basic diagnostic and nursing procedures, and completes medical documentation while adhering to safety principles and standards	
LO4	Applies the provisions of legislation and clinical standards when providing medical care, ensuring the legal and ethical justification of actions.	
LO5	Demonstrates the ability to collect and analyze patient complaints, medical history, examination results, and data from laboratory and instrumental studies to diagnose the condition or determine the presence/absence of disease in order to organize patient monitoring and care.	
5.1	**LO discipline**	**Learning outcomes of the EP, which are associated with the discipline LO**
	LO 1	**LO1.** Applies fundamental knowledge in the fields of biomedical, clinical, epidemiological, and socio-behavioral sciences in practice.
	LO 5	**LO2.** Provides patient-centered care in the areas of biomedical, clinical, and epidemiological sciences aimed at the diagnosis, treatment, and prevention of the most common diseases.
	LO 4	**LO3.** Promotes activities within the framework of the RK health legislation to ensure quality health care.
	LO 2	**LO4.** Communicates effectively with patients, their families, and healthcare professionals, adhering to the principles of ethics, deontology, and inclusion, leading to effective information exchange and collaboration.
	LO 3	**LO6.** Conducts outpatient consultations, diagnosis, treatment, follow-up, and rehabilitation of pediatric and adult patients, including pregnant women, based on the principles of evidence-based medicine.
6.	**Detailed information about the discipline**	
6.1	**Venue (building, auditorium):** Introduction to classes The profession is conducted in the classrooms of the department and the Center for Practical Health, which are equipped with specialized simulation dummies, as well as computer systems. Location of the department: Shymkent, Shymkent City Multidisciplinary Hospital, No. 2, Zhandosov Street, 92/9 (modular) e - mail : klinika_skma@mail.ru . In case of any questions regarding training and/or technical support , please contact us by phone and/or email, indicated on the website of JSC "UKMA" in the CALL- Center section , Helpdesk on the main page of the website.	

6.2	Number of hours	Lectures	Practical. les.	Lab. z an.	**SIWT**	**SIW**
	90	6	24	-	9	42/9

6.3	**Study Plan for the Course**				
№	Week/Day	Lectures	Practical. les.	**SIWT**	**SIW**
1	1-day	1	4	1	6
2	2-day	1	3	1	6
3	3-day	1	3	2-Mid№1	6
4	4-day	1	4	1	6
5	5-day	1	3	1	6
6	6-day	1	3	1	6
7	7-day		4	2-Mid№2	6

7.	**Information about the Instructors**

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№	Full Name	Academic Degree and Position	Email Address
1.	**Zhumadilova Akmaral Rakhmatullaevna**	Head of Department, PhD, Acting Associate Professor	akmaral-aru@mail.ru
2.	**Beisekeeva Zhuldyz Serikovna**	assistant	julbophthalmo@gmail.com
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5.	**Madesh Zhansaya Baurzhankyzy**	assistant	Johnsons98@mail.ru
6.	**Tolegenova Fariza Anarbekkyzy**	assistant	dr.fariza90@mail.com
7.	**Pozilov Bakhytzhan Zholdasbekovich**	Chief physician	Baxa-pazil@mail.ru
8.	**Thematic plan**		

Week /day	Topic Title	Summary	Topic Title	Hours	Teaching methods/technologies	Forms/Methods of assessment
1	**Lecture 1.** Patient Condition Monitoring. Level of Consciousness. Information Gathering. Objective Nursing Assessment. Evaluation of the Patient's Psychosocial State.	Patient Condition Monitoring. Level of Consciousness. Information Gathering. Primary Complaints *(headaches, visual disturbances, memory impairment, motor and sensory disorders, loss of consciousness, poor sleep, seizures, etc.)* and the mechanisms of their development. Objective Nursing Assessment. Evaluation of the Patient's Psychosocial State.	LO 1 LO 2 LO 3 LO 5	1	Overview	Feedback (Rapid Survey)

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Practical Session. Technique for Interviewing a Patient with Nervous System Disorders: Eliciting Complaints, Medical History, and Life History. Disorders of Taste and Smell. Care for Patients with Sensory Impairments: Hearing, Vision, and Memory Disorders.	echnique for Interviewing a Patient with Nervous System Disorders: Eliciting Complaints, History of Present Illness, and Past Medical History. Technique of General and Local Examination of Patients with Neurological Disorders. Transportation of Patients with Neurological Conditions. Algorithm of Emergency Care in Neurological Conditions. Disorders of Taste and Smell. Care for Patients with Sensory Impairments: Hearing, Vision, and Memory Disorders. Syndromes of Higher Brain Function Impairment.	LO 1 LO 2 LO 3 LO 4	4	Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills
SIWT /SIW Care for Patients with Neurological Disorders. Specifics of Communication with Patients Who Have Sensory and Language Impairments (hearing, vision, speech).	Peculiarities of Communication with Patients Having Language Differences Related to Hearing, Vision, and Speech. Presence or Absence of Facial Asymmetry.	LO 1 LO 2 LO 5	1/6	Preparation of a presentation, development of test assignments and clinical case tasks. Training of	Presentation defense, development of test assignments, development of clinical case tasks. Practice of

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		Pupillary Reaction. Nystagmus. Technique for Instilling Medications into the Ears, Eyes, and Nose.			practical skills	practical skills
2	**Lecture 2.** Blood: Blood: General Characteristics. Methods of Blood Investigation. Lymphatic System and Its Function..	**Blood:** General Characteristics. Components of Blood. Methods of Blood Investigation. Lymph**:** Mechanism of Formation, Volume, Functions of Lymph. Composition of Lymph. Palpation of Lymph Nodes.	LO 1 LO 2 LO 3 LO 5	1	Overview	Feedback (Rapid Survey)
	Practical Session. General Methods of Examining a Patient with Hematopoietic System Disorders. Algorithm for Examination and Patient Preparation for Laboratory Tests. Algorithms for Blood Collection Using the Vacuum System "Vacutainer." Lymph Node Groups Accessible for Examination.	General Methods of Examining a Patient with Hematopoietic System Disorders. Medical History. Examination and Complaints. Algorithm for Patient Examination and Preparation for Blood Test. Algorithms for Blood Collection Using the Vacuum System "Vacutainer." Workplace Safety Measures for Handling Blood. Lymph Node Groups Accessible for Examination. Specifics of the	LO 1 LO 2 LO 3 LO 4 LO 5	3	Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills

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		Nurse's Role in Environments with Risk of Viral and Bacterial Infections.				
	SIWT /SIW Types of Blood Tests and Patient Preparation for Interpretation of Blood Results. Measurement of Blood Pressure, Pulse, and Respiratory Rate (RR). **Injections.**	Complete Blood Count (CBC). Biochemical Blood Analysis. Blood Test Parameters in Adults. Interpretation Blood Pressure, Pulse, and Respiratory Rate (RR). Injections.**of Blood Test Results. Measurement of**	LO 1 LO 2 LO 3 LO 5	1/6	Preparation of a presentation, development of test assignments and clinical case tasks. Training of practical skills	Presentation defense, development of test assignments, development of clinical case tasks. Practice of practical skills
3	**Lecture 3.** **Topic:** Diseases of the Urinary System. Diagnosis and Pre-Medical Assistance.	Clinical Manifestations of Diseases. Classification and Syndromes of Urinary System Disorders. Diagnosis and Pre-Medical Assistance.	LO 1 LO 2 LO 5	1	Overview	Feedback (Rapid Survey)
	Practical Session. **Topic:** Collecting Medical History from a Patient with Urinary and Reproductive System Disorders. Diagnosis and Pre-Medical Assistance in Acute Urinary Retention.	Medical History. General Examination. Examination of Patients with Kidney Diseases. Skin Examination: Color, Presence of Scratches. Causes of Pain in the Kidney Area. Clinical Manifestations. Changes in the Quantity and Quality of Urine Output. Algorithm for	LO 1 LO 2 LO 3 LO 4 LO 5	3	Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills

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		Providing Pre-Medical Assistance in Acute Urinary Retention.				
	SIWT /SIW Catheterization of the Bladder. Technique and Patient Preparation for Bladder Catheterization. Urine Testing. Complete Urine Analysis. Patient Education on Preparation and Collection of Urine for Bacteriological Examination.	Indications and Contraindications. Patient Preparation for the Procedure. Algorithm for Performing Bladder Catheterization. Complications During Catheterization. Urine Testing: Purpose, Indications, Stages, Rationale. Complete Urine Analysis.	LO 1 LO 2 LO 5	2/6	Preparation of a presentation, development of test assignments and clinical case tasks. Training of practical skills	Presentation defense, development of test assignments, development of clinical case tasks. Practice of practical skills
	Mid-term control №1	Topics of lectures, practical classes, independent work, covered during weeks 6-7	LO 1 LO 2 LO 3 LO 4 LO5		Demonstration of practical skills, written and oral questioning on tickets, testing	Criteria-based assessment
4	**Lecture 4.** Pre-Medical Assistance in Diseases of the Digestive and Endocrine Systems. Symptoms of Digestive System Dysfunction. Principles of Pre-Medical Assistance for Acute Abdominal Pain. Pre-Medical Assistance for Abdominal Pain and Gastrointestinal Bleeding.	Pre-Medical Assistance in Digestive and Endocrine System Disorders. Symptoms of Digestive System Dysfunction. Principles of Pre-Medical Assistance for Acute Abdominal Pain. Pre-Medical Assistance for Abdominal Pain and Gastrointestinal Bleeding.	LO 1 LO 3 LO 4 LO 5	1	Overview	Feedback (Rapid Survey)

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Practical Session. **Topic:** Technique for Eliciting Complaints, Medical History, and Life History from Patients with Gastrointestinal Disorders. Pre-Medical Assistance for Gastric and Intestinal **Dyspepsia.** Pre-Medical Assistance for Food Poisoning.	Technique for Eliciting Complaints, Medical History, and Life History from Patients with Gastrointestinal Disorders. Sequence of General Examination of the Patient. Clinical Manifestations of Abdominal Pain and Gastrointestinal Bleeding. Algorithm for Providing Pre-Medical Assistance in Abdominal Pain and Gastrointestinal Bleeding. Causes. Symptoms. Complications. Stomach Lavage Technique. Patient Preparation for Surgery. Enemas.	LO 1 LO 2 LO 3 LO 4 LO 5	4	Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills
SIWT /SIW Changes in Appetite, Taste Disturbances, and Bowel Dysfunction *(diarrhea, constipation, bloating)*. Clinical and Laboratory Characteristics of Major Endocrine System Clinical Syndromes.	Concept. Causes. Symptoms of the Disease. Detailed Symptom Description, Severity, and Correlation with Food Intake, Its Quantity, and Quality. Algorithm for Thyroid Gland Examination. Methods of Thyroid Gland Examination. Inspection.	LO 1 LO 2 LO 3 LO 5	1/6	Preparation of a presentation, development of test assignments and clinical case tasks. Training of practical skills	Presentation defense, development of test assignments, development of clinical case tasks. Practice of practical skills

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5	**Lecture 5. Respiratory System Disorders. Diagnosis and Pre-Medical Assistance**.	Respiratory System Disorders. Diagnosis and Pre-Medical Assistance. Causes of Respiratory System Disorders. Main Respiratory System Diseases. Diagnosis and Pre-Medical Assistance for Respiratory System Diseases.	LO 1 LO 2 LO 3 LO 5	**1**	Overview	Feedback (Rapid Survey)
	Practical Session. Topic: Chest Pain. Diagnosis and Pre-Medical Assistance. **Chest Pain and Pain Behind the Sternum. Pre-Medical Assistance for Chest Pain. Hypertension and Secondary Hypertension.**	Chest Pain. Diagnosis and Pre-Medical Assistance. Chest Pain and Pain Behind the Sternum. Symptom Characteristics. Causes and Mechanisms of Chest Pain Development. Shortness of Breath. Edema. Dyspnea (Cardiac Asthma). Pre-Medical Assistance for Chest Pain. Hypertensive Disease. Risk Factors, Classification by Stages, Degree of Hypertension, and Risk of Cardiovascular Complications. Clinical Presentation, Diagnosis, and Complications.	LO 1 LO 2 LO 3 LO 4 LO 5	3	Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills

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		Diagnosis and Pre-Medical Assistance.				
	SIWT /SIW Clinical Methods of Examining Patients with Cardiovascular Diseases. Additional Methods of Examining Patients with Cardiovascular Diseases. Cardiopulmonary Resuscitation (CPR). ECG and 24-Hour Monitoring**.**	General Examination of a Patient with Cardiovascular Diseases. Medical History Collection. Sequence of General Examination of the Patient: Conditions, Rules, and Technique. Main Complaints. Patient Preparation for Laboratory and Instrumental Diagnostic Methods.	LO 1 LO 2 LO 5	1/6	Preparation of a presentation, development of test assignments and clinical case tasks. Training of practical skills	Presentation defense, development of test assignments, development of clinical case tasks. Practice of practical skills
6	**Lecture 6.** **Topic:** Cardiovascular Diseases. Diagnosis and Pre-Medical Assistance.	Cardiovascular Diseases. Diagnosis and Pre-Medical Assistance. Risk Factors, Clinical Manifestations. Diagnosis and Pre-Medical Assistance for Chest Pain.	LO 1 LO 2 LO 3 LO 5	1	Overview	Feedback (Rapid Survey)
	Practical Session. **Topic:** Bronchial Asthma. Diagnosis and Pre-Medical Assistance. Acute Upper Airway Obstruction and Pulmonary Edema. Acute and Chronic Respiratory Failure. Examination of Pulmonary Function.	Risk Factors. Clinical Manifestations. Status Asthmaticus. Differential Diagnosis of Bronchial Asthma Attack and Cardiac Asthma. Diagnosis and Pre-Medical Assistance during an Asthma Attack.	LO 1 LO 2 LO 3 LO 4 LO 5	3	Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills
	SIWT /SIW	Examination of	LO 1	1/6	Preparation	Presentation

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	Clinical Methods of Examining Patients with Respiratory Disorders.	Pulmonary Function. Spirography, Spirometry, Peak Flowmetry.	LO 2 LO 3 LO 5			of a presentation, development of test assignments and clinical case tasks. Training of practical skills	defense, development of test assignments, development of clinical case tasks. Practice of practical skills
7	**Practical Session. Topic:** Acute Coronary and Cardiovascular Insufficiency. Ischemic Heart Disease (IHD), Myocardial Infarction, and Stroke.	Causes of Occurrence. Classification. Clinical Manifestations. Acute Vascular Insufficiency: **Syncope, Collapse, Shock.** Emergency Pre-Medical Assistance. Diagnostic Criteria. Angina Pectoris - Classification. Myocardial Infarction. Stroke. Diagnosis and Pre-Medical Assistance**.**	LO 1 LO 2 LO 3	4		Discussion of the topic's issues, completing test tasks, solving situational problems. Training in practical skills	Oral survey, assessment of test tasks, assessment of situational tasks. Development of practical skills
	SIWT /SIW Cardiopulmonary Resuscitation (CPR). Rules for Handling the Deceased.	Technique for Performing Artificial Ventilation of the Lungs and Chest Compressions. Suffocation Method. Psychological and Infectious Safety Measures when Handling the Deceased. Steps for Medical Personnel After the Doctor's Confirmation of	LO 1 LO 2 LO 5	2/6		Preparation of a presentation, development of test assignments and clinical case tasks. Training of practical skills	Presentation defense, development of test assignments, development of clinical case tasks. Practice of practical skills

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		Death. Transporting the Deceased to a Special Room for Temporary Storage.				
	Mid-term control №2	Topics of lectures, practical classes, independent work, covered during weeks 4-7	LO 1 LO 2 LO 3 LO 4 LO5		Demonstration of practical skills, written and oral questioning on tickets, testing	Criteria-based assessment
	Preparation and implementation of interim assessment:			9 hours		

9.	**Teaching methods**	
9.1	Lectures	Overview, feedback (rapid topic survey)
9.2	Practical classes	Discussion of the main issues of the topic, completion of test tasks, solution of situational problems. Training in practical skills
9.3	SIWT /SIW	Review of presentations, development of test assignments, creation of clinical situational tasks. Practicing practical skills
9.4	Border control	Demonstration of practical skills, written and oral questioning on tickets, testing

10.	**Evaluation criteria**					
10.1	**Criteria for assessing the learning outcomes of the discipline**					
№ PO	**Learning Outcome**	**Dissatisfied - verbally**	**Satisfactorily**	**Fine**	**Great**
PO 1	Uses basic knowledge in biomedical, clinical, epidemiological, and social-behavioral sciences to understand the processes of health and disease, develop clinical reasoning, shape a professional worldview, and recognize the role of the physician within the healthcare system.	Does not know or name the processes of health and disease.	☐ Partially names the processes of health and disease. ☐ Does not fully understand the role of the physician within the healthcare system. .	☐ Demonstrates a confident understanding of the fundamental concepts of biomedical, clinical, epidemiological, and social-behavioral sciences. ☐ Accurately explains the	☐ Applies knowledge of biomedical, clinical, epidemiological, and social-behavioral sciences deeply and systematically to analyze and understand the processes

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				basic processes related to health and disease and understands the professional role of the physician and ethical principles, though may make minor inaccuracies in wording or justification.	of health and disease. ⬜ Demonstrates well-developed clinical reasoning, makes well-justified decisions, and has a clear understanding of the professional role of the physician within the healthcare system.
PO 2	Uses ethical and inclusive methods of communication and education to interact effectively with patients, their families, and colleagues.	Does not apply ethical and inclusive communication methods, engages in disrespectful or inappropriate communication, hindering effective interaction with patients and colleagues.	Has a basic understanding of ethical communication skills but does not always consider inclusivity and the individual characteristics of interlocutors, which reduces the quality of interaction..	Explains ethical and mostly inclusive communication methods, takes into account the needs of patients and colleagues, and ensures effective interaction in typical situations..	Confidently applies ethical and inclusive methods of communication and education, adapts communication style to different audiences, fosters trust and support, ensuring a high level of interaction with patients,

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					their families, and colleagues.
PO 3	Provides pre-medical care, performs basic diagnostic and nursing procedures, and completes medical documentation in compliance with safety principles and standards.	Does not perform pre-medical procedures or performs them with gross errors, does not follow safety standards, and fails to properly document medical records.	Performs pre-medical and basic diagnostic procedures with some errors, completes documentation partially, and partially adheres to safety principles..	Explains the provision of pre-medical care and performs basic procedures, completes medical documentation in accordance with requirements, and adheres to basic safety standards.	Performs pre-medical care and diagnostic procedures accurately and without error, fully adheres to safety principles and standards, and carefully and correctly completes all required medical documentation.
PO 4	Applies legal provisions and clinical standards in the provision of medical care, ensuring the legal and ethical justification of actions.	Does not take into account legal requirements and clinical standards, violates legal or ethical norms when providing medical care..	Partially applies legislation and standards, makes occasional errors, but generally ensures a minimal legal and ethical justification of their actions.	Explains legal provisions and clinical standards, and complies with the main legal and ethical norms when providing medical care..	Applies and analyzes legal regulations and clinical standards, demonstrating a high level of legal and ethical competence in medical practice.

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LO 5	Demonstrates the ability to collect and analyze patient complaints, medical history information, examination results, as well as data from laboratory and instrumental studies in order to diagnose the condition or determine the presence/absence of disease for organizing observation and care for patients.	Cannot or does not collect and analyze complaints, medical history, examination results, and test results, makes serious errors in diagnosing and organizing patient care.	Collects and analyzes data with some inaccuracies, may make diagnostic errors, but generally understands the basic principles of organizing patient observation and care.	Explains, collects, and analyzes patient complaints, medical history, and test data; correctly diagnoses the patient's condition and organizes observation and care in typical cases.	Actively works within a team, collects, systematizes, and analyzes all necessary data, demonstrates a high level of clinical reasoning in diagnosis and care planning, and takes into account the individual characteristics of the patient.

10.2 Methods and criteria for evaluation

Checklist for practical lesson

	Form of control	Grade	Evaluation criteria
1	Oral questioning	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-This is given when the learner answers without any mistakes or inaccuracies. They are oriented in the theories, concepts, and directions related to the studied subject and provide a critical assessment of them, utilizing scientific achievements from other disciplines. -This is assigned when the student made minor mistakes or inaccuracies during the answer. The student is familiar with theories, concepts, and directions in the subject being studied and provides a critical evaluation of them, using scientific achievements from other disciplines.

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		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-Confident knowledge of the material and the ability to apply it in practice. Solves complex problems with minimal errors. Argues answers well and expresses thoughts clearly. Shows independence in studying and uses additional resources.. -Good understanding of the theory and the ability to solve standard problems. Experiences minor difficulties with complex questions, but successfully handles most of them. Expresses thoughts clearly, although the argumentation may not always be complete. Applies knowledge to real situations. -Knowledge of the basics, but with difficulties in application. Can solve typical problems, but often makes mistakes when solving more complex ones. Expresses ideas superficially, sometimes unable to deeply analyze the topic. Often needs help and clarifications. -Basic understanding of the material with difficulties in its application. Solves simple problems but struggles with more complex ones. Has problems with argumentation and expressing thoughts. Requires additional support and clarifications.

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		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-Basic knowledge of the material but with problems in application. Solves simple problems but makes mistakes with more complex ones. Expresses thoughts superficially and weakly justifies answers. Needs additional help and clarification. -Limited understanding of the theory. The student faces difficulties in solving even simple problems. Responses are incomplete, poorly justified, and often unstructured. Requires constant help and motivation support. -Very weak understanding of the material. The student fails to solve most tasks without errors. Has difficulty expressing even simple thoughts. -Superficial understanding of the material, often does not grasp the fundamentals. Unable to solve problems without significant errors. Very weak in arguing thoughts, cannot logically present an answer. Requires constant supervision and assistance to move forward.
		Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-This is assigned when the student made fundamental mistakes during the answer, did not study the main literature on the topic of the class, and cannot use scientific terminology of the discipline.. -This is assigned when the student made fundamental mistakes during the answer, did not study the main literature on the topic of the class, cannot use scientific terminology of the discipline, and answers with major stylistic and logical errors. Does not answer any of the questions posed.
2	Compilation of test tasks	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-All tasks are completed correctly. Excellent understanding, no errors. 19-20 test tasks. -Almost flawless, 1-2 minor mistakes. Confident knowledge. 18 test tasks
		Good corresponds to	-Minor mistakes, logic is preserved, good knowledge. 17 test tasks

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		points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-Errors in 4 tasks, average understanding. 16 test tasks. -Errors in 5 tasks, superficial knowledge. 15 test tasks Errors in 6 tasks, logic is impaired, needs improvement. 14 test tasks.
		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-Many mistakes, basic knowledge is partially acquired. 13 test tasks -Weak understanding, logical mistakes. 12 test tasks. -Almost half are incorrect, knowledge is unstable. 11 test tasks. -Exactly half completed, weak level. 10 test tasks
		Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-More than half incorrect, retake may be required. 5-9 test tasks. -Tasks not completed or done with critical mistakes. 0-4 test tasks.
3	Solving situational tasks	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-Actively participated in solving situational tasks, demonstrating original thinking, deep knowledge, confidently used scientific terminology, and incorporated information from related disciplines. -Displayed high activity in solving situational tasks, showed good understanding of the material, used terminology and knowledge from other disciplines, made only rare and

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			minor inaccuracies.
		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-Participated in solving situational tasks, showed knowledge of the material, made occasional inaccuracies, used scientific terminology with minor difficulties.. -Actively worked on situational tasks, knew the material, made correctable mistakes, scientific terminology was used inconsistently. -Participated in solving situational tasks, but with uncertainty; made inaccuracies and errors; used scientific terms partially or with mistakes. -Worked on situational tasks passively, showed superficial understanding, made mistakes in terminology, needed prompting.
		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-Was passive during situational tasks, made significant errors, showed poor understanding of the material, struggled with terminology. -Barely participated in solving situational tasks, made serious errors, poorly organized material, did not use scientific vocabulary. -Worked poorly with situational tasks, made many fundamental errors, had difficulty formulating answers, terminology was used incorrectly. -Passive when solving situational tasks, demonstrated weak understanding of the topic, often deviated from the point, did not use terminology.

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		Unsatisfactory Corresponds to points FX (0,5; 25-49%)	-Did not participate in solving situational tasks, made fundamental mistakes, did not use scientific vocabulary, answers were fragmentary or incorrect..
		Unsatisfactory Corresponds to points F(0; 0-24%)	-Completely ignored situational tasks, demonstrated a lack of understanding of the topic, no use of terminology, errors were critical and systemic.
4	Practice of practical skills	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The student demonstrates excellent practical skills: has a clear understanding of the methodology, performs actions confidently, accurately, and correctly, and provides patient care without errors. -The student possesses excellent practical skills: knows the methodology quite well, performs practical tasks with minimal deviations, and provides patient care confidently and correctly.
		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-The student has good practical skills: understands the methodology but makes occasional inaccuracies; overall, performs patient care tasks correctly. -The student knows the methodology of practical skills but makes recurring minor errors; performs patient care adequately, though not always confidently. -The student demonstrates a basic level of practical skills: shows uncertainty during execution, may make technical mistakes, and requires corrections in patient care. -The student knows the methodology but not precisely; patient care skills are partially acquired and require additional supervision from the instructor.

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| | | | **Satisfactory**
 corresponds to
the points:
C (2,0; 65-69%);
Satisfactory
 corresponds to
the points:
C- (1,67; 60-64%);
Satisfactory
 corresponds to
the points:
D+ (1,33; 55-59%)
Satisfactory
 corresponds to
the points:
D (1,0: 50-54%) | -The student demonstrates satisfactory practical skills: knows the basic stages of the methodology but makes frequent mistakes; patient care is performed with major violations of sequence and technique.

-The student has a poor grasp of the methodology: makes significant errors, patient care skills are minimally developed, and performance requires constant guidance.

-The student knows only individual elements of the methodology; practical execution involves serious mistakes, and patient care does not meet basic standards.

-The student shows uncertainty in actions, makes gross errors in performing practical skills, and violates basic principles of patient care. |
| | | | **Unsatisfactory**
Corresponds to
points
FX (0,5; 25-49%)
Unsatisfactory
Corresponds to
points
F(0; 0-24%) | -The student is unable to properly reproduce the methodology for practical skills; patient care is either performed incorrectly or not performed at all, with critical errors..

-The student does not possess an adequate level of practical skills: lacks knowledge of the methodology, cannot apply even elementary patient care skills, and completely fails the practical task. |

Checklist for SIWT /SIW

	Form of control	**Grade**	**Evaluation criteria**

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| 1 | Presentation review | **Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%) | -The presentation is fully structured, with a clear introduction, main content, and logical conclusion. Visual aids (charts, diagrams, images) perfectly fit and effectively support the topic. The presentation is error-free; information is presented clearly, convincingly, and at a high level. The student confidently delivers the material and answers questions promptly and accurately. -The presentation is well-structured, with a logical sequence and clear content. Visual aids are used appropriately, though minor improvements could be made in their relevance to the topic. The presentation is of a high standard, with few errors or shortcomings. The student delivers the material confidently and clearly, although answers to questions may contain minor inaccuracies. |

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	Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-The presentation is structured and logical, with a clear introduction, main content, and conclusion. Visual materials (charts, diagrams, images) are used excellently and support and enhance the main content. The student presents information clearly and confidently, answering questions effectively. The presentation has no significant errors and is well-prepared. -The presentation is well-organized, with a logical structure. Visual aids are used but do not always perfectly align with the topic or support the arguments fully. The material is presented clearly, though there may be minor pauses or uncertainties in answering questions. Good mastery of the material, with a few minor errors. -The presentation has a general structure, but some parts may be unclear or not entirely logical. Visual materials are used but sometimes do not fit the topic or lack detail. The presentation is delivered with some difficulty, possible omissions in information, or uncertain answers to questions. The student demonstrates basic knowledge but needs improvement. -The presentation has a basic structure but lacks clarity and logic in several parts. Visual materials poorly support the main content or are not used effectively. The material presentation is not always clear, with significant pauses, errors, or uncertain answers to questions. Improvement is needed both in content and delivery.
	Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory**	-The presentation has a basic structure but suffers from problems with logic and sequence. Visual materials are present but not always appropriate or poorly support the content. The student struggles to present the material, sometimes hesitating or showing uncertainty. The presentation requires improvements, and the student needs additional support..

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corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-The presentation has a general structure, but many parts are incomplete or difficult to understand. Visual aids are used ineffectively or do not support the main topic. The material presentation is unclear; the student has difficulty expressing thoughts. Answers to questions are incomplete or uncertain and require constant assistance. -The presentation is poorly structured, with noticeable logical problems. Visual materials are absent or unrelated to the topic. The student presents information with great difficulty, with pauses and errors in explanation. Significant help and revision of the presentation are required. -The presentation lacks a clear structure and is poorly organized. Visual aids are either missing or irrelevant. The material is confusing; the student cannot clearly convey main ideas. Answers to questions are weak; the presentation needs serious revisions and teacher assistance.
Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-The presentation has no clear structure or logic, visual aids are absent and irrelevant, the content is confusing, there are no main ideas, answers to questions are missing. Serious revision and teacher assistance are required. -The work is completely unfinished.

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2	Construction of test tasks	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The test contains 20 questions with 5 answer options. The test is lexically well-composed and was submitted on time. The content is meaningful and relevant. The questions are formulated clearly, correctly, and specifically. Each question contains only one complete thought, and the correct answers are marked properly. The test uses normative documents as well as up-to-date scientific and statistical materials on the topic. -The test contains 20 questions with 5 answer options. It is lexically accurate and was submitted on time. The content is substantial. The questions are formulated clearly, correctly, and specifically. Each question conveys one clear idea, and the correct answers are marked.

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Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-The test contains 20 questions with 5 answer options. Submitted on time. The content is meaningful. Questions are clearly, correctly, and specifically formulated. Correct answers are marked. Words like "always", "never", "sometimes", and "often" were used in the wording of questions. -The test contains at least 20 questions. Answer options are provided. Submitted on time. The content is meaningful. The questions are clearly, correctly, and specifically formulated. The answer choices are uniform and appropriate. An answer key is provided, and correct answers are marked. However, spelling errors are present. -The test contains 18 questions with 5 answer options. Submitted on time. The content is meaningful. The questions are clearly, correctly, and specifically formulated. Answer choices are uniform. An answer key is provided, and correct answers are marked. However, grammatical errors are present. -The test contains 16 questions and was submitted on time. The content is meaningful. The questions are clearly, correctly, and specifically formulated. Grammatical errors are present. Correct answers are marked. Only 4 answer options are provided.
Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to	-The test contains 15 questions and was submitted on time. The content is meaningful. The questions are clearly and correctly formulated but lack specificity. Lexical accuracy is poor. Correct answers are marked. Only 4 answer options are included.

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		the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-The test contains 15 questions. It was submitted late. The content lacks depth. Questions are unclearly, incorrectly, and unspecifically formulated. Only 4 answer options are included. -The test contains 12 questions. It was submitted late. The content lacks substance. The questions are unclearly, incorrectly, and unspecifically formulated. Only 3 answer options are provided. The test includes confusing answer options such as "all answers are correct", "none of the above", etc. Some questions do not match the topic -The test contains 12 questions. It was submitted late. The content lacks depth. The questions are unclearly and unspecifically formulated. Not all correct answers are properly marked.
		Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-The test contains only 10 questions. The test is poorly constructed. Questions are unclearly phrased, answer options are inconsistent, no answer key is provided. Submitted late. -The test was not completed.
3	Formulation of clinical case-based questions	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The student actively and independently created 10 or more clinical case scenarios, demonstrated original thinking, showed deep knowledge of the subject, and incorporated scientific findings from related disciplines. -The student created 9–10 clinical case scenarios of high quality, made minor errors which were corrected independently, and used scientific terminology appropriately.

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		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	The student created 7–9 clinical case scenarios, actively participated in the work, made minor inaccuracies, which were corrected independently. -The student created 6–8 clinical case scenarios with minimal assistance, made errors that required correction, and used scientific terms with some difficulty. -The student created 5–6 clinical case scenarios with partial engagement, made recurring errors, and required significant help from the instructor.. -The student created 4–5 clinical case scenarios with assistance, made errors that were corrected under teacher supervision.
		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-The student created 2–3 clinical case scenarios, was passive, made major errors and inaccuracies, and had difficulty organizing the material. -The student created 1–2 clinical case scenarios with significant assistance, did not always correct errors, and showed low engagement. -The student created fewer than 1 clinical case scenario, was passive, and made numerous mistakes. -The student was unable to independently develop clinical case scenarios, required extensive support from the instructor, and made systematic errors.
		Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-The student did not participate in the development of clinical case scenarios, made major errors and inaccuracies, and failed to use scientific terminology. -No participation in the development of clinical case scenarios; responses were missing or did not meet the requirements.

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5	Clinical skills practice	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The student demonstrates full mastery of the methodology for performing practical skills, executing precise, safe, and sequential actions. Applies knowledge confidently in practice. All stages are completed without error. -The student generally masters practical skills and techniques, makes minor inaccuracies that do not affect patient safety. Shows good preparation and navigates the procedure algorithm appropriately.
		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-Knowledge of the methodology is partially unstable. Errors are occasional, and the student is able to recognize and correct them. Patient care is provided at an acceptable level. -Performs practical skills with some errors in the procedure algorithm. Requires minimal assistance from the instructor. Actions are generally safe. -Displays partial uncertainty in actions and inaccuracies in key stages. The methodology is not fully mastered. Errors in patient care are corrected with instruction. -The student's knowledge of the methodology is insufficiently accurate, and actions are performed with noticeable errors. Patient care skills are at a moderate level, with possible technical violations.
		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-Only knows the basic steps of the methodology. Performs skills with major errors requiring instructor intervention. Demonstrates a superficial understanding of procedures. -Shows significant uncertainty and inaccuracies at every stage, with disrupted logical sequence of actions. No stable algorithm present. -Frequently loses track during execution. Understanding of the methodology is fragmented. Patient care skills are applied inconsistently. -Performs skills with numerous errors and requires constant supervision. Patient safety may be compromised.

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		Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-The student does not possess the methodology. Practical actions do not meet standards. Patient care skills are not formed. Retake may be required. -Complete lack of understanding of the methodology. Actions are inadequate and unsafe. Patient care skills are absent. Full retraining is necessary..

Checklist for midterm control

Form of control		Grade	Evaluation criteria
1	Demonstration of practical skills	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The learner independently and confidently demonstrated 10 or more practical skills, clearly knows the methodology, performs actions sequentially, accurately, and without errors, uses medical terminology, and possesses a high level of patient care technique. -The learner demonstrated 9–10 practical skills with high accuracy, made minor mistakes which were corrected independently, used correct terminology, and showed confident mastery of patient care techniques.
		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-The learner demonstrated 7–8 practical skills; actions were generally correct but included some minor errors, uses scientific terminology with some difficulty, and requires minimal assistance. -The learner demonstrated 6–7 practical skills, made small mistakes, has learned the methodology but actions are not always confident, and needs clarification and support from the instructor. -The learner demonstrated 5–6 practical skills, often requires help, makes repeated errors, uses terminology incompletely or incorrectly, and lacks confidence in actions. -The learner demonstrated 4–5 practical skills, performance is partially correct but requires constant supervision from the instructor, and patient care skills are

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			insufficiently mastered.
		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-The learner demonstrated 2–3 practical skills, makes significant errors, struggles to follow the methodology, actions are inconsistent, and patient care is performed with serious violations. -The learner demonstrated 1–2 practical skills, performance is uncertain, requires constant prompts, makes systematic errors, and has a weak grasp of the methodology. -The learner demonstrated 1 practical skill, requires step-by-step instructions, makes significant errors, and patient care does not meet basic requirements. -The learner could not independently demonstrate even one practical skill without substantial assistance; actions are chaotic, and the methodology is not understood.
		Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-The learner cannot demonstrate practical skills even with help, does not know the methodology, makes critical errors, and performs patient care incorrectly or refuses to perform it. -The learner completely lacks practical skills, does not know the methodology, makes no attempt to perform the task, and is unable to demonstrate skills even with support.
2	Written test based on question tickets	**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The student made no mistakes or inaccuracies during the written response, demonstrates a confident understanding of theories, concepts, and approaches within the discipline, is capable of providing critical evaluation of the studied material, uses scientific terminology accurately and appropriately, and demonstrates a high level of independence. -The written response is mostly error-free, with occasional wording inaccuracies; the student possesses solid theoretical knowledge, demonstrates understanding of concepts, and attempts critical analysis.

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		Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-The written response is generally correct, although there are significant errors that the student was able to identify and correct independently; demonstrates understanding of the structure of the material, though partial support from the instructor is required. -The student writes the answers with errors but shows a basic understanding of the material; errors are corrected with prompts, terminology is used inconsistently, and support is needed. -The student makes several mistakes, navigates the material with the help of the instructor, uses a limited number of concepts, and shows average proficiency with theoretical material. -The written answer contains numerous inaccuracies and incomplete judgments; the student relies solely on materials provided by the instructor without additional study, struggles to systematize knowledge, and applies terminology inconsistently.
		Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory** corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	The written response is fragmented, shows a lack of understanding of key issues, weak material systematization, and superficial explanations.. -The student writes the response with errors, demonstrates limited knowledge of the material, rarely uses scientific terminology, and requires constant assistance from the instructor. -The student writes the response with errors, demonstrates limited knowledge of the material, rarely uses scientific terminology, and requires constant assistance from the instructor. -The written response is incomplete, contains serious logical and terminological errors, lacks understanding of the structure of the material, and shows no independent reasoning.

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			Unsatisfactory Corresponds to points FX (0,5; 25-49%) **Unsatisfactory** Corresponds to points F(0; 0-24%)	-The student makes fundamental errors in the written response, shows no command of the topic, has not studied the core literature, cannot use scientific terminology, and provides logically and stylistically weak answers. -Complete lack of understanding of the topic, absence of logic, terminology, and argumentation; the student is unable to answer even with the help of the instructor.
3	**Testing**		**Excellent** corresponds to points: A (4,0; 95-100%) **Excellent** corresponds to points: A- (3,67; 90-94%)	-The student demonstrates excellent command of the material, shows deep understanding, and is able to apply knowledge in non-standard situations. Number of correct answers: 48–50. -The material has been almost fully mastered; minor errors do not distort the overall understanding of the topic. Number of correct answers: 45-47.
			Good corresponds to points: B+ (3,33; 85-89%); **Good** corresponds to points:: B (3,0; 80-84%); **Good** corresponds to points: B- (2,67; 75-79%) **Good** corresponds to points: C+ (2,33; 70-74%);	-Knowledge is fairly solid, with a few isolated mistakes that do not hinder further learning. Number of correct answers: 43-44. -The student confidently knows the material but may struggle to generalize and analyze it. Number of correct answers: 40-42. -The core material has been mastered, but there are inaccuracies when solving problems. Number of correct answers: 38-39. -Knowledge is at a basic level, mistakes are made, but there is an understanding of key topics. Number of correct answers: 35-37.
			Satisfactory corresponds to the points: C (2,0; 65-69%); **Satisfactory** corresponds to the points: C- (1,67; 60-64%); **Satisfactory**	Minimum level of material mastery. It is recommended to review certain topics. Number of correct answers: 33-34. -Understanding of the material is superficial; further review is required. Number of correct answers: 30-32. -The material has been mastered at a threshold level; knowledge is limited. Number of correct answers: 28-29.

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		corresponds to the points: D+ (1,33; 55-59%) **Satisfactory** corresponds to the points: D (1,0: 50-54%)	-The lowest passing level; training needs adjustment. Number of correct answers: 25-27.
		Unsatisfactory Corresponds to points FX (0,5; 25-49%)	-The material has not been mastered. Retake and re-study of the topics are required. Number of correct answers: 13-24.
		Unsatisfactory Corresponds to points F(0; 0-24%)	Knowledge is absent or extremely fragmented. Reassessment is required. Number of correct answers: 0–12.

Multi-point system of knowledge assessment

Letter Grading	Digital equivalent of points	Percentage content	Traditional system assessment
A	4,0	95-100	Great
A -	3,67	90-94	
B +	3,33	85-89	Fine
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	
C	2,0	65-69	Satisfactorily
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

11.	**Educational resources**
Electronic resources:	1. Электронная библиотека ЮКМА - https://e-lib.skma.edu.kz/genres 2. Республиканская межвузовская электронная библиотека (РМЭБ) – http://rmebrk.kz/ 3. Цифровая библиотека «Aknurpress» - https://www.aknurpress.kz/ 4. Электронная библиотека «Эпиграф» - http://www.elib.kz/ 5. Эпиграф - портал мультимедийных учебников https://mbook.kz/ru/index/ 6. ЭБС IPR SMART https://www.iprbookshop.ru/auth 7. информационно-правовая система «Заң» - https://zan.kz/ru 8. Medline Ultimate EBSCO 9. eBook Medical Collection EBSCO 10. Scopus - https://www.scopus.com/
Electronic textbooks	1. Первичная медико –**санитарная** помощь как приоритет в системе здравоохранения [Электронный ресурс] : лекционный комплекс / ЮКГФА. Кафедра: "Общественное здравоохранение - 1". -

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Special programs	
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12. Discipline Policy

1. Active participation in the educational process.
2. In case of lack of activity and failure to complete the task, punitive measures are applied and the score for the practical lesson is reduced.
3. Have an idea of the topic of the upcoming lecture, be prepared for feedback during the lecture.
4. Be able to work in a team.
5. Mandatory implementation of SRO at the established time according to the schedule.
6. Passing the final examination within the set time.
7. Active participation of students in research work and in departmental events to improve the educational and methodological process.
8. Observe safety precautions in the classroom;
9. Midterm assessment of students' knowledge is conducted at least twice during one academic period on 8/15 weeks (days) of theoretical training with the results of midterm assessments recorded in the academic progress log and electronic journal taking into account penalty points for missing lectures (lecture absences in the form of penalty points are subtracted from midterm assessment grades). The penalty point for missing 1 lecture is 2.0 points, subtracted from the midterm assessment. A student who fails to appear for midterm assessment without a valid reason is not allowed to take the exam in the discipline. The

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results of midterm assessment are submitted to the dean's office in the form of a report before the end of the assessment week.

10.　　　The SRO assessment is given at SRO classes according to the schedule in the academic progress log and the electronic log, taking into account penalty points for missing SRO classes (missing SRO classes in the form of penalty points is subtracted from the SRO assessments). The penalty point for missing 1 SRO class is 2.0 points.

11.　　　The exam admission rating is based on the average score of lectures, practical classes, self-regulatory work, and midterm assessment.

12.　　　A student who does not achieve a passing score (50%) in one of the types of tests (current test, midterm test No. 1 and/or No. 2) is not admitted to the exam in the discipline.

13.In case of failure to submit the SRO on time, the student receives 0 points.

13.	**Academic policy based on moral and ethical values of JSC "SKMA"**
	Academic Policy. 4-v. Student Honor Code
	P.12. Grading Policy

Final assessment – students who have fully mastered the course program and have received an admission rating

are admitted to the exam . The final assessment is calculated automatically based on the average assessment of the current assessment, the average assessment of the interim assessments, and the assessment of the final assessment:

Admission rating (60%) = average assessment of the interim assessments (20%) + average assessment of the current assessment (40%)

Average assessment of the interim assessments = MC 1 + MC2 / 2

Average assessment of the current assessment = the arithmetic mean of the current assessments, taking into account the average assessment according to the SIW and penalty points.

Final grade (100%) =MCsr x 0.2 + CSsr x 0.4 + IK x 0.4

Final grade (100%) = Admission rating (60%) + Final control (40%)

Example of calculating the final grade of a student:

Penalty points:

For example, a student missed 2 lectures = 1.0 x 2 = 2.0 points

For a missed class 1 SIW = 2.0

points MC 1 – 80 points

MC 2 – 90 points

MCsr = $\underline{(80-2)+90}$ = 84 points
　　　　　2

Average arithmetic grade of the current control (practical and laboratory classes) – 80 points

SIW 1 – 75 points

SIW 2 – 85 points

SIW N … – number of SROs

Average grade for SIW= 75 + 85 + N… = 80 points
　　　　　　　　　　　2 + N…

Average current grade taking into account SRO and penalty points:

TKSR * = $\underline{CSSR + SIWSR - KSR}$ = $\underline{80 + (80 – 2.0)}$ = $\underline{158}$ = 79.0
　　　　　　2　　　　　　　　　　2　　　　　　2

Admission rating (60%) = RKSR x 0.2 + TKSR x 0.4 = 84 x 0.2 + 79.0×0.4 =

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16.8+31.6=48.4 points

Final control (40%), for example, the student answered 45 questions correctly out of 50 (90%),

90 x 0.4 = 36 points

Final score (100%) =

1) RD (60%) + IK (40%) = 48.4 + 36 = 84.4 points

2) RKsr x 0.2 + TKsr x 0.4 + IK x 0.4 = 84.0 x 0.2 + 79.0 x 0.4 + 90x0.4 = 16.8 + 31.6 + 36 = 84.4 points

MCsp – average grade of midterm controls

CSsp – average grade of current control

GFC – grade of final control

MC 1 – midterm control 1

MC 2 – midterm control 2

AR – admission rating

TKCp * – average current grade taking into account SIW and penalty points

Klek – coefficient of missing the 1st lecture

Ksro – coefficient of missing the 1st SIW

14. Approval and revision

Date of agreement with the Library and Information Center	Protocol No. 7 25.06.25	Full name on the head of the BIC Darbicheva R.I.	
Date of approval at the department	Protocol No. 12. 27.06.25	Head of the Department, PhD, Acting Associate Professor Zhumadilova A.R.	
Date of approval by the AC of the "Medicine" EP	Protocol No. 6 27.06.21	Full name of the Chairman of the AC EP "Medicine" Ayezkhankyzy D.	