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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY
Director of the Institute of
Preventive Medicine
_____ / Trankovskaya L.V./
"8th" of April 2025

COLLECTION OF ASSESSMENT TOOLS
Б1.В.ДВ.02.01 Medical ecology
of the basic educational program
of Higher Education

Specialty	**31.05.01 General Medicine for international students (in English)** (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system)
Mode of study	**Full-time**
Period of mastering the BEP	**6 years** (nominal length of study)
Institute	of Preventive Medicine

Vladivostok, 2025

1. INTRODUCTION

1.1. Collection of Assessment Tools is a document that regulates the format, content, and types of assessment tools for continuous assessment, interim examination and final (state final) examination, and graded criteria for each type of assessment tools.

1.2. Assessment tools allows to evaluate the development of universal, general professional, and professional competencies (UCs, GPCs and PCs respectively) outlined in Federal State Educational Standard of Higher Education and defined in the basic educational program of higher education for the specialty 31.05.01 General Medicine for international students (in English), profile 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system).

(BEP HE for the 31.05.01 General Medicine for international students (in English) specialty, section 3 Learning Outcomes Requirements of the Basic Educational Program of Higher Education)

2. DOCUMENT BODY

2.1. Types of Assessment, Formats of Assessment Tools

No.	Types of assessment	Assessment Tools Format
1	**Continuous assessment**	**Tests**
		Interview Questions
2	**Interim assessment**	**Interview Questions**

3. The contents of assessment tools for continuous and interim examination are prepared by the teacher of the course

Test questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine for international students (in English)
C	UC-8	Is able to create and maintain safe living conditions and workplace while preserving the natural environment and ensuring sustainable societal development, including under the danger and occurrence of emergencies or military conflicts
F	A/05.7	Implementation of disease prevention measures for the adult population groups based on age and health status, as well as health and hygiene education of the population and monitoring their effectiveness
I		**ANSWER LEVEL 1 TEST QUESTIONS (ONE CORRECT ANSWER)**
		01. The destruction of the ozone layer leads to an increase in diseases of the 1. gastrointestinal tract +2. skin 3. respiratory organs **02. Hard drinking water is one of the etiological factors in the development of** 1. water-nitrate methemoglobinemia +2. urolithiasis 3. fluorosis

		03. Which indicators of drinking water quality are organoleptic? 1. taste, temperature 2. taste, temperature, oxidizability +3. taste, color, transparency **04. The leading factor in the pathogenesis of fluorosis is** 1. disturbance of water-salt balance 2. acid-base balance +3. phosphorus-calcium metabolism **05. Seasons favorable for observing atmospheric air pollution can be characterized as** 1. warm period of the year, on days with an average daily temperature not differing from the maximum by more than 5°C 2. cold period of the year, on days with an average daily temperature not differing from the minimum by more than 5°C +3 independent of the period of the year and temperature **06. Natural geochemical provinces play a leading role in the occurrence of** 1. epidemic diseases 2. +endemic diseases 3. pandemic diseases **07 Silicosis is a** 1. dust lung disease caused by inhalation of coal dust 2. dust lung disease caused by inhalation of fine-grained dust +3. pneumoconiosis caused by inhalation of quartz dust containing free silicon dioxide **08 Biologically hazardous zone of base stations or substations of cellular communications is** 1. zone corresponding to the size of the induction zone (near zone) around the source of EMF 2. zone corresponding to the size of the wave zone (radiation zone) around the source of EMF +3. zone with increased levels of EMF parameters **09 EMF protection screens must contain** 1. uviol glass elements +2. metallic inclusions 3. ion-exchange resin inclusions **10 Organizational measures for protection against EMF in the radio frequency range include** 1. shielding 2. rational placement of equipment 3. +selection of rational operating modes of installations – sources of EMF 4. absorption of EMF power
		ANSWER LEVEL 2 TEST QUESTIONS (MULTIPLE CORRECT ANSWERS)

		01 The rigid constants of the body, in the regulation of which water plays a significant role, include 1. + osmotic pressure in the blood 2. body temperature 3. + acid-base balance in the body 4. metabolic rate in the body **02 The negative consequences of the winter monsoon on the body include** 1. +spread of diseases associated with hypothermia 2. decrease in natural immunity 3. disruption of cellular and tissue respiration 4. +development of reactive states **03 Chemical activity of dust depends on** 1. silicon dioxide content (SiO_2) 2. + degree of dispersion 3. + total surface area of dust particles 4. crystal lattice structure **04 The features of ultrasonic vibrations in comparison with sound vibrations include** 1. more intensively propagated in air 2. +causes the phenomenon of acoustic cavitation in solid and liquid (mainly) media 3. +practically do not propagate in air 4. do not propagate in solid and liquid media **05 Excessive fluoride content in drinking water is associated with the spread of** 1. + acid-base imbalance 2. + fluorosis 3. caries 4. kidney stone disease **06 Factors that shape and characterize climate include** 1. +geographical latitude, which determines the influx of solar radiation 2. the state of solar activity at a given time 3. air temperature at a given time in a given area 4. +proximity to seas and oceans **07 Summer monsoon is characterized by** 1. high atmospheric pressure 2. +high air humidity 3. +low atmospheric pressure 4. high level of solar radiation **08 Winter monsoon is characterized by** 1. +low air humidity 2. low atmospheric pressure 3. +low precipitation 4. low solar radiation

		09 The negative consequences of the summer monsoon on the body include 1. +decreased natural immunity 2. +disruption of cellular and tissue respiration 3. development of reactive states 4. increased level of heat loss through sweat evaporation **10 The negative consequences of the winter monsoon on the body include** 1. +spread of diseases associated with hypothermia 2. decrease in natural immunity 3. disruption of cellular and tissue respiration 4. +development of reactive states

Assessment criteria
"Very good" – over 80% correct answers of questions of every level
"Good" – 70-79% correct answers of questions of every level
"Satisfactory" – 55-69% correct answers of questions of every level
"Unsatisfactory" – less than 55% correct answers of questions of every level

Interview questions

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.01	General Medicine for international students (in English)
C	UC-8	Is able to create and maintain safe living conditions and workplace while preserving the natural environment and ensuring sustainable societal development, including under the danger and occurrence of emergencies or military conflicts
F	A/05.7	Implementation of disease prevention measures for the adult population groups based on age and health status, as well as health and hygiene education of the population and monitoring their effectiveness
I		**ANSWER THE QUESTIONS** 01. Ecological risk factors for the occurrence of urolithiasis and fluorosis in humans. Preventive measures at the individual and population levels. 02. Ecological risk factors for the occurrence of ischemic heart disease and acute myocardial infarction in humans. Preventive measures at the individual and population levels. 03. Ecological risk factors for the occurrence of brain diseases and reproductive system disorders. Preventive measures at the individual and population levels. 04. Ecological risk factors for the occurrence of bronchial asthma in humans. Preventive measures at the individual and population levels. 05. Ecological risk factors for the occurrence of bronchitis, pneumonia, and lung cancer in humans. Preventive measures at the individual and population levels. 06. Ecological risk factors for the occurrence of type 2 diabetes mellitus in humans. Preventive measures at the individual and population levels. 07. Ecological risk factors for the occurrence of obesity in humans during childhood. Preventive measures at the individual and population levels. 08. Ecological risk factors for the occurrence of iron deficiency anemias in adolescence and adulthood. Preventive measures at the individual and population levels. 09. Ecological risk factors for the occurrence of rheumatism in humans.

		Preventive measures at the individual and population levels. 10. Ecological risk factors for the occurrence of non-infectious enteritis and colitis in humans. Preventive measures at the individual and population levels. 11. Ecological risk factors for the occurrence of dysmetabolic nephropathies in childhood. Preventive measures at the individual and population levels. 12. Ecological risk factors for the occurrence of osteoporosis in humans. Preventive measures at the individual and population levels. 13. Ecological risk factors for the occurrence of atopic dermatitis in humans. Preventive measures at the individual and population levels. 14. Ecological risk factors for the occurrence of cholelithiasis in humans. Preventive measures at the individual and population levels. 15. Ecological risk factors for the occurrence of pharyngitis and sinusitis in humans. Preventive measures at the individual and population levels. 16. Ecological risk factors for blood clotting disorders in humans. Preventive measures at the individual and population levels.

Assessment criteria

"Very good" grade is given to a student who possesses knowledge of the subject in full scope outlined in the curriculum, has a sufficiently deep insight into the subject; is able to answer all questions clearly, exhaustively, and with no outside help; structures their answers logically, with emphasis on the most important information; is able to analyze, compare, classify, summarize, refine, and structure the course content, giving particular attention to cause-and-effect relationships.

"Good" is given to a student whose knowledge of the subject is almost in full scope outlined in the curriculum (gaps are only present in the knowledge of some especially complex aspects); is able to answer questions exhaustively with little to no outside help; does not always put emphasis on the most important information, but does not make significant mistakes.

"Satisfactory" is given to a student who possesses the bulk of knowledge on the subject; has difficulties answering questions with no outside help, uses imprecise wording; makes mistakes in substantial number of their answers.

"Unsatisfactory" is given to a student who does not have the mandatory minimum of knowledge on the subject, is not able to give an answer even with additional guiding questions.

4. Assessment criteria for learning outcomes

"Pass" is given to a student who has shown a sufficiently strong knowledge of the basic concepts of the subject; is able to complete specific practical tasks outlined in the program with no outside help, use recommended reference material, and correctly evaluate the results.

"Fail" is given to a student who has significant gaps in knowledge of the basic concepts of the subject, is not able reach the correct solution to a specific practical task outlined in the curriculum even with outside help.