

REVIEW

of the Assessment Tools Fund (ATF) for the disciplines **“Propaedeutics of Internal Diseases”, “Faculty Therapy”, “Hospital Therapy”**

The Assessment Tools Fund (ATF) for the disciplines “Propaedeutics of Internal Diseases”, “Faculty Therapy”, and “Hospital Therapy” has been developed in accordance with the requirements of the State Educational Standard of Higher Professional Education and the approved working curricula of the disciplines. The ATF is aimed at ensuring an objective assessment of the level of formation of professional competencies of students enrolled in the specialty “General Medicine”.

The presented ATF covers all major sections of the studied disciplines and includes a variety of forms and methods of knowledge assessment, such as multiple-choice tests (MCQ/MSQ), clinical case-based (situational) tasks, questions for oral assessment, assignments for independent student work, as well as assessment materials for ongoing, interim, and final control. The content of the assessment tools is logically structured, corresponds to the thematic plans of the disciplines, and matches the level of students’ training.

The ATF for Propaedeutics of Internal Diseases is focused on the development of basic clinical skills, including the ability to collect complaints and medical history, perform physical examination of patients, and interpret key symptoms and clinical syndromes. In turn, the ATF for Faculty Therapy and Hospital Therapy is aimed at developing clinical thinking, differential diagnostic skills, justification of preliminary and clinical diagnoses, as well as the selection of appropriate diagnostic and therapeutic strategies.

The assessment materials are characterized by an adequate level of complexity, practical orientation, and compliance with modern requirements of clinical medical education. The wording of the tasks is clear and unambiguous, ensuring objectivity in the assessment of learning outcomes. The criteria for evaluating students’ knowledge and skills are generally well defined, which contributes to transparency and reproducibility of assessment results.

Comments and Recommendations

1. In several sections of the ATF, it would be advisable to expand the range of practice-oriented assessment tools (OSCE elements, clinical skills checklists) in order to provide a more detailed evaluation of students’ practical competencies.
2. It is recommended to supplement the bank of situational tasks with interdisciplinary clinical cases that reflect continuity between propaedeutics, faculty therapy, and hospital therapy.
3. In order to further enhance the objectivity of assessment, it appears appropriate to clarify and unify the grading scales for certain types of independent and practical student work.

The above comments are of a recommendatory nature and do not diminish the overall high methodological level of the presented Assessment Tools Fund.

Conclusion:

The Assessment Tools Fund for the disciplines “Propaedeutics of Internal Diseases”, “Faculty Therapy”, and “Hospital Therapy” has been developed at a high methodological level, complies with the requirements of educational standards, and may be recommended for use in the educational process of the medical faculty.

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