**Ivane Javakhishvili Tbilisi State University**

**Faculty of Medicine**

**Description of the Evaluation Criteria**

**Student Guide**

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| Component - Seminar Activity | **Total point: 20, 25 or 30** |
|  **Each seminar activity can be evaluated with 2, 3, 4 or 5 points** |
| Seminar activity involves active participation in the discussion of the topic, answering questions, freely discussing the specific topics, and demonstrating knowledge gained through independent work. If student activity is assessed by 5-point scale, the score is defined as follows:* **5 points:** the response is complete; the topic is narrated precisely and comprehensively;
* **4 points:** the response is complete but shortened; there is no essential mistake;
* **3 points:** the response is incomplete; the topic is narrated with moderate sufficiency; few mistakes are noted;
* **2 points:** the response is incomplete; the topic is narrated partially; several essential mistakes are noted;
* **1 point:** the response is scant, no terminology is used or is irrelevant, the response is essentially erroneous, only separate fragments are given about the topic;
* **0 point:** the response about topic is totally irrelevant or absent.

In case of using 2-, 3- or 4-point scale for evaluation of each seminar activity, the score is defined by modifying the 5-point scale on a proportional basis.In order to get the final score for the seminar activity, the average score of each student's survey (the sum of his / her points divided by the number of Seminars) is multiplied by corresponding coefficient. |

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| Component - Midterm Examination |
| **2.1** |  **MCQ Test - total score** | **20** |
| The Midterm exam is combined and may include:* MCQ Tests
* Open-ended questions
* Essay
* Clinical cases

Each test is evaluated with a maximum of 0.5 pointsEach open-ended question can be graded between 0.5-2 points depending on the difficulty.The examination components are determined by the department in agreement with the Quality Assurance Service. |
| **2.2** | **Total points** | **15** |
| Midterm exam consists of three questions in total. Each question is assigned with 5 points. Points are distributed as follows: * 5 point – Comprehensive answer; the topic is fully described; terminology is preserved; student has excellent knowledge of the material; fluently introduced with basic and supplementary literature; Can cope with simple clinical case;
* 4 point- Comprehensive but short answer; the topic is fully described; terminology is used correctly; student has a good knowledge of the material; fluently introduced with basic literature; Can’t cope with simple clinical case;
* 3 point – the answer is incomplete; the question is tolerable; terminology is less used; student has knowledge with the program material but there are a few mistakes; Can’t cope with simple clinical case;
* 2 point - the answer is incomplete; terminology is incorrect; the answer is explained partially; student has not use basic literature full; there are a few fundamental mistakes; Can’t cope with simple clinical case;
* 1 point - the answer is incomplete; terminology is not used or is incorrect; the answer is not correct. There are explained only a few fragments of the topic;
* 0 point – the answer is not corresponding to the question or is not explained at all.
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| Component - Presentation |
| **3.1** |  **Total points** | **20** |
| Includes the making presentation with the following assessment components:* Contextual aspects of the presentation - 5 points;
* Presentation format, visual illustration of the presentation, ability to get audience interested and engaged in the discussion – maximum 5 points
* Communication with the audience – maximum 5 points
* Following the regalement – maximum 3 points
* Ability to answer the questions - maximum 2 points
 |
| **3.2** | **Total points** | **10** |
| Includes the making presentation with the following assessment components:* Understanding of the presented material – maximum 4 points
* Ability to get audience interested and engaged in the discussion – maximum 2 points
* Presentation style, communication with the audience – maximum 2 points
* Following the regalement – maximum 2 points.
 |
| **3.3** | **Total points** | 5 |
| Includes the making presentation with the following assessment components:* Understanding of the presented material – maximum 4 points;
* Ability to get audience interested and engaged in the discussion – maximum 2 point;
* Presentation style, communication with the audience – maximum 2 point;
* The visual styling of the presentation – maximum 1 point;
* Following the regalement – maximum 1 point.
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| Component – Writing Abstract and presentation |
|  **Writing abstract - total score** | **5** |
| The preparation of the abstract is evaluated by 5 points and the presentation is assessed with 10 points. See the presentation evaluation components in the relevant table. The evaluation of the abstract is as follows:* Relevance to the research topic - maximum 1 point
* Focus on key issues - maximum 1 point
* Problem assessment and analysis - maximum 1 point
* Summary - maximum 1 point
* Literature Review - maximum 0.5 points
* Structure and style of the abstract, sequence and arrangement - maximum 0.5 points
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| Component – Essay |
|  **Writing abstract - total score** | **5** |
| It involves writing an essay.* The topic of the essay is in accordance to covered material in Environmental lessens. – max 1 point.
* Discussing and identifying key issues – max 1 point
* Evaluate and analyze the problem – max 1 point
* Conclusion/summary – max 1point
* References – 0,5 point
* Essay visualization, structure, writing manner – 0,5 point
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| Component – Patient health history (Medical document) evaluation Criteria |
|  **Total score** | **5** |
| **Patient health history (Medical document) evaluation Criteria (evaluated with a maximum of 5 points)*** 5 points - the history of the disease is well written, all its parts; anamnesis of illness and life, descriptive part of the systems, epicrisis, described in detail, presented logically and clearly, the terminology is correct.
* 4 points — The history of illness is more or less well written, some parts of it; The anamnesis of illness and life, the descriptive part of the systems, the epicrisis, is not described in detail, but in the end, it is clearly conveyed, the terminology is largely correct.
* 3 points - the history of the disease is partially written satisfactorily, some parts of it; Anamnesis of illness and life, descriptive part of systems, epicrisis, not described in detail and clearly conveyed, terminology partially correct.
* 2 points - the history of the disease is faulty, a large part of it; Anamnesis of illness and life, descriptive part of systems, epicrisis, not described in detail and clearly conveyed, terminology is flawed.
* 1 point — history of illness is deficient, most of it; Anamnesis of illness and life, descriptive part of systems, epicrisis, not described and clearly conveyed, terminology is flawed.
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| Component – Clinical case evaluation Criteria |
|  **Total score** | **2.5** |
| Maximum evaluation is 2.5 points, which is distributed in the following components:

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| --- | --- | --- |
| **1** | **1 point** - the answer (diagnosis) is correct | Answer (diagnosis) is incorrect - **0 points** |
| **2** | **0.5 points** - demonstrate deep knowledge about the issue (answers questions thoroughly) | **0.5 points** - correctly discusses and analyzes the facts |
| **3** | **0.5 points** - correctly discusses and critically analyzes the facts | Unable to reason about facts, has difficulty analyzing -**0 points** |
| **4** | **0.5 points** - argumentatively substantiates the answer (correctly conducts differential diagnosis) | Cannot substantiate the answer (can not make a differential diagnosis - **0 points** |

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| Component - Final Exam |
| **8.1** |  **MCQ Test Exam - Total score** | **40** |
| The final exam is evaluated with 40 points. The final exam is combined and may include:* MCQ Tests
* Open-ended questions
* Essay
* Clinical cases
* Written assignment
* Oral exam component

Each test is evaluated with a maximum of 0.5 pointsEach open-ended question can be graded between 0.5-2 points depending on the difficulty.The final exam is considered passed if the student got more than 24 ponts.The examination components are determined by the department in agreement with the Quality Assurance Service. |
| **8.2** | **Written exam - total score** | **40** |
| The exam contains 5 points. The criteria for the written exam are: * 5 pts. - The answer is complete; The issue is conveyed accurately and comprehensively; The student knows the material thoroughly, deeply and thoroughly has utilized both main and additional literature.
* 4 pts. - The answer is complete, but limited; Correct terminology, issue is comprehensive, but some details are missing; Student has mastered the basic literature.
* 3 pts. - The answer is incomplete; The issue is satisfactorily explained; The terminology is insufficient; The student owns the program material, but makes a few mistakes.
* 2 pts. - The answer is incomplete; The terminology is incorrect; The material set out in part; The student has not sufficiently mastered the literature; Marked a fundamental mistake.
* 1 pts. - The answer is incomplete; The terminology is incorrect; The material does not consist of explanation;
* 0 pts. - The answer is not present or it is not corresponding the question.
 |
| **8.3** | **Combined Exam - total score** | **40** |
| The final exam question card contains 2 topics (10 points each), 10 open questions (1 point each) and 10 multiple-choice tests (1 point each). Assessment criteria of general topic:* 10-9 points: the answer is complete. The topic is covered in a relevant and comprehensive way. Specific terms are used in a relevant way. The student possesses good knowledge of the studied topic and has mastered the required and suggested readings and materials.
* 8-6 points: the answer is complete but somewhat short. Specific terms are used in a relevant way. No major mistakes found. The student possesses good knowledge of the studied topic and has mastered the required readings and materials.
* 5-3 points: the answer is incomplete. The topic is covered in a satisfactory manner. Usage of specific terms is erroneous. The student possesses some knowledge of the studied topic, Several essential mistakes are found.
* 2-1 points: the answer has flaws, contains only some fragments of corresponding material. Specific terminology is not used or is used incorrectly.
* 0 point: the answer is irrelevant or is not given at all.
 |

# Component - Student Professional Behavior Assessment (for I-III year students)

Professional Behaviors are attributes or characteristics that are not explicitly part of the profession’s core of knowledge and technical skills, but are nevertheless required for the success of the profession. The professional behaviors are deemed critical for professional growth and development in physical therapy education and practice.

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| **Generic Ability** | **Student Professional Behavior Assessment** | **Max. 5 points** |
| **Professional Behaviors** | **Unacceptable****(0 point)** | **Needs Improvement (0. 5 point)** | **Acceptable****(0.75 point)** | **Outstanding****(1.0 point)** | **Points** |
| **Commitment to****learning** | The student doesn’t have the ability to assess the capabilities of their own skills, can’t identify own needs for learning, can’t find the ways and sources to fill them | The student is only occasionally aware of the capabilities of their own skills, rarely identifies own needs for learning, can’t find the ways and sources to fill them | The student is almost always aware of the capabilities of their own skills, identifies his/her own needs for learning, finds the ways and sources to fill them | The student is always aware of the capabilities of their own skills, identifies his/her own needs for learning, finds the ways and sources to fill them |  |
| **Effective use of time and resources** | The student doesn’t plans and executes work by rationally redistributing working time, according to deadlines | The student only occasionally plans and executes work by rationally redistributing working time, according to deadlines | The student almost always plans and executes work by rationally redistributing working time, according to deadlines | The student always plans and executes work by rationally redistributing working time, according to deadlines |  |
| **Responsibility** | The student doesn’t take responsibility for the consequences of his/her own actions, for the obligations imposed, and their qualitative fulfillment | The student only occasionally takes responsibility for the consequences of his/her own actions, for the obligations imposed, and their qualitative fulfillment | The student almost always takes responsibility for the consequences of his/her own actions, for the obligations imposed, and their qualitative fulfillment | The student always takes responsibility for the consequences of his/her own actions, for the obligations imposed, and their qualitative fulfillment |  |
| **Communication and Interpersonal Skills** | The student rarely receives and exchanges information through effective communication with lecturers and students, through the protection and respect of personal and professional boundaries. | The student only occasionally receives and exchanges information through effective communication with lecturers and students, through the protection and respect of personal and professional boundaries. | The student almost always able to receive and exchange information through effective communication with lecturers and students, through the protection and respect of personal and professional boundaries | The student is always able to receive and exchange information through effective communication with lecturers and students, through the protection and respect of personal and professional boundaries. |  |
| **Stress****Management** | The student can not identify potential stressors, take appropriate measures to reduce them, and improve personal well-being. | The student only occasionally identifies potential stressors, takes appropriate measures to reduce them, and improves personal well-being. | The student is almost always able to identify potential stressors, take appropriate measures to reduce them, and improve personal well-being. | The student is always able to identify potential stressors, take appropriate measures to reduce them, and improve personal well-being. |  |

Instructor’s comment: -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Student Name, Signature and date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Name, Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Component - Student Professional Behavior Assessment (for IV-VI year students)

**Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Behaviors** | **Unacceptable****(1)** | **Needs Improvement****(2)** | **Acceptable****(3)** | **Outstanding****(4)** | **Total Score** |
| **Grade of Points** | **0.25** | **0.5** | **0.75** | **1** |  |
| **Professional Responsibility** |
| **1. Professional presence** | Student has missed 35% or more of total class time or online discussions and meetings | Student misses classes or is absent from online obligations for reasons unrelated to allowable emergencies such as convenience; and/or student has skipped one class to do work for another class | Student attends all classes or meetings and maintains an online presence except in truly rare or unusual circumstances that are considered excusable by the professor | Student attends all classes or meetings and maintains an online presence at all times |  |
| **2. Reliability** | Student has been late to class or left early from class 3 or more times in a semester; often misses online obligations without explanation; and assignments are often late or missing | Student has occasionally been late to class or left early from class or has missed online obligations, and has late assignments no more than once per semester | Student is on time to class and stays until the end, maintains a consistent online presence and hands in assignments on time except in truly rare or unusual circumstances | Student is always on time and stays until the end of class, hands in assignments on time and reliably maintains an online presence |  |
| **3. Initiative and Reliability: Demonstrates initiative, reliability, and Dependability** | Student rarely takes initiative to plan and complete work in a timely manner and/or student rarely submits assignments on time | Student only occasionally takes initiative to plan and complete work in a timely manner, as a result coming to class minimally prepared | Student almost always takes initiative to plan and complete work in a timely manner and/or almost always submits assignments on time | Student always take initiative to plan and complete work in a timely manner and/or always submits work on time |  |
| **Communication and professional relationships** |
| **1.Communication: Maintains efficient communication with professor**  | Student does not usually contact the instructor to inform of tardiness or absence from class and/or provides no reason for absences | Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting | Student contacts the professor prior to the beginning of class most times (at least 90%) to inform of tardiness or absence. In the very rare instances when this is not done prior, the student contacts the professor immediately after | Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc., except in true emergencies, and then contact the professor immediately thereafter. |  |
| **2. Collegiality: Demonstrates collegiality and collaborative interactions** | Student has not demonstrated collaborative skills in work with others and/or student has poor relationships with classmates or others involved in student learning | Student is reluctant to collaborate with others and/or struggles with maintaining positive relationships | Student almost always works collaboratively with team members and/or student almost always engages positively with others | Student always works collaboratively with team members and/or student always engages positively with others |  |
| **Competence and self-improvement** |
| **1.Demonstrate Self-initiative, reliability and dependability** | Student rarely takes initiative to plan his/her work and complete it in a timely manner. | Student only occasionally takes initiative to plan his/her work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete print written assignment. | Student almost always takes initiative to plan his/her work and complete it in a timely manner. | Student always takes initiative to plan his/her work and complete it in a timely manner. |  |
| **2. Demonstrates evidence of motivation to improve one’s self responds to suggestions and feedback** | Student has not demonstrated that he/she is receptive to suggestions and feedback from instructor and therefore make no effort to adjust the performance accordingly. | Student is only occasionally receptive to suggestions and feedback but he/she does not adjust the performance accordingly. | Student is almost always receptive to suggestions and feedback from instructor and adjusts his/her performance accordingly. | Student is always receptive to suggestions and feedback from instructor and adjusts his/her performance accordingly. |  |
| **3. Self- awareness** |  Student can’t understand the limits of his own abilities and isn’t able to identify gaps in his own knowledge | Student only occasionally understand the limits of his own abilities and rarely is able to identify gaps in his own knowledge | Student almost always understands the limits of his own abilities and is able to identify gaps in his own knowledge | Student always understands the limits of his own abilities and is able to identify gaps in his own knowledge |  |
| **4. Impose a responsibility** | Student isn’t able to realizes the professional commitment to lifelong learning | Student rarely realizes the professional commitment to lifelong learning | Student partially realizes the professional commitment to lifelong learning | Student fully realizes the professional commitment to lifelong learning |  |
| **Ethics of Privacy and Confidentiality** |
| **1.Protecting and respecting patient privacy** | Student doesn’t respect patient’s privacy and confidentiality isn't building a relationship based on trust to improve care | Student only occasionally respects patient’s privacy and confidentiality hardly builds a relationship based on trust to improve care | Student almost always respects patient’s privacy and confidentiality isn't builds a relationship based on trust to improve care | Student always respects patient’s privacy and confidentiality isn't builds a relationship based on trust to improve care |  |
| **2. Respect for values** | Student doesn’t respects the patient's personality, his cultural, spiritual and moral values according to the Georgian Physician Code of Ethics | Student only occasionally respects the patient's personality, his cultural, spiritual and moral values according to the Georgian Physician Code of Ethics | Student almost always respects the patient's personality, his cultural, spiritual and moral values according to the Georgian Physician Code of Ethics | Student always respects the patient's personality, his cultural, spiritual and moral values according to the Georgian Physician Code of Ethics |  |
| **3. Being knowledgeable about the professional conduct policy** | Student is unaware about the professional conduct policy and doesn’t defends dress code | Student is aware about the professional conduct policy, but only occasionally defends it, only occasionally defends dress code | Student is aware about the professional conduct policy, and almost always defends it, almost always defends dress code | Student is aware about the professional conduct policy, and always defends it, always defends dress code |  |
| **Personal Traits** |
| **1.Altruism/Empathy** | Student rarely demonstrates an altruistic and empathetic attitude while caring for patients | Student only occasionally demonstrates an altruistic and empathetic attitude while caring for patients | Student almost always demonstrates an altruistic and empathetic attitude while caring for patients | Student always take initiative to demonstrate an altruistic and empathetic attitude while caring for patients |  |
|  **2.Autonomy** | Student doesn’t respect patient’s autonomy to make a fully informed decision free of coercion or coaxing | Student only occasionally respects patient’s autonomy to make a fully informed decision free of coercion or coaxing | Student almost always respects patient’s autonomy to make a fully informed decision free of coercion or coaxing | Student always respects patient’s autonomy to make a fully informed decision free of coercion or coaxing |  |
| **3. Demonstrate respect and support in relationships** | Student is frequently disrespectful to and non-supportive of classmates, staff, faculty or patients | Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty or patients | Student is almost always respectful and supportive to classmates, staff, faculty and patients | Student is always respectful and supportive to classmates, staff, faculty and patients |  |
| Comments: |
| Rubric Total Score: |  |
| Please list the class(s) in which you taught this student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Typed or digital signature will be accepted)*Please review your scores and the instructor’s comments.**If you have an area where you scored a 1 or 2, please include in your Application Packet a letter expressing how you will improve this area.*Student’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Typed or digital signature will be accepted) |

# Clinical Skills Assessment Form (Propedeutic of Internal Diseases 1)

Student’s Evaluation Paper

Student (Name, Surname) ------------------------------------------

Faculty -------------------------------------------------------------

Course, Group ------------------------------------------

Course Name: **Propedeutic of Internal Diseases 1**

Course Supervisor ------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity**

|  |
| --- |
|  |

 | Number of completed activities  | Score | Signature |
| I | II | III |
| **Taking history** |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Blood pressure measurement** |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Respiratory rate**  |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Heart rate**  |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Temperature measurement** |  |  |  | Max.  |  |
|  |  |  |  |
|  |  |  |  |
| **Final evaluation** |  |  |

2 points are awarded if a student completes activities 3 times.

Course Supervisor Comment:

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Supervisor’s Signature:

Student’s Signature:

# Clinical Skills Assessment Form (Propedeutic of Internal Diseases 2)

Student’s Evaluation Paper

Student (Name, Surname) ------------------------------------------

Faculty -------------------------------------------------------------

Course, Group ------------------------------------------

Course Name: **Propedeutic of Internal Diseases 2**

Course Supervisor ------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity**

|  |
| --- |
|  |

 | Number of completed activities  | Score | Signature |
| I | II | III |
| **Taking history** |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Chest and palpation, percussion** |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Chest auscultation**  |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **abdominal palpation, percussion** |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **ECG interpretation** |  |  |  | Max. 3 |  |
|  |  |  |  |
|  |  |  |  |
| **Final evaluation** |  |  |

2 points are awarded if a student completes activities 3 times(max-15 points)

behavior evalution; 5 points

Total max (20 points);

Course Supervisor Comment::

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Supervisor’s Signature:

Student’s Signature:

# Clinical Skills Assessment Form (Clinical Skills 1)

Student’s Diary

Student (first name, last name) ------------------------------------------

Faculty -------------------------------------------------------------

Course, group ------------------------------------------

Teaching course title: **Cinical Skills 2**

Course supervisor ------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity**

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| --- |
|  |

 | Number of completed activities  | Score | Signature |
| I | II | III |
| **Putting the splint** |  |  |  | Max. 5 |  |
|  |  |  |  |
|  |  |  |  |
| **Putting the Bandage** |  |  |  | Max. 5 |  |
|  |  |  |  |
|  |  |  |  |
| **Demonstrating different ways,****how to stop bleeding**  |  |  |  | Max. 5 |  |
|  |  |  |  |
|  |  |  |  |
| **Putting different kinds of Sutures** |  |  |  | Max. 10 |  |
|  |  |  |  |
|  |  |  |  |
| **Subcutaneous injections on medical mannequin ; intramuscular injections on medical mannequin** |  |  |  | Max. 5 |  |
|  |  |  |  |
|  |  |  |  |
| **Building up blood transfusion system**  |  |  |  | Max. 5 |  |
|  |  |  |  |
|  |  |  |  |
| **Basic skills of holding and using surgical insturements** |  |  |  | Max. 5 |  |
|  |  |  |  |
|  |  |  |  |
| **Final evaluation** |  |  |

Course supervisor’s comments

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Signature of the course supervisor:

# Clinical Skills Assessment Form (Clinical Skills 2)

Student’s Diary

Student (first name, last name) ------------------------------------------

Faculty -------------------------------------------------------------

Course, group ------------------------------------------

Teaching course title: **Cinical Skills 2**

Course supervisor ------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity

|  |
| --- |
|  |

 | Number of Attempts | Score | Signature |
| I | II | III | IV | V |
| **History taking (identification of patient)** |  |  |  |  |  | Max. 5 |  |
| **History taking (assessment of chief complaint(s) by 7 attributes)** |  |  |  |  |  | Max. 5 |  |
| **History taking (past history, social and personal history)** |  |  |  |  |  | Max. 10 |  |
| **HR, RR, body temperature measurement** |  |  |  |  |  | Max 5 |  |
| **BP measurement** |  |  |  |  |  | Max. 10 |  |
| **BLS (on task trainer)** |  |  |  |  |  | Max. 10 |  |
| **Intramuscular injection (on task trainer)** |  |  |  |  |  | Max. 5 |  |
| **Final Assessment** |  |  |

Course supervisor’s comments

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Signature of the course supervisor:

# Clinical Skills Assessment Form (Clinical Skills 3)

Student’s Diary

Student (first name, last name)------------------------------------------

Faculty -------------------------------------------------------------

Course, group ------------------------------------------

Teaching course title: **Cinical Skills 3**

Course supervisor ------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity

|  |
| --- |
|  |

 | Number of Attempts | Score | Signature |
| I | II | III | IV | V |
| **Measurement of the height, weight, waste circumference, calculation of the BMI**  |  |  |  |  |  | Max. 5 |  |
| **Palpation (tactile fremitus, PMI, palpation of the abdomen)**  |  |  |  |  |  | Max. 5 |  |
| **Palpation (Thyroid gland, lymph nodes)** |  |  |  |  |  | Max. 5 |  |
| **Auscultation (lung sounds, heart sounds )**  |  |  |  |  |  | Max 5 |  |
| **ECG (recording and simple interpretation)** |  |  |  |  |  | Max. 5 |  |
| **BLS ( ventilation with Ambu bag)** |  |  |  |  |  | Max. 5 |  |
| **Endotracheal intubation** |  |  |  |  |  | Max.5 |  |
| **Peripheral vein cannulation** |  |  |  |  |  | Max. 5 |  |
| **Urinary catheterization**  |  |  |  |  |  | Max.5 |  |
| **Ophthalmoscopy** |  |  |  |  |  | Max.5 |  |
| **Final Assessment** |  |  |

Course supervisor’s comments

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Signature of the course supervisor:

# Clinical Skills Assessment Form (Clinical Skills 4)

Student’s Diary

Student (first name, last name)------------------------------------------

Faculty -------------------------------------------------------------

Course, group ------------------------------------------

Teaching course title: **Cinical Skills 4**

Course supervisor ------------------------------------

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| --- | --- | --- | --- | --- |
| Activity

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 | Number of Attempts | Score | Signature |
| I | II | III | IV | V |
| **BLS for children and infants**  |  |  |  |  |  | Max. 5 |  |
| **Management of airways ( manual, suction, endotracheal intubation)**  |  |  |  |  |  | Max. 5 |  |
| **Providing Supplementary Oxygen (nasal cannula, face mask, bag-mask ventilation)**  |  |  |  |  |  | Max. 5 |  |
| **First aid in case of bleeding (Bandaging, torniquet) Simple surgical treatment of wounds** |  |  |  |  |  | Max 5 |  |
| **Drug Dosage Calculations**  |  |  |  |  |  | Max. 5 |  |
| **Medical Inhalator**  |  |  |  |  |  | Max. 5 |  |
| **Simple Immobilization Techniques Triangular bandages ,Different types of splints, Cervical collar** |  |  |  |  |  | Max.5 |  |
| **Preparation of IV sets and peripheral vein cannulations** |  |  |  |  |  | Max. 5 |  |
| **Naso/orogastric intubation** **Use of infusomat** |  |  |  |  |  | Max.5 |  |
| **Providing Tracheostomy and Colostomy care** |  |  |  |  |  | Max.5 |  |
| **Final Assessment** |  |  |

Course supervisor’s comments

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Signature of the course supervisor:

# Clinical Skills Assessment Form (Clinical Skills 5)

Student’s Diary

Student (first name, last name) ------------------------------------------

Faculty -------------------------------------------------------------

Course, group ------------------------------------------

Teaching course title: **Cinical Skills 5**

Course supervisor ------------------------------------

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| Activity

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 | Number of Attempts | Score | Signature |
| I | II | III | IV | V |
| **Auscultation (lungs, heart)**  |  |  |  |  |  | Max. 5 |  |
| **Spirometry (techniques, interpretation)** |  |  |  |  |  | Max.10 |  |
| **ECG interpretation (Rhythm disorders)** |  |  |  |  |  | Max. 10 |  |
| **ECG interpretation (Myocardial ischemia, infarction)** |  |  |  |  |  | Max.5 |  |
| **ACLS- CPR, Electrical defibrillation, medical treatment****treatment of the underlying causes, Post-resuscitation treatment** |  |  |  |  |  | Max 10 |  |
| **Cardiac ultrasound interpretation** |  |  |  |  |  | Max. 5 |  |
| **Abdomen ultrasound interpretation** |  |  |  |  |  | Max. 5 |  |
| **Final Assessment** |  |  |

Course supervisor’s comments

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Signature of the course supervisor:

# Clinical Skills Assessment Form (Gynecology)

Student Clinical Diary

Course title: **Gynecology**

Student (first name, surname) ----------------------------------------

Faculty -----------------------------------------

Educational course, group -----------------------------------------

Study period ---------------------------------------------

Department ---------------------------------------------

Supervisor of educational course -----------------------------------------

The student must examine at least 15 patients during the course and keep the data in the form of a portfolio.

Carries out clinical activity under supervision and collects max. 15 points.

The supervisor evaluates the student's professional behavior - Max. With 5 points

Total Max. 20 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Clinic/hospital** | **Patient** | **Number of medical history** | **Performed work** | **Signature of responsible person** |
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|  | **Specific skills of the student** | 1 | 2 | 3 | Points (max 3 points) |
|  | Collecting of anamnesis and history writing |  |  |  |  |
|  | Performing of bimanual examination. Vagina examination by speculum |  |  |  |  |
|  | Read and interpret the results of the examination |  |  |  |  |
|  | Performing of vaginal smear |  |  |  |  |
|  | Assistance on gynecological surgery and/or duty in the clinic |  |  |  |  |

Comments of supervisor of educational course:

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Clinical activity (Maximum 15 points) ----------- Signature of the head of the training course:

Evaluation of professional behavior (Maximum 5 points) ------- Student Signature:

Total (max. 20 points) --------- Date -----------------------------------------

# Clinical Skills Assessment Form (Obstretics)

Student Clinical Diary

Student (first name, surname) ------------------------------------------

Faculty -------------------------------------------------------------

Educational course, group ------------------------------------------

Educational couse name: **Obstretics**

Supervisor of educational course ------------------------------------

The student must examine at least 15 patients during the course and keep the data in the form of a portfolio.

Carries out clinical activity under supervision and collects max. 15 points.

The supervisor evaluates the student's professional behavior - Max. With 5 points

Total Max. 20 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Clinic/hospital** | **Patient** | **Number of medical history** | **Performed work** | **Signature of responsible person** |
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| **N** | **Specific skills of the student** | **1** | **2** | **3** | **Points(max -2)** |
|  | Collecting the pregnant woman's anamnesis data |  |  |  |  |
|  | examination pregnant woman and evaluation of vital functions of pregnant woman. Register all collected records and save a clinical case history |  |  |  |  |
|  | Read and interpret the results of the examination, determine the timing of pregnancy, determine the timing of childbirth. Make a reasoned diagnosis based on the results of the patient's examination |  |  |  |  |
|  | Identify treatment tactics for pregnant women with health problems |  |  |  |  |
|  | Fetal cardiomonitoring |  |  |  |  |
|  | Perform the vaginal examination (by speculum and bimanual), cervical examination |  |  |  |  |
|  | Defining tactics during normal labor |  |  |  |  |
|  | Define tactics and techniques during abnormal labor |  |  |  |  |

Comments of supervisor of educational course:

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Signature of supervisor of educational course ------------------------------------

Signature of student --------------------------------------------------

Date -----------------------------------------

# Clinical Skills Assessment Form (Ophthalmology)

Student Clinical Diary

Student (first name, surname) ------------------------------------------

Faculty -------------------------------------------------------------

Educational course, group ------------------------------------------

Educational couse name: **Ophthalmology**

Supervisor of educational course ------------------------------------

The student must examine at least 15 patients during the course and keep the data in the form of a portfolio.

Carries out clinical activity under supervision and collects max. 15 points.

The supervisor evaluates the student's professional behavior - Max. With 5 points

Total Max. 20 points

|  |  |  |  |  |  |
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| **Date** | **Clinic/hospital** | **Patient** | **Number of medical history** | **Performed work** | **Signature of responsible person** |
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|  | **Specific skills of the student**  | **Number of** |
| 1 | Collection of anamnesis (passport data, basic information), collection of anamnesis, collection of anamnesis from patient family members |  |
| 2 | Assessment of the physical (clinical) status of the patient: visual acuity. IOP, Eye-catching apparatus; Visual examination methods; Eye functions and methods of examination; Eye refraction, refraction abnormalities and correction ways; Eye Disease Clinic and Treatment. objective nerve and periorbital are objective assessment, etc. |  |
| 3. | Plan emergency, preventive measures in special cases |  |
| 4 | Determination and justification of a tentative, preliminary diagnosis. Given the subjective and objective data of the eye |  |
| 5 | Compiling a proper diagnostic research algorithm: A list of clinical laboratory and instrumental studies. |  |
| 6 | Development of a treatment algorithm based on diagnosis and objective data. |  |
| 7 | Production of illness history, either in writing or electronically |  |
| 8 | Admissions to the admissions department |  |
| 9 | Finding and processing interesting literature in difficult and / or substandard cases |  |
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Comments of supervisor of educational course:

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Final evaluation (from 1 to 10 marks) -----------

Signature of supervisor of educational course ------------------------------------

Date -----------------------------------------

# Clinical Skills Assessment Form (Internal Medicine)

Student Clinical Diary

Course title: **Internal Medicine**

Student (first name, surname) ----------------------------------------

Faculty -----------------------------------------

Educational course, group -----------------------------------------

Study period ---------------------------------------------

Department ---------------------------------------------

Supervisor of educational course -----------------------------------------

The student must examine at least 15 patients during the course and keep the data in the form of a portfolio.

Carries out clinical activity under supervision and collects max. 15 points.

The supervisor evaluates the student's professional behavior - Max. With 5 points

Total Max. 20 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Clinic/hospital** | **Patient** | **Number of medical history** | **Performed work** | **Signature of responsible person** |
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| --- | --- | --- | --- | --- | --- |
| **N** | **Specific skills of the student** | **1** | **2** | **3** | **Points (max 3 points)** |
|  | Taking history from patients |  |  |  |  |
|  | Physical Examination |  |  |  |  |
|  | Determine diagnostic tests |  |  |  |  |
|  | Record ECG |  |  |  |  |
|  | Make spyrometry |  |  |  |  |
|  | Interpret obtained data |  |  |  |  |
|  | Make action plan |  |  |  |  |
|  | Give recommendation and advices to patients |  |  |  |  |
|  | Appoint and prescribe medications |  |  |  |  |
|  | Write patient’s history |  |  |  |  |
|  | Night shifts |  |  |  |  |
|  | Perform some simple procedures |  |  |  |  |
|  | Taking history from patients |  |  |  |  |

Comments of supervisor of educational course:

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Clinical activity (Maximum 15 points) -----------

Evaluation of professional behavior (Maximum 5 points) -------

Total (max. 20 points) ---------

Signature of the head of the training course:

Student Signature:

Date -----------------------------------------