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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
Head of the Department
of Foreign Languages
_____ / Rudenko E.E. /
"11th" of April 2025

COLLECTION OF ASSESSMENT TOOLS
Б1.О.03 Foreign language
of the basic educational program
of Higher Education

Specialty	**31.05.03 Dentistry** **for international students (in English)** (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing health care in patients with dental pathology)
Mode of study	**Full-time**
Period of mastering the BEP	**5 years** (nominal length of study)
Department	of Foreign Languages

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 31.05.03 Dentistry for international students (in English), profile 02 "Healthcare" (in the field of providing health care in patients with dental pathology).

(BEP HE for the 31.05.03 Dentistry 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
		Mini-Case Studies
2	**Interim assessment**	**Tests**
		Interview Questions
		Mini-Case Studies

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	31.05.03	Dentistry for international students (in English)
C	UC-1	Is able to analyze of problems critically using system approach and devise a plan of action
C	GPC-13	Is able to achieve objectives of professional activity using information and bibliographic resources, biomedical terminology, as well as information and communication technologies, while observing basic information security procedures
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 'Пульповая камера' is translated into English as + A) pulp chamber B) apical foramen C) compact bone

		D) spongy bone **02 'Альвеолярный отросток' is translated into English as** + A) alveolar process B) apical foramen C) pulp chamber D) spongy bone **03 'Будучи пульпарным по происхождению' is translated into English as** + A) by the origin from the pulp B) apical foramen C) pulp chamber D) spongy bone **04 'Самый длинный корень во всем зубном ряду' is translated into English as** + A) the longest root of the whole dentition B) the deciduous teeth C) the permanent teeth D) the deciduous molars **05 'Коронки характеризуются скошенным режущим краем' is translated into English as** + A) the crowns are characterized by an oblique ridge B) the crowns are characterized by an oblique cusps C) the crowns are characterized by an occlusion D) the crowns are characterized by the mesial edges **06 'Сохранить зубы на всю жизнь' is translated into English as** + A) to retain the teeth for life B) to retain the tooth for life C) to avoid dental disease D) to avoid dental diseases **07 'Государственная стоматологическая служба' is translated into English as** + A) the general dental services B) the pediatric surgery C) oral surgery D) dental services
		ANSWER LEVEL 2 TEST QUESTIONS (MULTIPLE CORRECT ANSWERS)
		08 The doctor listened to patient's ____, his heart sounds were ____ +A) heart B) lung +C) normal D) arm **09 After that the patient took deep ____ in and out while the doctor checked his _____** +A) breaths

B) heart
+C) lungs
D) feet

10 The doctor said that the pain of what we called ____ occurred when there was not enough oxygen delivered to the _____
+A) angina
B) cold
C) throat
+D) heart

11 The doctor advised to check a few tests and some ____ for the ____
A) drug
B) pain
+C) treatment
+D patient

12 The doctor checked patient's ____. It was quite normal, seventy per ____
A) hour
B) drug
+C) pulse
+D) minute

13 The patient first noticed a bad ____ in his _____
A) head
+B) pain
C) treatment
+D) chest

14 The patient also felt a pain in his ____, and tingling in his _____
A) pain
B) tingling
+C) toes
+D) fingers

15 Some congenital heart defects are apparent at ____, whereas others may not be detected until later in _____
A) heart
+B) birth
C) year
+D) life

ANSWER LEVEL 3 TEST QUESTIONS (MATCHING QUESTIONS)

16. Match the following

1) позвоночник	A) the vertebral column
2) форма черепа	B) the form of the skull
3) вентральная часть черепа	C) the spinal column
	D) the ventral part of the skull

Correct answers: 1 – A, C: 2 – B: 3 – D

17. Match the following

1) сердечная мышца	A) heart muscle
2) операция на сердце	B) the operation on the heart
3) гладкая мышца	C) the cardiac muscle
	D) the smooth muscle

Correct answers: 1 – A, C: 2 – B: 3 – D

18. Match the following

1) предсердие	A) the atrium
2) пальцы на нижней конечности	B) the toes in the lower limb
3) пальцы на верхней конечности	C) the auricle
	D) the fingers in the upper limb

Correct answers: 1 – A, C: 2 – B: 3 – D

19. Match the following

1) грудная клетка	A) the chest
2) под непроизвольным контролем	B) under involuntary control
3) с помощью мышц	C) the thorax
	D) by means of muscles

Correct answers: 1 – A, C: 2 – B: 3 – D

20. Match the following

1) эндокринные железы	A) the endocrine glands
2) обогащённая кислородом кровь	B) the well-oxygenated blood
3) восходящая аорта	C) the glands of internal secretion
	D) the ascending aorta

Correct answers: 1 – A, C: 2 – B: 3 – D

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	31.05.03	Dentistry for international students (in English)
C	UC-1	Is able to analyze of problems critically using system approach and devise a plan of action
C	GPC-13	Is able to achieve objectives of professional activity using

		information and bibliographic resources, biomedical terminology, as well as information and communication technologies, while observing basic information security procedures
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 Describe the structure of the skull and cranial bones.** **Correct answer.** The main part of the head and face is called the skull. The skull is composed of twenty-six bones. These bones form two basic parts of the skull that is facial and cranial parts. The bones of the skull are connected with the first cervical vertebra. The bones of the skull are connected together so firmly that it is very difficult to separate them. The bones of the skull form one large cavity and some smaller cavities. The large cavity is called the cranial cavity. The brain is in the cranial cavity. One of the smaller cavities is the cavity of the nose. The other two cavities are the orbits. The eyeballs are in the orbits. The bones of the skull or cranium protect the brain and structures, related to it, such as the sense organs. Muscles for controlling head movements and chewing motions connect to the cranial bones. Sinuses, or air cavities, locate in specific places within the cranial bones to lighten the cranium and warm and moisten air as it passes through. The cranial bones of a newborn child don't join completely. There are gaps of unossified tissue in the skull at birth. They call soft spots or fontanelles (little fountains). The pulse of blood vessels can feel under the skin in those areas. **02 Describe how the 'upper jaw' and 'lower jaw' "work", and why they are called "maxilla" and "mandible" in Latin** **Correct answer.** The upper jaw is called the maxilla and the lower called the mandible. The maxilla is fixed to the skull and is movable. Its outer layer of compact bone is much thinner than that of the mandible. The hard palate is a part of the maxilla and forms the roof of the mouth. It separates the oral cavity from the nasal cavity. On each her side of the nasal cavity the maxilla is hollow. Each hollow is known as a maxillary sinus or antrum. It is of great practical importance as the floor of the antrum lies just above the roots of the premolars and molar teeth. During extraction of these teeth, the floor may be perforated or a root pushed inside the antrum. As the antrum an air space it gives resonance to the voice. The mandible is shaped like a horseshoe with its ends bent up at right angles. The part bearing teeth is called the body of the mandible and each vertical end of the horseshoe is called a ramus. The junction of body and ramus is called the angle of the mandible. Attached to the ramus are the muscles of mastication which close the mouth. Muscles opening the mouth are attached to the body just below the chin. On the top of the ramus are two projections: the coronoid

process in front and the condyle behind. The condyle and base of the skull form the temporomandibular joint, which allows the lower jaw to move. Chewing is brought about by rotary movements of the mandible which swings from side to side, crushing food between the cusps of opposing molars and premolars. All these movements of the jaws are produced by the muscles of mastication.

03 Describe parts that comprise a tooth, which part of the human body is the hardest, which tooth tissue is the most sensitive to pain, and which is soft/spongy, what keeps the tooth attached to the gum, and what the periodontium consists of.

Correct answer.

Dentistry or stomatology is the science which deals with human teeth, gums, and dental arches, mucous, fibrous and periodontal membranes of the oral cavity. But still the central «figure» of dentistry is a tooth. Each tooth has a crown, a neck and a root (or roots). The crown is the part visible in the mouth and the root is the part hidden inside the jaw. The junction of crown and root is called the neck and the end of the root is called the apex. Every tooth is composed of enamel, dentine, cementum and pulp. Enamel. This is the outer covering of the crown and is the hardest substance in the body. It is insensitive to pain. Unlike most other body tissues it cannot undergo repair; thus any damage caused by decay or injury is permanent. The microscope shows that it consists of long solid rods, called enamel prisms, cemented together by the interprismatic substance. The prisms run roughly at right angles to the surface. Cementum. This is the outer covering of the root and is similar in structure to bone. Cementum meets enamel at the neck of the tooth. Dentine. This occupies the interior of the crown and root, and is very sensitive to pain. Dentine from elephants' tusks is commonly known as ivory but is exactly the same dentine as that found in human teeth. Pulp. Unlike enamel, dentine and cementum, the pulp is purely soft tissue. It contains blood vessels and nerves, and occupies the centre of the dentine. Vessels and nerves of the pulp enter the root apex through the apical foramen and pass up the root canal into the crown, where the space occupied by the pulp is called the pulp chamber. The nerves of the pulp are responsible for pain felt when dentine is drilled or toothache occurs. The outermost layer of the pulp, next to the dentine, is lined with the special cells which form the dentine. Under the microscope fine prolongations of these cells can be seen passing through tubes in the dentine. They run throughout the full thickness of dentine and, by their origin from the pulp, are associated with its repair processes and sensitivity to pain. Supporting structures. Every tooth is inserted into the jaw by its root. The part of the jaw containing the teeth is known as the alveolar process and is covered with a soft tissue called gum. The jaw bones consist of a dense outer layer known as compact bone and a softer interior called spongy bone. A tooth is attached to its socket in the jaw by a soft fibrous tissue called the periodontal membrane. This acts as

		a shock absorber and is attached to the cementum of the root and the compact bone lining the socket. The periodontal membrane contains nerves and blood vessels, but consists mainly of bundles of fibres which pass obliquely from cementum to bone. **04 Describe which organs of the oral cavity are involved in the digestion of food, what is the function of teeth and the distinguishing features of saliva, what is the role of the tongue in the digestive process, and what is a "bolus".** **Correct answer.** The digestive system begins above with the cavity of the mouth and terminates below at the anus, traversing in its course the length of the thoracic and abdominal cavities. After entrance into the mouth the food undergoes a twofold reduction (treatment): mechanical and chemical ones. The first process is called mastication. The food is broken up by the teeth, ground into small particles, moistened and softened by saliva. Saliva is slightly alkaline in reaction with a pH between 6.35 and 6.85. It consists of 99.5 % water and 0.5 % total saliva. The amount secreted in 24 hours is 1,300 cc. The end product of mastication is the bolus – a rounded mass of food thoroughly moistened with saliva. Salivary digestion is important in preparing the food for the changes that follow. Saliva dissolves some of the solid substances so that they are brought in contact with the taste buds; thus they stimulate appetite and result in series of reflexes which increase the flow of gastric juice and augment salivary secretion as well. Moistened bolus of food turns into a plastic mass which is ready to be swallowed. **05 Describe advice that can be given on oral hygiene.** **Correct answer.** If you want to have healthy teeth you should follow some dentists' advice: Brush your teeth twice a day. Do it systematically in the morning and in the evening, before going to bed. Not more than 2 teeth at a time should be brushed and this should be done both vertically and horizontally (away from the gums). Use neither too hard nor too soft toothbrush. It must be a small one (3.5-4 cm). The bristles must be of unequal length. Your toothbrush must be kept clean, either by permanent immersion in a weak antiseptic solution or by being washed daily with soap and water. Chew a special gum («Dirol», «Orbit», «Stimorol») which regulates acid-alkaline balance after meals. Oral hygiene consists simply of keeping the teeth free of food debris, thus preventing plaque formation which leads to dental disease. It can be achieved by cleaning the teeth regularly after meals and not eating between meals. Cleaning is best performed by brushing as this is the only way of removing plaque. If brushing is not possible, food debris can be removed by finishing the meal with a detergent food. Such foods are raw, firm, fibrous fruits or vegetables, e. g. apples, pears, carrots, celery, etc. By virtue of their tough fibrous consistency they require much chewing and thereby scour the teeth clean of food remnants. Although it is easy enough to

		brush the teeth or eat an apple after meals at home, it may often be inconvenient elsewhere. On such occasions a plain water mouth rinse, which can be swallowed afterwards, is better than nothing. Of all these methods of cleaning teeth, toothbrushing is the most effective. When properly done it removes plaque, whereas detergent foods can only clean away loose food particles. Thus the role of detergent foods or mouth rinsing is not that of a satisfactory alternative to brushing; but an additional measure at the end of a meal, or a substitute when brushing is not possible. **06 Explain the nature of the heartbeat.** **Correct answer.** The fact that the heart, completely removed from the body, will go on to beat for a time shows that its beat is «automatic», i.e. does not require nerve impulses. The beat is rhythmic: it is not jerky; the ventricles relax fully before the next contraction. This is explained by a special property of cardiac muscle tissue. The period of time during which the muscle is not responsive to a stimulus is called the refractory period. It is characteristic of the heart muscle to have a long refractory period. When the heart muscle is stimulated, it will contract but will not respond again to that stimulus (though it may respond to a stronger one) until it has relaxed. This rest period is occupied by the heart filling with blood, in preparation for the next beat. Even the heart forced to beat rapidly maintains a perfectly rhythmic beat; although the beats come closer together, there is always that little rest period in between. The heart is a pump, but a double pump; the volume expelled by the right ventricle is the same as that expelled by the left. When exercise is suddenly undertaken, the «venous return», i.e. the blood returned to the heart through the veins, is suddenly increased. For a few beats the right ventricle does put out more blood than the left, but soon the additional blood has passed through the lungs and is entering the left ventricle. From then on, both put out the same amount. **07 Describe the structure of skeletal and smooth muscles.** **Correct answer.** Skeletal muscles are complex in structure. They consist of muscle fibres of different length (up to 12 cm); the fibres are usually parallel to each other and are united in bundles. Each muscle contains many such bundles. There are tendons at the ends of muscles by means of which they are bound to bones. Smooth muscles form the muscular coat of internal organs such as esophagus, stomach and intestines, bladder, uterus and so on. They also form a part of the capsule and the trabeculae of the spleen; they are present as single cells or as little cylindrical bundles of cells in the skin. They also form the walls of arteries, veins and some of the larger lymphatics. Smooth muscles are not rich in blood vessels, as are striated muscles. A smooth muscle is capable of spontaneous contraction and can contract in two ways. Firstly, individual cells may contract completely and secondly, a wave of contractions may pass from one end of the muscle to another. Smooth muscle cells are usually

		elongated cells. In the skin and intestines they are long and thin, but in the arteries they are short and thick. They vary in length from 12-15 mm in small blood vessels to 0,5 mm in the human uterus but their average length in an organ such as the intestine is about 200 m. These cells have an oval nucleus that encloses nucleoli, and when the cell is contracting the nucleus may become folded or twisted. **08 Describe the main factors affecting cardiac output:** **Correct answer.** Cardiac output is the product of two factors: heart rate (the number of beats per minute) and stroke volume (the volume expelled per beat). 1. The heart rate is normally controlled by a balance between impulses reaching it over the vagus and over the sympathetics. Thus, inhibition of the vagus centre speeds up the heart. And inhibition of the sympathetic centre slows down the heart. It seems that in the human most of the effect is achieved by inhibition of the vagal centre of the sympathetic region. 2. The second factor affecting cardiac output is the stroke volume, that is, the amount of blood which the left ventricle ejects per beat. The stroke volume depends upon the «venous return». The normal heart is capable of a considerable degree of enlargement; after the venous return is increased - as it is in exercise — the chambers of the heart are able to supply the additional blood. The walls of right atrium and the great veins are thin and stretch readily; therefore the heart rate is increased. The increased venous return in exercise is brought about in the following manner: 1) after muscles contract, they exert a «milking» effect on the blood vessels which they contain. With each contraction, blood is squeezed out1 into the veins; it cannot be squeezed back into the arteries because the arterial pressure is high — and with each relaxation the blood vessels of the muscle again fill up with blood; 2) in exercise, breathing becomes deeper. The heart lies within the thorax; when the thorax expands, blood is «sucked2 into» the heart. The two factors, working together, lead to the increase of the blood amount returned. First the right sides of the heart and within a few beat the left are dilated and take bigger «bites» of blood. Thus the stroke volume is increased. **09 Describe the mechanism of muscle sensations.** **Correct answer.** Proprioception. Everyone knows what pain and touch are, but proprioception («muscle sense») may be less familiar. It is a very important sense since it is the sensory link of a reflex controlling muscle tone and contraction; and it also gives the brain important information about the location or position of the limbs. Muscle spindles are tiny, spindle-shaped structures scattered throughout muscles, and they are most numerous around the tendons and joints. The stimulus exciting them» is muscle contraction and joint movement. Since muscles are never completely at rest — one portion or another is contracting all the time — there is a constant flow of nerve impulses into

		the spinal cord over the muscle sense fibres. Any activity of muscles, such as walking, augments the flow. Let us analyze the fact of walking. One foot is lifted from the ground, moved forward, and, as it descends, the weight of the body is shifted to this foot. The other foot is then lifted, moved, etc. Once a child has learned to walk, he accomplishes this action not noticing it; it is done reflexly, and this reflex is one in which the sensory information comes over the fibres of proprioception. **10 Give the following information: what is the blood circulation.** **Correct answer.** Now we know that the venous blood from the systemic and portal circulation is brought to the right atrium of the heart. When the pressure in the right atrium has increased the blood passes into the right ventricle from the right atrium. During the systole of the ventricle the blood is pumped from the right ventricle into the pulmonary artery. When the right ventricle has pumped the venous blood into the pulmonary artery it enters the pulmonary circulation. The blood is brought to the lungs through the pulmonary artery. In the lungs the venous blood discharges out carbon dioxide. When the blood has discharged out carbon dioxide it takes in oxygen in the lungs. The blood which has become oxygenated passes from the venous part of the pulmonary capillary system into the venules and veins. When the oxygenated blood has passed the four pulmonary veins it is brought to the left atrium of the heart. Under the pressure in the left atrium the arterial blood which the pulmonary veins have brought to the heart is pumped into the left ventricle. During the prolonged contraction of the left ventricle, the so-called ventricular systole, the arterial blood is pumped into the aorta — the main artery of the vascular system. When the left ventricle has pumped the arterial blood into the aorta it is carried through the arteries to all the parts of the body.

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

Standardized case studies and checklists for the **Б1.О.03 Foreign language** course
Case Study No. 1

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.03	Dentistry for international students (in English)
C	UC-1	Is able to analyze of problems critically using system approach and devise a plan of action
C	GPC-13	Is able to achieve objectives of professional activity using information and bibliographic resources, biomedical terminology, as well as information and communication technologies, while observing basic information security procedures

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		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS** Six months or so after birth, the first deciduous teeth (baby teeth, milk teeth) erupt through the gums. A normal child will eventually have twenty ’baby” teeth, each jaw holding ten teeth: four incisors (for cutting), two canines (for tearing), and four molars (for grinding). The deciduous teeth are lost when the permanent teeth are ready to emerge. Both sets of teeth are usually present in the gums at birth, or shortly afterward, with the permanent teeth lying under the deciduous teeth. By the time a permanent tooth is ready to erupt, the root of the deciduous tooth above it has been completely resorbed by osteoclasts. The six permanent molars in each jaw have no deciduous predecessors. The shedding of deciduous teeth and the appearance of permanent teeth follow a fairly consistent pattern. The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or cusps), and six molars (millstone teeth). Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. This arrangement enhances the grinding motion between the upper and lower teeth. The teeth are held in their sockets by bundles of connective tissue called periodontal ligaments. The collagenous fibers of each ligament extent from the alveolar bone into the cement of the tooth, and allow for some normal movement of the teeth. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the brain centers involved with chewing movements.
Q	1	Question: Using the text above, find the English equivalents of the following: ‘*выпадение временных зубов*’; ‘*появление постоянных зубов*’: 1. the shedding of deciduous teeth 2. deciduous teeth of the shedding 3. the appearance of permanent teeth 4. permanent teeth of the appearance
Q	2	Question: Using the text above, summarize the function of the incisor, canine, and molar teeth in a few sentences: 1. A normal child will eventually have twenty ’baby” teeth, each jaw holding ten teeth: four incisors (for cutting), and four molars (for grinding). 2. A normal child will eventually have twenty ’baby” teeth, each jaw holding ten teeth: four incisors (for cutting), two canines (for tearing), and four molars (for grinding). 3. The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or cusps). 4. The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or

		cusps), and six molars (millstone teeth).
Q	3	Question: Translate the following sentence into Russian: '*The collagenous fibers of each ligament extent from the alveolar bone into the cement of the tooth, and allow for some normal movement of the teeth*' 1. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до цемента зуба и обеспечивают некоторое нормальное движение зубов. 2. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до дентина зуба и обеспечивают некоторое нормальное движение зубов. 3. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до пульпы зуба и обеспечивают некоторое нормальное движение зубов. 4. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до зуба и обеспечивают некоторое движение зубов.
Q	4	Question: Summarize what enhances the grinding movement between the upper and lower teeth in one sentence using the text above. 1. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. 2. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. 3. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. 4. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders.
Q	5	Question: Using examples from the text above, explain why some normal tooth movement is caused by the periodontal ligaments. 1. The teeth are held in their sockets by bundles of connective tissue called periodontal ligaments. The collagenous fibers of each ligament extent from the alveolar bone into the cement of the tooth, and allow for some normal movement of the teeth. 2. The teeth are held in their sockets by bundles of connective tissue called periodontal ligaments. 3. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the brain centers involved with chewing movements. 4. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the nerves involved with chewing movements.

Case Study No.1 Checklist

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.03	Dentistry for international students (in English)

C	UC-1	Is able to analyze of problems critically using system approach and devise a plan of action
C	GPC-13	Is able to achieve objectives of professional activity using information and bibliographic resources, biomedical terminology, as well as information and communication technologies, while observing basic information security procedures
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Q	1	Question: Using the text above, find the English equivalents of the following: '*выпадение временных зубов*'; '*появление постоянных зубов*': 1. the shedding of deciduous teeth 2. deciduous teeth of the shedding 3. the appearance of permanent teeth 4. permanent teeth of the appearance
A		Correct answer: 1. the shedding of deciduous teeth 3. the appearance of permanent teeth
R2	Very good	Full answer given (1, 3)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 1, 2 "Satisfactory" grade (2 mistakes were made) – 1, 2, 4
R0	Fail	Incorrect answer given (2, 4)

Q	2	Question: Using the text above, summarize the function of the incisor, canine, and molar teeth in a few sentences: 1. A normal child will eventually have twenty ’baby” teeth, each jaw holding ten teeth: four incisors (for cutting), and four molars (for grinding). 2. A normal child will eventually have twenty ’baby” teeth, each jaw holding ten teeth: four incisors (for cutting), two canines (for tearing), and four molars (for grinding). 3. The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or cusps). 4. The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or cusps), and six molars (millstone teeth).
A		Correct answer: 2. A normal child will eventually have twenty ’baby” teeth, each jaw holding ten teeth: four incisors (for cutting), two canines (for tearing), and four molars (for grinding). 4. The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or cusps), and six molars (millstone teeth).
R2	Very good	Full answer given (2, 4)
R1	Good/Satisfactory	“Good” grade (1 mistake was made) – 1, 2 “Satisfactory” grade (2 mistakes were made) – 1, 2, 3
R0	Fail	Incorrect answer given (1, 3)
Q	3	Question: Translate the following sentence into Russian: ‘*The collagenous fibers of each ligament extent from the alveolar bone into the cement of the tooth, and allow for some normal movement of the teeth*’ 1. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до цемента зуба и обеспечивают некоторое нормальное движение зубов. 2. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до дентина зуба и обеспечивают некоторое нормальное движение зубов. 3. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до пульпы зуба и обеспечивают некоторое нормальное движение зубов. 4. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до зуба и обеспечивают некоторое движение зубов.
A		Correct answer: 1. Коллагеновые волокна каждой связки протягиваются от альвеолярной кости до цемента зуба и обеспечивают некоторое нормальное движение зубов.
R2	Very good	Full answer given (1)
R1	Good/Satisfactory	“Good” grade (1 mistake was made) – 1, 2 “Satisfactory” grade (2 mistakes were made) – 1, 2, 3
R0	Fail	Incorrect answer given (2, 3, 4)
Q	4	Question: Summarize what enhances the grinding movement between the

		upper and lower teeth in one sentence using the text above. 1. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. 2. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. 3. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. 4. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders.
A		Correct answer: 1. Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders.
R2	Very good	Full answer given (1)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 1, 2 "Satisfactory" grade (2 mistakes were made) – 1, 2, 3
R0	Fail	Incorrect answer given (2, 3, 4)
Q	5	Question: Using examples from the text above, explain why some normal tooth movement is caused by the periodontal ligaments. 1. The teeth are held in their sockets by bundles of connective tissue called periodontal ligaments. The collagenous fibers of each ligament extent from the alveolar bone into the cement of the tooth, and allow for some normal movement of the teeth. 2. The teeth are held in their sockets by bundles of connective tissue called periodontal ligaments. 3. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the brain centers involved with chewing movements. 4. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the nerves involved with chewing movements.
A		Correct answer: 1. The teeth are held in their sockets by bundles of connective tissue called periodontal ligaments. The collagenous fibers of each ligament extent from the alveolar bone into the cement of the tooth, and allow for some normal movement of the teeth. 3. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the brain centers involved with chewing movements.
R2	Very good	Full answer given (1, 3)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 1, 2 "Satisfactory" grade (2 mistakes were made) – 2, 3, 4
R0	Fail	Incorrect answer given (2, 4)

Case Study No. 2

	Code	**Competence description / name of labor function / name of work activity / text**

S	31.05.03	Dentistry for international students (in English)
C	UC-1	Is able to analyze of problems critically using system approach and devise a plan of action
C	GPC-13	Is able to achieve objectives of professional activity using information and bibliographic resources, biomedical terminology, as well as information and communication technologies, while observing basic information security procedures
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		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS** A 51-year-old man was admitted to the hospital because of crushing chest pain of several hours duration. On examination, temperature was 102 F, pulse 130, respiration 30 and blood pressure 114/94. Rales were heard at both lung bases. The heart was enlarged to the left and the sounds were of poor quality. The electrocardiogram was diagnostic of an acute posterior myocardial infarction. On the morning following admission, the patient suddenly went into complete peripheral vascular collapse. No blood pressure or pulse could be obtained. He was given appropriate treatment and an immediate pressure response was noted. Blood pressure stabilized at 120/80. Improvement was steady and gradual and the patient was discharged on his 20th hospital day.
Q	1	Question: Using the text above, find the English equivalents of the following: '*боль, сдавливающая грудную клетку*' 1. crushing chest 2. chest pain 3. chest injury 4. blow to the chest
Q	2	Question: Using the text above, determine the reason for the hospitalization of the 51-year-old man. 1. A 51-year-old man was admitted to the hospital because of crushing chest pain of several hours duration. 2. A 51-year-old man was admitted to the hospital because of crushing chest pain of several minutes duration. 3. A 51-year-old man was admitted to the hospital because of crushing chest pain of several days duration. 4. A 51-year-old man was admitted to the hospital because of crushing chest.
Q	3	Question: Translate the following sentence into Russian: '*The heart was enlarged to the left and the sounds were of poor quality*' 1. Сердце увеличено влево и тоны плохого качества. 2. Сердце немного увеличено и тоны плохого качества. 3. Сердце увеличено вправо и тоны плохого качества. 4. Сердце увеличено влево.
Q	4	Question:

		Summarize the results of results of the physical examination of the patient from the text above. 1. On examination, temperature was 102 F, pulse 130, respiration 30 and blood pressure 114/94. 2. The heart was enlarged to the left and the sounds were of poor quality. 3. Rales were heard at both lung bases. The heart was enlarged to the left and the sounds were of poor quality. 4. On examination, temperature was 102 F, pulse 130, respiration 30.
Q	5	Question: Using examples from the text above, explain why the patient was discharged on day 20. 1. He was given appropriate treatment. 2. He was given appropriate treatment and an immediate pressure response was noted. 3. Blood pressure stabilized at 130/80. 4. Blood pressure stabilized at 120/80.

Case Study No.2 Checklist

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.03	Dentistry for international students (in English)
C	UC-1	Is able to analyze of problems critically using system approach and devise a plan of action
C	GPC-13	Is able to achieve objectives of professional activity using information and bibliographic resources, biomedical terminology, as well as information and communication technologies, while observing basic information security procedures
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		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS** A 51-year-old man was admitted to the hospital because of crushing chest pain of several hours duration. On examination, temperature was 102 F, pulse 130, respiration 30 and blood pressure 114/94. Rales were heard at both lung bases. The heart was enlarged to the left and the sounds were of poor quality. The electrocardiogram was diagnostic of an acute posterior myocardial infarction. On the morning following admission, the patient suddenly went into complete peripheral vascular collapse. No blood pressure or pulse could be obtained. He was given appropriate treatment and an immediate pressure response was noted. Blood pressure stabilized at 120/80. Improvement was steady and gradual and the patient was discharged on his 20th hospital day.
Q	1	Question: Using the text above, find the English equivalents of the following: '*боль, сдавливающая грудную клетку*'

		1. crushing chest pain 2. chest pain 3. chest injury 4. blow to the chest
A		Correct answer: 1. crushing chest pain
R2	Very good	Full answer given (1)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 2 "Satisfactory" grade (2 mistakes were made) – 3
R0	Fail	Incorrect answer given (4)
Q	2	Question: Using the text above, determine the reason for the hospitalization of the 51-year-old man. 1. A 51-year-old man was admitted to the hospital because of crushing chest pain of several hours duration. 2. A 51-year-old man was admitted to the hospital because of crushing chest pain of several minutes duration. 3. A 51-year-old man was admitted to the hospital because of crushing chest pain of several days duration. 4. A 51-year-old man was admitted to the hospital because of crushing chest.
A		Correct answer: 1. A 51-year-old man was admitted to the hospital because of crushing chest pain of several hours duration.
R2	Very good	Full answer given (1)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 2 "Satisfactory" grade (2 mistakes were made) – 2, 3
R0	Fail	Incorrect answer given (4)
Q	3	Question: Translate the following sentence into Russian: '*The heart was enlarged to the left and the sounds were of poor quality*' 1. Сердце увеличено влево и тоны плохого качества. 2. Сердце немного увеличено и тоны плохого качества. 3. Сердце увеличено вправо и тоны плохого качества. 4. Сердце увеличено влево.
A		Correct answer: 1. Сердце увеличено влево и тоны плохого качества.
R2	Very good	Full answer given (1)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 2 "Satisfactory" grade (2 mistakes were made) – 3
R0	Fail	Incorrect answer given (4)
Q	4	Question: Summarize the results of results of the physical examination of the patient from the text above. 1. On examination, temperature was 102 F, pulse 130, respiration 30 and blood pressure 114/94. 2. The heart was enlarged to the left and the sounds were of poor quality. 3. Rales were heard at both lung bases. The heart was enlarged to the left and the sounds were of poor quality. 4. On examination, temperature was 102 F, pulse 130, respiration 30.

A		Correct answer: 1. On examination, temperature was 102 F, pulse 130, respiration 30 and blood pressure 114/94. 3. Rales were heard at both lung bases. The heart was enlarged to the left and the sounds were of poor quality.
R2	Very good	Full answer given (1, 3)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 1, 3 "Satisfactory" grade (2 mistakes were made) –1, 2
R0	Fail	Incorrect answer given (2, 4)
Q	5	Question: Using examples from the text above, explain why the patient was discharged on day 20. 1. He was given appropriate treatment. 2. He was given appropriate treatment and an immediate pressure response was noted. 3. Blood pressure stabilized at 130/80. 4. Blood pressure stabilized at 120/80.
A		Correct answer: 2. He was given appropriate treatment and an immediate pressure response was noted. 4. Blood pressure stabilized at 120/80.
R2	Very good	Full answer given (2, 4)
R1	Good/Satisfactory	"Good" grade (1 mistake was made) – 2, 4 "Satisfactory" grade (2 mistakes were made) – 2, 3
R0	Fail	Incorrect answer given (1, 3)

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.