

Ministry of Education and Science of Ukraine
V. N. Karazin Kharkiv National University

HISTORY OF MEDICINE

Methodical guidance
for the 1st academic year students of the School of Medicine

Electronic resource

Kharkiv – 2025

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*Approved for distribution in the Internet by the decision of the Scientific and Methodical Council of V. N. Karazin Kharkiv National University
(Protocol № 5 of January 30, 2025)*

History of medicine : methodical guidance for the 1st academic year students of the School of Medicine [Electronic resource] / compilers O. S. Protsenko, M. I. Kyrychenko. – Kharkiv : V. N. Karazin Kharkiv National University, 2025. – (PDF 31 p.)

The following methodical guidance provides medical students with general information for practical classes of the «History of medicine» discipline; contains basic recommendations for preparing first-year medical students for classes and exams in the elective discipline “History of medicine”. Developed for applicants for higher medical education in higher medical educational institutions of Ukraine III-IV accreditation levels: higher educational level Second (Master of Medicine), field of knowledge “22 Healthcare”, specialty “222 Medicine”, qualification “Doctor”.

UDC 616(091)(072)

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INTRODUCTION

The history of medicine has always been a necessary companion to the development of medicine itself, as doctors have long collected and passed on the knowledge of their colleagues from the past. This discipline plays an important role in the training of future doctors, as it provides them with the experience of medicine of the past, allowing this experience to serve the medicine of the present and future. The main functions of the history of medicine in the curriculum of higher medical education institutions are to promote the establishment of quality doctor-patient relationships, develop critical thinking, and facilitate the self-identification of doctors in the professional environment, etc.

General description of the discipline. The program in the discipline «History of Medicine» is made for applicants for higher medical education in higher medical educational institutions of Ukraine III-IV levels of accreditation: specialty «222 Medicine», field of knowledge «22 Health Care», professional qualification «Second (Master of Medicine)», qualification «Doctor».

The working program of the «History of Medicine» discipline is compiled in accordance with the Standard of Higher Education of the second (master's) level in the field of knowledge «22 Health Care», specialty «222 Medicine», approved by the Order of the Ministry of Education and Science of Ukraine dated 08.11.2021 No. 1197; Law of Ukraine «On Higher Education» No. 1556-VII dated July 1st, 2014 (as amended); Regulations on the organization of the educational process at V.N. Karazin Kharkiv National University, approved by the decision of the Scientific Council of V.N. Karazin Kharkiv National University (protocol No. 10, June 26th, 2023); Educational and professional programs and curriculum of the second (master's) level of higher education «Medicine», field of knowledge «22 Health Care», the specialty «222 Medicine» for the years 2023-2029, approved by the Academic Council of V. N. Karazin Kharkiv National University (protocol No. 9, May 29th, 2023); Statute of V. N. Karazin Kharkiv National University; Code of

Values of V. N. Karazin Kharkiv National University and other regulatory documents.

Aim of studying educational discipline. The History of medicine occupies an important place in the educational program of the School of medicine for it is one of the first and most powerful tools to stimulate the development of professional self-identification of future physicians and the formation of their professional worldview.

The main tasks of studying the discipline. The aims of the educational course are achieved by acquainting higher education students with the history of medical knowledge, ideas about health and disease, the transformation of the medical profession, the role of physicians in society, their relationships with patients and colleagues, and the evolution of health care institutions.

According to the National Qualifications Framework and the educational and professional program of the V. N. Karazin Kharkiv National University School of Medicine, the History of Medicine provides graduates with following *competencies*:

General

- ✓ Ability to abstract thinking, analysis and synthesis; ability to learn and master modern knowledge (*GC01*).
- ✓ Ability to apply knowledge in practical situations (*GC02*).
- ✓ Knowledge and understanding of the subject area and understanding of professional activity (*GC03*).
- ✓ Ability to make informed decisions; work in a team; interpersonal skills (*GC05*).
- ✓ Skills in the use of information and communication technologies; ability to search, process and analyze information from various sources (*GC07*).
- ✓ Definiteness and persistence in terms of tasks and responsibilities (*GC08*).
- ✓ Ability to act socially responsibly and consciously (*GC09*).

Professional

- ✓ Survey skills (*PCI*).

Moreover, according to a system developed by The Association of American Medical Colleges (AAMC) based on the analysis of 153 approaches from different countries and universities, the skills and qualities expected of physicians can be divided into 8 domains with 58 competencies¹. The history of medicine can play a significant role in the formation of competencies in the following domains:

Domain 1: «Patient Care», particularly competence 1.10 «to demonstrate the appropriate role model», as the History of Medicine shows examples from the biographies of physicians of the past, which becomes a source for young physicians' vision of the quality model of a professional physician and his patient care practice.

Domain 2: «Knowledge for Practice», as it provides students with examples of treatment methods from the past. In particular, competency 2.6 «Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices», as the History of Medicine provides examples of successful and unsuccessful attempts to introduce new discoveries in medicine, demonstrates the consequences of such attempts and gives students possibility to learn from mistakes of their predecessors and use their experience in implementing their own scientific discoveries.

Domain 3: «Practice-Based Learning and Improvement», in particular competencies 3.2, 3.7, 3.8 and 3.10, which are related to self-education and dissemination of information about health care, as the History of Medicine is taught for first-year students and is one of the very first disciplines, which shapes their learning skills. In particular, individual assignments included in the course «The History of Medicine» are designed to improve students' skills of search and critical analysis of information and representing own thoughts in academic writings. Also the History of Medicine can be involved in developing the competence 3.9, which

¹ Englander R., Cameron T., Ballard A.J., Dodge J., Bull J., Aschenbrener C.A. Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians // *Academic Medicine*. – 2013. № 88 (8). P. 1088–1094. doi: 10.1097/ACM.0b013e31829a3b2b

is related to the need of being aware of the cultures of patients from other countries or ethnic groups, as it demonstrates the diversity of ideas about the disease and treatment in different nations.

Domain 4: «Interpersonal and Communication Skills» and domain 7: «Interprofessional Collaboration», as the History of Medicine demonstrates examples of interaction of physicians of the past with patients (competence 4.1), as well as colleagues and other health care workers (competences 4.2, 4.3, 7.1 and 7.3).

Domain 5: «Professionalism», because the History of Medicine introduces the history of the origin of medical terms, symbols, specialties, the culture of communication and behaviour in the medical environment.

Domain 8: «Personal and Professional Development», as the History of Medicine forms professional self-identification, which is an important component of the foundation of personal and professional development of the physician (competencies 8.1–8.8).

Thus, the History of Medicine can be involved in almost all domains of the AAMC competence system, which indicates the important role of this discipline in the educational program of the School of Medicine.

Hence, the course «The History of Medicine» participates in the formation of the main competencies of applicants for higher medical education, and provides them with basic skills, that will be improved and developed in the process of further education and professional activities.

Amount of credits — 3.

Total number of hours — 90.

Table 1: The total amount of credits and hours of the «History of Medicine» discipline

Name of the discipline	Number of hours				ECTS credits	Year and semester
	Lectures	Practical	ISW	Total		
History of Medicine	—	30	60	90	3	1-st year, 2-nd semester

Table 2: Characteristics of the educational discipline

Elective
Full-time education
Year of study
1 st
Semester
2 nd
Lectures
—
Practical classes and seminars
30 h
Laboratory classes
—
Independent work
60 h
including individual assignments
15 h

Expected educational outcomes. According to the National Qualifications Framework and the educational and professional program of V. N. Karazin Kharkiv National University School of Medicine, students who have completed the educational course «The History of Medicine», must be able to:

- ✓ Have general and special fundamental and professionally-oriented knowledge, skills, abilities, competencies necessary to perform typical professional tasks related to activities in the medical field in the relevant position (*PLO1*);
- ✓ Collect information about the patient (*PLO4*).
- ✓ Evaluate the results of surveys, physical examinations, laboratory and instrumental research data (*PLO5*).
- ✓ Apply the acquired knowledge about the existing health care system to optimize their own professional activities and participate in solving practical problems of the healthcare domain (*PLO20*).

✓ Adhere to the code of ethics of the physician, which ensures the formation of a specialist with appropriate personal qualities (*PLO21*).²

The results of the course «The History of Medicine» and the development of the competencies specified in paragraph 1.2 of this program should be the following skills of students: to use examples of successful physicians of the past to form a proper role model of the physician; to be able to find examples of treatment methods in historical scientific sources; to understand the role of the development of new scientific knowledge and improvement of medical practice in the history of medicine; to be able to use examples from the past in search of methods for successful implementation of new discoveries in medical practice; to demonstrate skills of information search and its critical analysis; to be able of using examples from the past to prove the need to disseminate information about health in public; to understand the diversity of cultures of the peoples of the world and try to apply an individual approach to patients belonging to nations or minorities with systems of understanding of health and pathology that are different to Western medicine; to understand the impact of the past on the future, as well as the ability of the History of Medicine to take into account not only the past of medicine, but also its current problems and even trends affecting its future; to understand the dynamics of developing the medicine, the medical profession and the health care system in the past and be prepared for further changes in the future; to have developed doctor-patient communication skills, as well as skills of communication in team of scientists, other physicians or representatives of other medical professions; to understand the general features of the history of medicine and the medical profession, as well as the origin of the main medical terms and symbols; apply the acquired knowledge and skills in the formation of professional self-identification.

² Освітньо-професійна програма вищої освіти підготовки фахівців у ХНУ імені В. Н. Каразіна. Галузь знань: 22 Охорона здоров'я. (Протокол Вченої ради ХНУ імені В. Н. Каразіна № 6 від «31» травня 2021 р.). – С. 8-9, 22.

STRUCTURE OF THE EDUCATIONAL DISCIPLINE

Name of the topic	Amount of hours			
	Lectures	Pract. classes	Ind. work	In total
Introductory class	—	2	4	6
Topic 1. Introduction to the history of medicine	—	2	4	6
Topic 2. Methods and sources of studying the history of medicine	—	2	4	6
Topic 3. Folk medicine: from primitive societies to modern times	—	2	4	6
Topic 4. Medicine of the first civilizations	—	2	4	6
Topic 5. The emergence of a rational approach to understanding health: Greco-Roman medicine	—	2	4	6
Topic 6. Medicine of the Middle Ages	—	2	4	6
Topic 7. Medicine in the era of the Scientific Revolution: the struggle for rationalization	—	2	4	6
Topic 8. Scientific medicine: the formation of new ideas about pathology and the fight against it in the XIX-XXI centuries.	—	2	4	6
Topic 9. Scientific medicine: rethinking the diagnosis of diseases	—	2	4	6
Topic 10. Scientific medicine: discoveries that changed surgery	—	2	4	6
Topic 11. Scientific medicine: studying the soul and brain	—	2	4	6
Topic 12. History of medicine in Ukraine	—	2	4	6
Topic 13. History of medicine in Kharkiv	—	2	4	6
Finalizing class	—	2	4	6
<i>In total</i>	0	30	60	90

THEMATIC PLAN

Topic 1. Introduction to the history of medicine

Subsections of the topic:

- Definition, characteristics and functions of the history of medicine
- Why does a doctor need a history of medicine
- The main stages of the development of medicine in history
- Factors in the development of medicine in history

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 2. Methods and sources of studying the history of medicine

- What and how does the history of medicine study (object, subject, methods)
- Scientific sources on the history of medicine
- Basic symbols of medicine
- Basic medical terms

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 3. Folk medicine: from primitive societies to modern times

- The emergence of man: primitive nomadic tribes)
- Transition to settlement: "Neolithic revolution"
- Sources of scientific knowledge in the pre-scientific era
- Folk medicine in the following periods

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 4. Medicine of the first civilizations

- Medicine of Mesopotamia

- Medicine of Ancient Egypt
- Medicine of ancient India
- Medicine of ancient China

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

**Topic 5. The emergence of a rational approach to understanding health:
Greco-Roman medicine**

- Medicine of ancient Greece
- Medicine of ancient Rome

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 6. Medicine of the Middle Ages

- Back to Darkness: Medicine in Medieval Europe
- Saviors of light: medicine and the Golden Age of Islam
- The Black Death and its significance for the history of medicine

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 7. Medicine in the era of the Scientific Revolution: the struggle for rationalization

- "Medical Renaissance"
- The Age of Enlightenment
- The influence of the French Revolution on the development of scientific medicine

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 8. Scientific medicine: the formation of new ideas about pathology and the fight against it in the XIX-XXI centuries.

- Pathological-anatomical approach
- Pathophysiological approach
- Cellular approach
- Microbiological approach
- Genetic approach

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 9. Scientific medicine: rethinking the diagnosis of diseases

- Instrumentalization: search for methods of studying pathology in a living organism
 - The development of clinical laboratories: quantitative diagnostic methods

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 10. Scientific medicine: discoveries that changed surgery

- Invention of methods of general anesthesia
- Invention of antiseptics and aseptic methods
- Further development of anesthesia: local anesthesia
- Discovery of blood groups

- Discovery of antibiotics

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 11. Scientific medicine: studying the soul and brain

- Rethinking mental illnesses: the development of psychiatry
- Study of the nervous system

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 12. History of medicine in Ukraine

- The main stages of the development of medicine on the territory of Ukraine
- Medical education in Ukraine
- Medical reforms in Ukrainian lands in the second half of the 19th — the first decades of the 21st century.

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Topic 13. History of medicine in Kharkiv

- The first doctors of Kharkiv
- Medical institutions of Kharkiv
- Higher medical education in Kharkiv
- Names of prominent doctors on the map of Kharkiv

TEST QUESTIONS EXAMPLES

What is the correlation between the past and the history?

- *Past is a set of infinite number of events and history is subjective narrative about some of them.
- Past and history are the same thing.
- History is a set of infinite number of events and past is subjective narrative about some of them.

Based on relationship to the past, historical sources are divided into what types?

- *Primary, secondary, tertiary sources.
- First, second, third sources.
- Reliable, unreliable, suspicious sources.
- Near, distant, very distant sources.

What is the origin of the modern rod of Asclepius symbol?

- *The ancient Greek symbol of the god of medicine.
- The ancient Greek symbol of the god of alchemy and commerce.
- The ancient Greek symbol of the goddess of hygiene.
- Modern international humanitarian movement.

Why Caduceus became one of the medical symbols?

- *Because one of the American officers confused it with the Rod of Asclepius.
- Because it was an ancient Greek symbol of the god of medicine.
- Because it was an ancient Greek symbol of the goddess of hygiene.
- Because it was introduced by World Health Organization.

What does Star of life symbol represent?

- *Six stages of emergency medical service.
- Six Christian virtues.
- Two triangles of the Star of David.
- Six humours of Hippocratic medicine.

What was the original meaning of the Greek word “kheirourgos”, that later transformed into English “surgeon”?

- *Work that is done by hand.
- Quick job.
- To cut precisely.
- One who knows the body.

Why in prehistoric nomadic tribes women lived on average five years less than men?

- *Due to the stresses of pregnancy and dangers of childbirth.
- Because it was their nature, to live less.
- Because they were usually killed by men.
- Due to women`s role of hunter-gatherer.

The first evidence of thalassaemia (inherited adaptation of the red blood cells) is found from the times when human became settled. This is due to the fact that...

- *It was attempt of the organism to develop protection against malaria.
- It was the first time human met thalassaemia pathogen.
- Thalassaemia was a genetic reaction of the organism on syphilis.
- Thalassaemia was spread by rodents.

What did Babylonians based their medical practice on (according to clay tablets)?

- *Astrology and the influence of the heavens.
- Knowledge of anatomy.
- Observations of nature.
- Wisdom of predecessors.

What amount of knowledge of anatomy the practice of mummification gave to ancient Egyptians?

- None, because they mummified dead bodies with internal organs intact.
- *A little knowledge, because they crudely removed internal organs (except the heart), so they could distinguish them, but did not notice their precise placement in body.
 - A great deal of knowledge, because they carefully removed internal organs (except the heart) and studied them.
 - A complete knowledge, because they carefully removed internal organs (including the heart), dissected and studied them so they knew precise functions of all organs.

What ancient Hebrew practice gave birth to modern word 'quarantine'?

- *Isolating leprosy patients for 40 days.
- Living in isolation from other ethnicities.
- Isolating their people in separated districts during plague outbreaks.
- Keeping people home during the outbreaks of infections.

Why Chinese and Indian medicine are called sometimes “alternative”?

- *They differ greatly from other ancient cultures, that considered as steps to modern Western medicine.
 - Their methods of healing dealing with altering the disease.

- The believe of existence of alternative world is one of the basic principles of their medicine.
- They constitute an alternative to each other.

What effect ayurvedic physicians tried to achieve by affecting special points on the patient`s body?

- *Restore balance and self-healing of the organism by pressing or massaging them.
- Influence body's nervous system by the insertion of fine needles into a group of neurons.
- Ease the pain by covering them with refined ghee.
- Cure the body with magical incantations spelled against those points.

What is the main idea of acupuncture?

- *Achieving balance in organism, by affecting Qi energy through special points on human body.
- Influencing body's nervous system by the insertion of fine needles into a neuron cell bodies.
- Curing body with potions, made of exotic animals.
- Curing soul with magical incantations.

What is rational approach in medicine?

- *Understanding the origin of disease as something natural and not supernatural.
- A quantitative approach, in which the amount of certain bodily fluids is counted and measured.
- Understanding disease as ratio of bodily fluids in organism.
- Establishing the correct patient-doctor ratio in clinics.

Why finding out details about patient's life and surroundings was one of the main components of the diagnostic procedure for Hippocratic physicians?

- *They looked for something that might have a bearing on patient`s health.
- They looked for evidences of patient`s wealth to know how much to charge from him/her.
- They looked for possible source of disease (bacteria).
- They looked for source of evil spirits that caused the disease.

Roman medicine was hugely influenced by what people?

- *Greeks.
- Romans themselves.
- Etruscans.
- Egyptians.

To what Hippocratic wisdom adhered medieval scholar Maimonides?

- *Study the patient, not the disease.
- Study the disease, not the patient.
- Study books, not the patient.
- Study by practice, not by theory.

Who coined the term “virus”?

- *Dutch microbiologist Martinus Beijerinck.
- Ukrainian zoologist Illia Mechnikov.
- French chemist Louis Pasteur.
- Greek physician Claudius Galen.

Why Darwin’s theory was so revolutionary for the Western world?

- *By declaring that species constantly evolve, he contradicted the

teaching that all the species were created by God.

- By declaring that viruses took great influence on human development, he contradicted the teaching that human was created by God.
- By declaring that the higher species dominate on the lower ones, he included races and slavery, and this was unacceptable to many people.
- By declaring that man was created by the perfect supernatural power of God, he contradicted the scientific worldview of his time.

What did French physician Rene Laennec invent at the beginning of the 19th century?

- *Stethoscope.
- Clinical thermometer.
- Syringe.
- Spirometer.

What misconception arose among people about direct auscultation method of diagnostics in early 19th century?

- *That doctors use it to touch their female patients.
- That doctors use it to pickpocket from their patients.
- That doctors use it to hear their patients' thoughts.
- That doctors use it to recognise the voice of disease.

Why did James Simpson (Edinburgh, 19th century) used chloroform instead of ether for anesthesia in obstetric cases?

- *The heavy balloons of ether were difficult to carry into the apartments on the upper floors.
- In the 19th century, ether was scarce in Scotland.
- The doctor who introduced ether to medicine was Simpson's rival, so he didn't want to acknowledge his success.

- Because his son, Bart Simpson, used all his ether reserves to produce explosives.

Who was the main provider of the medical help in Ukrainian Cossack communities?

- *Barber-surgeons.
- Witch-doctors.
- Educated medics (doctors).
- Ritual healers.

In which Ukrainian city (from the list below) university was established earlier?

- *Kharkiv.
- Kiev.
- Odessa.
- Sumy.

What makes 1920 and 1993 very important years for the history of our medical school?

- *In 1920 medical school was closed and in 1993 it was reopened.
- In 1920 medical school became an independent Medical university and in 1993 it became faculty of university again.
- 1920 is the year of the establishment of the medical school and 1993 is the year when it received its modern logo.
- 1920 is the year when Ilya Mechnikov received his Nobel prize and 1993 is the year when medical school created its own vaccine against Covid-93.

Today’s building of the “Mechnikov institute of microbiology and immunology” in Kharkiv previously occupied by another institution. Which one?

- *Kharkiv medical society.
- Karazin university.
- Kharkiv city hospital.
- “House of projects” of Soviet Ukraine.

INDEPENDENT WORK OF STUDENTS

Content of independent work	Amount of hours
1. Studying the literature on the topic.	30
2. Performing a training test.	5
3. Work on an individual task.	15
4. Preparation for credit work.	10
<i>In total</i>	60

INDIVIDUAL ASSIGNMENTS

The program provides 2 individual assignments in the form of a short essays on the following topics:

№	Type of assignment	Form of execution	Expected volume of finished work (pages)	Expected amount of hours for execution
1.	Working with a scientific sources	Essay	2-3	7,5
2.	Critical analysis of a scientific article	Essay	2-3	7,5

To complete an individual assignment № 1 students are given a choice of several historical sources (photographs, drawings, letters from physicians, excerpts from physicians' memoirs, literary works, etc.), which describe or depict certain problems in the history of medicine or the medical profession (for example: problems of young physicians' adaptation, memories of pandemic witnesses,

physicians' memories of medical or scientific practice). The task is to: read and analyze the source text; search for additional information about the phenomena described in the source; write a short essay describing the experience gained during the performance of the task, as well as own thoughts on the source's topic.

To complete the individual assignment № 2, students are given a choice of several scientific articles that address certain problems of the medical profession in the past (for example, articles that reflect the successes or failures in the biographies of prominent physicians). The task is to: read and analyze the text of the article; search for information about the author of the article; identify his possible motives and interests; analyze the source base of the article; write a short essay describing the experience gained during the performance of the task, as well as own thoughts on the topic of the article.

All essays are required to be designed and formatted according to an academic standards.

To complete each task, students are provided with brief information on exactly how to work with a particular source, what results are expected and what criteria will be used for assessment of their result.

The goals of independent individual assignments are to:

1. Develop in-depth knowledge of certain historical aspects of the medical profession through specific examples from history;
2. Acquire or improve skills in searching, processing and critical analysis of information from sources of various types;
3. Acquire or improve skills to clearly and concisely express own opinion in academic text;
4. Acquire or improve the skills of designing an academic text to meet standard requirements.

TEACHING METHODS

Several classical and modern pedagogical approaches are used in teaching the discipline:

1. «Teacher-centered approach» or «direct instruction model» — conveying information to higher education students through lectures and instruction on learning.

2. «Student-centered approach» and «personalized learning», namely students considerable freedom and independence in choosing topics for individual tasks and expressing their own opinions during its implementation.

3. «High-tech approach», namely the use of Web technologies to support access of students to the materials of the discipline, communication with the teacher and communication with other participants in the educational process.

4. Differentiated approach to methods of memorizing information, for in process of studying the material, students use both passive (reading and taking MCQ tests) and active (answering the provided questions for self-check or control tests with written answers) methods of memorization.

CONTROL METHODS

The control of knowledge and skills during and as a result of studying the discipline is as follows:

Current control — is held during practical classes in the form of tests (with multiple answer questions or questions with short written answers) on the relevant topic, as well as in the form of performing individual assignments.

Final control — is conducted in the form of final test with questions (MCQ or short written answer) on all topics.

ASSESSMENT METHODS AND CRITERIA

Scoring scheme. According to the Regulations on the organization of the educational process in V. N. Karazin Kharkiv National University, «the maximum number of points that student can score as a result of studying a particular module is **200 points**, including for studying during the semester — **120 points** and for the final test work — **80 points**»³. According to the curriculum of the Faculty of Medicine for 2023, the teaching of the "History of Medicine" course consists of 15 practical classes. Hence, knowledge control during the semester is structured as follows: at each practical session students take a test (8 tests in total with 13 points each); also 2 written assignments for individual work is provided (8 points each). The system of scoring is presented below:

Type of control	Form of control	Number of units	Points per unit	In total (points)
Current control	MCQ tests	13	8	120
	Written assignments	2	8	
Credit	MCQ test	1	80	80
Total points				200

Grade conversion into other assessment systems. In other assessment systems grades are converted as follows:

Points for each MCQ tests				
8-level (points)	4-level (points)	Percentage (%)	4-level	2-level
8	4.5–5.0	90–100	Excellent	Credited
7	3.8–4.4	75–89	Good	

³ Положення про організацію освітнього процесу в V. N. Karazin Kharkiv National University (нова редакція) (Наказ ректора № 0211-1/342 від 10.07.2018 р.). – С. 75.

5–6	3.0–3.7	60–74	Satisfactory	
0-4	2.0	0–59	Not satisfactory	Not credited

Total points for academic activities during the semester				
120-level (points)	4-level (points)	Percentage (%)	4-level	2-level
108–120	4.5–5.0	90–100	Excellent	Credited
90–107	3.8–4.4	75–89	Good	
70–89	3.0–3.7	60–74	Satisfactory	
0-69	2.0	0–59	Not satisfactory	Not credited

Points for final test				
80-level (points)	4-level (points)	Percentage (%)	4-level	2-level
72–80	4.5–5.0	90–100	Excellent	Credited
60–71	3.8–4.4	75–89	Good	
50–59	3.0–3.7	60–74	Satisfactory	
0-49	2.0	0–59	Not satisfactory	Not credited

Total points for course				
200-level (points)	4-level (points)	Percentage (%)	4-level	2-level
180–200	4.5–5.0	90–100	Excellent	Credited
150–179	3.8–4.4	75–89	Good	
120–149	3.0–3.7	60–74	Satisfactory	
0–199	2.0	0–59	Not satisfactory	Not credited

Assessment criteria of academic achievements of applicants in practical classes

Current control during the semester is carried out in practical classes in the form of tests with three types of questions:

- A. Multiple-choice questions (1 point for each correct answer);
- B. Questions with short written answers (2 points for each correct answer);
- C. Questions with extended written answers (3 points for each correct answer).

The test can include of one or many types of questions listed above. Answers to type A questions are scored automatically. During the evaluation of answers to type B questions only the correctness of the answer is taken into account. During the evaluation of answers to type C questions, independence (absence of plagiarism), correctness and completeness of the answer are taken into account.

Assessment criteria of written assignments

Written assignments are evaluated according to the following indicators:

- 1) Independence (absence of plagiarism)
 - ✓ 0–4% of plagiarism — 4 points;
 - ✓ 5–9% of plagiarism — 3 points;
 - ✓ 10–14% of plagiarism — 2 points;
 - ✓ 15–19% of plagiarism — 1 point;
- 2) Complete performance of assigned tasks (2 points),
- 3) Complete coverage of the topic of the assignment (1 point),
- 4) Formatting the text according to the requirements (1 point).

Academic integrity

According to the "Code of Values of the Karazin University", the university adheres to academic integrity, therefore independent written assignments in which the proportion of plagiarism exceeds 20% are returned without evaluation.

Assessment criteria of academic achievements of applicants for the credit

Current control during the semester is carried out in practical classes in the form of tests with three types of questions:

- A. Multiple-choice questions (1 point for each correct answer);
- B. Questions with short written answers (2 points for each correct answer);
- C. Questions with extended written answers (3 points for each correct answer).

The test can include of one or many types of questions listed above. Answers to type A questions are scored automatically. During the evaluation of answers to type B questions only the correctness of the answer is taken into account. During the evaluation of answers to type C questions, independence (absence of plagiarism), correctness and completeness of the answer are taken into account.

Pass mark is 60% of the maximum number of points (50 points).

Conditions of admission to the credit test: the presence of a pass mark for all previous tests.

RECOMMENDED LITERATURE

Main

1. A global history of medicine / Ed. by Mark Jackson. Oxford, United Kingdom: Oxford University Press; 2018. 290 p.

2. Duffin J. History of medicine: a scandalously short introduction. Third edition. Toronto ; Buffalo ; London: University of Toronto Press; 2021. 532 p.
3. The History of Medicine and Healthcare: Selected Papers. / Ed. Bolton L, Pratt WJ, Stahnisch FW. Newcastle upon Tyne: Cambridge Scholars Publisher; 2021.

Additional

1. Bacopoulos-Viau A., Fauvel A. The Patient's Turn Roy Porter and Psychiatry's Tales, Thirty Years on // Medical history. 2016. № 60 (1). P. 1–18.
2. Broecker F., Moelling K. Evolution of Immune Systems From Viruses and Transposable Elements // Front. Microbiol. 2019. P. 51.
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4. Harrison M. A Global Perspective: Reframing the History of Health, Medicine, and Disease // Bulletin of the History of Medicine. 2015. V. 89. № 4. P. 639–689.
5. Jackson M. History of medicine — a beginners guide. Oneworld Publications, 2014.
6. Jones D. S., Greene A., Duffin J., Warner J. H. Making the Case for History in Medical Education // Journal of the History of Medicine and Allied Sciences. 2014. № 70 (4). P. 623–652.
7. Moelling K., Broecker F. Viruses and Evolution — Viruses First? A Personal Perspective // Front. Microbiol. 2019. P. 523.
8. One Snake or Two? Exploring Medical Symbols Among Medical Students. K. K. Kehinde [et al.] // Acta Medica Martiniana. 2019. № 19 (2). P. 78–87.
9. Silva C. Winston Black, Medicine and Healing in the Premodern West. A History in Documents. Diánoia. 2022 Nov 9; 67(89):156.

10. Stahnisch F. W. Making Medical History Relevant to Medical Students: The First Fifty Years of the Calgary History of Medicine Program and History of Medicine Days Conferences // Journal of the History of Medicine and Allied Sciences. 2023. C. jrac044.

11. The impact of genomics on the future of medicine and health / J. S. Mattick, M. A. Dziadek, B. N. Terrill [et al.] // Medical Journal of Australia. 2014. № 1. P. 17–20.

12. Weber A. S. Clinical Applications of the History of Medicine in Muslim-Majority Nations // Journal of the History of Medicine and Allied Sciences. 2023. P. jrac039.

Електронне навчальне видання комбінованого використання
Можна використовувати в локальному та мережному режимі

Проценко Олена Сергіївна
Кириченко Максим Іванович

ІСТОРІЯ МЕДИЦИНИ

Методичні рекомендації
для студентів I курсу медичного факультету

В авторській редакції

Підписано до розміщення 30.01.2025. Гарнітура Times New Roman.
Ум. друк. арк. 0,8. Обсяг 0,684 Мб. Зам. № 38/25.

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61022, м. Харків, майдан Свободи, 4.
Свідоцтво суб'єкта видавничої справи ДК № 3367 від 13.01.2009
Видавництво ХНУ імені В. Н. Каразіна