

**The procedure for certification
on the discipline "Psychiatry and Narcology"
for students of 2021st year of the admission
in the specialty educational program
direction of training 05.31.03 Dentistry (specialist level),
full-time form of education
for the 2024-2025 academic year**

1. Methodology for calculating the rating by discipline.

The final rating for the discipline (R_d) is calculated using the following formula:

$$R_d = (R_{pr} + R_{ic}) / 2,$$

where:

R_d – rating by discipline.

R_{pr} – preliminary rating for the discipline (average rating based on the results of evaluating the assimilation of the academic discipline during the semester);

R_{ic} – rating of the intermediate certification (credit).

The preliminary rating is calculated using the following formula:

$$R_{pr} = R_{sem},$$

where:

R_{sem} – semester rating for the discipline.

The semester rating is calculated as follows:

$$R_{sem} = (R_{cur} + R_{iw}) / 2 + R_{bonus} - R_{penalty},$$

where:

R_{cur} – current rating for the discipline.

R_{iw} – rating of the student's independent work within the discipline in points;

R_{bonus} – bonus rating;

$R_{penalty}$ – penalty rating.

1.1. Methodology for calculating the current discipline rating (R_{cur}).

The current semester rating is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline.

The teacher evaluates the student's implementation of current performance monitoring activities at each seminar-type lesson on a classical 5-point scale, where:

2 – unsatisfactory.

3 – satisfactory.

4 – good.

5 – excellent.

Assessment for testing (carried out with the use of DOT on the EIOP of VolgSMU) is made on a 100-point scale and converted to a value on a 5-point scale (table 1 of the appendix to this Procedure), which is entered in the journal of the current certification as the current assessment.

At the end of each semester of studying the discipline, R_{cur} is calculated with the transfer of the calculated value to a 100-point scale (Table 1 of the appendix to this Procedure).

1.2. Methodology for evaluating and calculating the student's independent work rating in the semester (R_{iw}).

The independent work rating in the semester is calculated as the arithmetic mean of all grades received by the student for completing the independent work.

Independent work includes independent study of individual topics in the total amount of hours provided for in the curriculum.

Independent work assessment is carried out on a classic 5-point scale, where:

2 – unsatisfactory.

3 – satisfactory.

4 – good.

5 – excellent.

In the case when the independent work assessment is made by testing, it is a value on a 100-point scale, which is subject to conversion to a 5-point system (Table 1). The criteria for independent work assessment, when it is performed in writing, are given in table 2 of the annex to this Procedure.

At the end of each semester of studying the discipline, the student's R_{iw} is calculated with the transfer of its calculated value to a 100-point scale according to Table 1 of the appendix to this Procedure. The absence of current debt is considered to be an R_{iw} value of more than 61 points.

1.3. Methodology for evaluating and calculating the preliminary rating for a discipline (R_{pr}).

Предварительный рейтинг (R_{pr}) is equal to the semester rating of the discipline (R_{sem}) and is the arithmetic mean of the current student rating (R_{cur}) and the independent work rating (R_{iw}), to which bonus points (R_{bonus}) can be added or penalty points ($R_{penalty}$) can be deducted. Bonuses and penalties for discipline are calculated in accordance with Table 3 of the appendix to this document.

1.4. Methodology for calculating the intermediate certification rating (R_{ic}).

Intermediate attestation is carried out in the form of a credit according to the fund of assessment funds for the discipline and the cathedral procedure for conducting intermediate attestation. Assessment of the level of formation of the necessary competencies in a student is carried out according to the criteria indicated in table 4 of the appendix to this document.

1.5. Methodology for calculating the final grade in the discipline (R_d).

The final grade in the discipline is defined as the arithmetic mean of R_{pr} and R_{ic} , calculated in a 100-point system, and then transferred to a 5-point system and entered in the student's credit book in the form of a mark "credited" / "not credited" (Table 5 of the appendix to this Procedure).

The minimum number of points according to the 100-point system, in which a particular rating component is counted as passed, is 61 points, and the maximum number is 100 points. The absence of current debt is considered to be have than 61 points.

2. Implementation of point rating system at the Department of Psychiatry, Narcology and Psychotherapy.

The department enters information about students' point rating system in the electronic information and educational system of VSMU. Entering information and submitting relevant statements to the relevant dean's office of the faculty/Institute of Public Health takes place no later than three working days following the day of the interim certification, as well as no later than the last day of the month in which the interim certification was conducted.

Reviewed at the meeting of the Department of Psychiatry, Narcology and Psychotherapy "17"
June 2024, Protocol No. 11

Head of the Department

I. I. Zamyatina

Appendix
to the Certification procedure
on the discipline "Psychiatry and Narcology"
for students of 2021st year of the admission
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Table 1. Transfer of the student's score in the 5-point system to the rating score in the 100-point system.

5-point system	100-point system	5-point system	100-point system	5-point system	100-point system	5-point system	100-point system
score 5,00	100	3,90	75	2,73	50	2,24	25
4,95	99	3,80	74	2,70	49	2,23	24
4,90	98	3,70	73	2,68	48	2,22	23
4,85	97	3,60	72	2,65	47	2,21	22
4,80	96	3,50	71	2,63	46	2,20	21
4,75	95	3,45	70	2,60	45	2,19	20
4,70	94	3,40	69	2,58	44	2,18	19
4,65	93	3,35	68	2,55	43	2,17	18
4,60	92	3,30	67	2,53	42	2,16	17
4,5	91	3,25	66	2,50	41	2,15	16
4,47	90	3,20	65	2,48	40	2,14	15
4,43	89	3,15	64	2,46	39	2,13	14
4,40	88	3,10	63	2,44	38	2,12	13
4,37	87	3,05	62	2,42	37	2,11	12
4,33	86	3,00	61	2,40	36	2,10	11
4,30	85	2,98	60	2,38	35	2,09	10
4,27	84	2,95	59	2,36	34	2,08	9
4,23	83	2,93	58	2,34	33	2,07	8
4,20	82	2,90	57	2,32	32	2,06	7
4,17	81	2,88	56	2,30	31	2,05	6
4,13	80	2,85	55	2,29	30	2,04	5
4,10	79	2,83	54	2,28	29	2,03	4
4,07	78	2,80	53	2,27	28	2,02	3
4,03	77	2,78	52	2,26	27	2,01	2
4,00	76	2,75	51	2,25	26	2,00	1

Table 2. Criteria for evaluating written independent work forms.

Description of the work	Assessment
The work is written in full accordance with the scheme recommended by the department. The task of independent work is fully achieved, the content of the work demonstrates the totality of conscious knowledge about the object, the ability to build internal cause-and-effect relationships. The answer is formulated in terms of science, logically structured, and evidence-based.	"5" - "excellent"
The work was performed in full compliance with the scheme recommended by the	"4" - "good"

department. The task of independent work is achieved, the content of the work as a whole is presented correctly, but it reveals the omission of insignificant details. The answer is formulated mainly in terms of science, has a logical structure, and does not contain gross errors in understanding the object of study.	
The work generally corresponds to the scheme recommended by the department. The task of independent work is partially achieved, the content of the work reflects the inferiority of knowledge about the object. The answer is incomplete, formulated in incorrect terms or completely literary language, its structure is broken, and the evidence is low.	"3" - "satisfactory"
The work was not completed / performed with significant deviations from the scheme recommended by the department. The content is presented carelessly, in insufficient volume, or with a large number of system inaccuracies. The answer is illogical, lacking integrity, structure, or evidence. The task of independent work was not completed.	"2" - "unsatisfactory"

Table 3. Penalties and bonuses by discipline.

Bonuses	Name	Scores
Students' research work (awarded no more than once per course of study)	Educational and research work on the topics of the subject under study	+3,0
Writing scientific articles, participating in conferences (awarded for each work)	Participation in the conference (international, all-Russian, regional, intra-university) on the topics of the subject being studied	
	publication	+3.0
	report	+4.0
	prize	+ 5.0
	Publication (on the topics of the subject being studied) in the following journals:	
	Non-peer	+2.0
	Peer	+3.0
	List of Higher Attestation	+4.0
	Scopus, Web of Science	+5.0
Participation in extracurricular activities of the department	Report at the meeting of the youth scientific society of the department (accrued for each work)	+1,0
	Participation in the "School of Excellence" (awarded 1 time per course of study)	+3,0
Penalties	Name	Scores
Disciplinary Points (awarded for each case)	Skipping a class without a valid reason (lecture or seminar)	-2.0
	Being late for a class (up to 30 minutes)	-1.0
	Performing an independent work not on	-1.0

	time (later than 1 week from the end of the cycle)	
	Violation of safety, ethical and legal aspects	-2.0
Causing material damage	Damage to equipment and property	-2.0
Other	Second attempt when performing course elements (testing, independent work, credit)	-1.0 (subtracted from the score for completing an item on a 5-point scale)

Table 4. Criteria for assessing the level of assimilation of the discipline material and the formation of competencies.

Characteristics of the answer	Оценка ECTS	Score Points in the BRS	Level of competence formation in the discipline
A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, which manifests itself in the free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships. Knowledge about an object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, presented in literary language, logical, evidence-based, and demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation. Intermediate certification completed.	A	100-96	HIGH
. A full, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are revealed in evidence; the answer traces a clear structure, a logical sequence that reflects the essence of the concepts, theories, and phenomena being revealed. Knowledge about an object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is presented in literary language in terms of science. There may be shortcomings in the definition of concepts that are corrected by the student independently during the response process. The student demonstrates a high level of competence development. Intermediate certification completed.	B	95-91	
Gives a full, detailed answer to the question posed, shows the ability to identify significant and non-essential signs, cause-and-effect relationships. The answer is clearly structured, logical, and presented in literary language in terms of science. There may be shortcomings or minor errors corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence formation. Intermediate certification completed.	C	90-81	AVERAGE

<p>A full, detailed answer to the question is given, the ability to identify significant and non - essential signs, cause-and-effect relationships is shown. The answer is clearly structured, logical, and presented in terms of science. However, minor mistakes or shortcomings were made, corrected by the student with the help of" leading " questions from the teacher. The student demonstrates an average sufficient level of competence formation. Intermediate certification completed.</p>	D	80-76	
<p>Gives a complete but not sufficiently consistent answer to the question, but at the same time shows the ability to identify essential and non-essential features and cause-and-effect relationships. The answer is logical and stated in terms of science. There may be 1-2 errors in the definition of basic concepts that the student finds difficult to correct independently. The student demonstrates a low level of competence formation. Intermediate certification completed.</p>	E	75-71	LOW
<p>answer is not sufficiently complete or detailed. Logic and consistency of presentation have violations. Mistakes were made in the disclosure of concepts and the use of terms. The student is not able to independently identify essential and non-essential features and cause-and-effect relationships. The student can concretize the generalized knowledge, proving their main points by examples only with the help of the teacher. Speech design requires corrections and corrections. The student demonstrates an extremely low level of competence formation. Intermediate certification completed.</p>	E	70-66	
<p>An incomplete answer is given, and the logic and consistency of the presentation are significantly violated. Gross errors were made in determining the essence of the disclosed concepts, theories, and phenomena, due to the students ' misunderstanding of their essential and non-essential features and connections. There are no conclusions in the response. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires corrections and corrections. The student demonstrates a threshold level of competence formation. Intermediate certification completed.</p>	E	65-61	THRESHOLD
<p>An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentary, illogical presentation. The student is not aware of the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization, or evidence-based presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to correction of the student's answer not only to the question posed, but also to other questions of the discipline. There is no competence. Intermediate certification failed.</p>	Fx	60-41	NO COMPETENCE
<p>Answers to basic questions of the discipline were not received. The student does not demonstrate indicators of achievement of competence formation. There is no competence. Intermediate certification failed.</p>	F	40-0	

Table 5. Final assessment of the discipline.

Score according to the 100-point system	Score according to the 5-point system	Score according to the "credited" - "not credited" system	ECTS score	Competence development level	
100-96	5	"credited"	A	high	
95-91			B		
90-81	4		C	medium	
80-76			D		
75-71	3		"not credited"	E	low
70-66					
65-61					
60-41	2	"not credited"		Fx	competence absent
40-0				F	