MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution
of higher education
«Far Eastern Federal University»
(FEFU)
School of Biomedicine

Department of Clinical Medicine

GENERAL CHARACTERISTICS OF THE MAIN PROFESSIONAL EDUCATIONAL PROGRAM

Specialty
31.05.01 General Medicine

Qualification – specialist, Physician

Form of study: *full time*

Standard term of study

(full time study) *6 years*

Vladivostok
2019

Annotation

Main educational program of higher education in 31.05.01 «General Medicine»

Qualification – specialist, Physician

Standard term of study – 6 years

1. General principles

The main educational program (MEP) of higher education (specialist`s degree in 31.05.01 General Medicine), is implemented by Federal state independent institution of higher education, “Far Eastern Federal University”. This program is the document`s system, which is elaborated and approved by higher education institution with labor market requirements and which is based on Federal state educational standard of higher education.

The MEP is a set of :

- basic characteristics of education (the amount, content, expected results),
- pedagogical and organizational properties,
- assessment forms, which is presented in the form of annotations (general characteristics) of educational program,
- curriculum,
- calendar academic schedule,
- programs of academic disciplines (modules),
- programs of practical trainings,
- teaching materials of academic disciplines, including evaluation tools and training materials
- programs of scientific research
- program of state final examination,
- actual resources` provision of the educational process.

The system-wide requirements for the implementation of the program of specialty are defined in accordance with the Federal State Educational Standard of Higher Education in the field of training on the 31.05.01 “General Medicine” (specialty level), approved by order of the Ministry of Education and Science of the Russian Federation of 09.02.2016, No. 95.

The portion of full-time scientific and pedagogical workers (in the rates given to integer values) is 60,75% of the total number of scientific and pedagogical workers of the organization.

The implementation of the MEP is provided by scientific and pedagogical personnel who have a basic education that corresponds to the profile of the discipline being taught. Their portion is 98,47% of the total number of scientific and pedagogical workers.

The portion of teachers with a degree and (or) academic title is 74, 67%; the portion of academic and teaching staff collected from the managers and employees of organizations whose activities are related to the focus of the program being implemented meet the requirements of the Federal State Educational Standard of Higher Education in the field of training on the 31.05.01 “General Medicine” (specialty level), approved by order of the Ministry of Education and Science of the Russian Federation of 09.02.2016, No. 95 is 14,04%.

The MEP is provided with educational and methodological documentation in all disciplines, including independent work of students which presented in the FEFU local information network. During the entire period of study, each student is provided with unlimited access to electronic library systems and the FEFU electronic information and educational environment, which is hosted on the Blackboard Learn platform.

FEFU electronic information and educational environment provides:

the formation of an electronic portfolio of the student, including the preservation of the student's work, reviews and assessments of these works;

interaction between participants of the educational process, including synchronous and asynchronous interaction via the Internet. The functioning of the electronic

information and educational environment is ensured by appropriate means of information and communication technologies and the qualifications of the employees who use and support it.

The library collection is staffed with printed and electronic issues of basic and additional literature published over the past five to ten years.

Jobs for people with disabilities are equipped with:

Braille displays and printers;

portable devices for reading flat-print texts, scanning and reading machines with a video enlarger with the ability to adjust color spectra;

magnifying electronic loops and ultrasonic markers.

The educational process is provided with the relevant fire prevention requirements by equipped classrooms and laboratories designed to conduct lectures, laboratory and practical classes in curriculum disciplines, as well as facilities for independent work of students.

The Wi-Fi network covers all educational buildings, gives access to the Internet. All classrooms designed for lecture-type classes are equipped with multimedia systems, projectors, and presentation screens.

All FEFU buildings are designed for accessibility for people with disabilities. In order to provide special conditions for the education of persons with disabilities in FEFU, all buildings are equipped with ramps, elevators, lifts, special equipped toilet rooms, information and navigation support signs.

2. Normative legal base for MEP development

The normative legal base for MEP development constitutes the following documents:

- Federal Law of 29 December 2012 № 273-FL "The Education in the Russian Federation";

- Federal state educational standard of higher education 31.05.01 “Medicine” (degree - specialist), which is approved by the Order of the Ministry of Education and Science of Russian Federation of 09.02.2016 № 95
- Normative documents of the Ministry of Education and Science of the Russian Federation, the Federal Service for Supervision in the Sphere of Education and Science; Ministry of Health of the Russian Federation.
- FEFU Charter, approved by order of the Ministry of Education of the Russian Federation on May 12, 2011 №1614;
- Internal FEFU regulations and documents.

3. The aims and objectives of the main educational program

The main aim of MEP:

In accordance with the Federal state educational standard of higher education of Specialist`s degree in 31.05.01 General Medicine, the aim of implementation of the educational program is a proper training of highly qualified specialists in the field of Health Care and Medical Sciences (professional direction is a Clinical Medicine) who are able to realize medical care, management and researches. It will be possible in terms of acquisition of special professional knowledge, common and professional competences, which contribute to social mobility of graduates and their stability on the labor market.

The main aim can be achieved by completing the following tasks:

- providing of a proper trainings for the professional direction and the implementation of Federal state educational standard of higher education, taking into account the development of science, culture, economics, engineering, technologies and social areas.

- ensurance of interaction between higher-education teaching personnel and employers, as well as the ensurance of higher-education teaching personnel - business community interaction. It should be regarding the development of cultural, professional and personal competences and should refer to evaluation of

the quality of graduates` training. It should be beneficial for students in order to gain professional knowledge and skills, according the demands of Federal state educational standard of higher professional education.

- enhancement of foreign language proficiency, concentrating on professional direction
- enhancement of philosophic education, concentrating on professional direction as well:
- planning and management of the work of health care personnel, as well as the organization of professional development program for employees at medical and scientific institutions
- development of professional skills of independent research and educational activities, analytical work with information (educational, scientific, regulatory and other);
- scientific organization of labor of medical personnel at medical and scientific institutions, the creation of teaching aids and instructions for professional activities, indicating the role of Russian scientists
- conducting lectures, laboratory, practical, clinical and practical classes with students of natural sciences, to deal with medical, biological and clinical problems at medical schools and colleges ;
- formation of skills of independent problem solving such as: the acquisition of knowledge in the field of emergency medical care and exercising general medical manipulations; advanced study of theoretical and methodological foundations of biochemical, clinical laboratory, immunological and genetic researches to diagnose pediatric, therapeutic, surgical and neurological diseases; the maintaining and reporting documents of medical and scientific institutions with the use of modern methods of medical informatics; the organization of communication with population on health, healthy lifestyles, the impact of environmental factors on health and the prevention of various diseases; making scientific researches in natural, medical and biological sciences, using modern biochemical, immunological, molecular-biological and genetic techniques; the analysis and use

of various medical, biological and information technologies in the professional activities; the development of new scientific and diagnostic methods of investigation, and promotion the effective use of modern biochemical, clinical laboratory equipment at the departments of medical and scientific institutions.

4. Complexity of the MEP

The standard term of acquisition of the MEP of Specialist`s degree in 31.05.01 General Medicine is 6 years for full-time education.

The total complexity of the acquisition of basic educational program for full-time education is 360 credits (60 credits per academic year).

In case of studying according to the individual curriculum of persons with disabilities, the period of mastering MEP can be extended at their demand by no more than 1 year as compared with the period of education for the corresponding form of education. The volume of the specialty program for one academic year when studying according to the individual curriculum may not exceed 75.e.

5. Occupational categories

The occupational categories for specialists in 31.05.01 General Medicine include: protection of public health by healthcare delivery in accordance with the requirements and standards in the field of public health.

6. Objects of professional activity

The objects of professional activity of graduates who have mastered the specialty program are :

- Individuals (patients) ;
- Population;
- A set of tools and technologies aimed at creation of optimal conditions for the protection of public health.

7. Types of professional activity. Professional tasks

The specialist in **31.05.01 General Medicine** is preparing for the following types of professional activity:

- Medical care

- Management
- Research

The specific professional activities, for which specialist prepares mainly, are determined by FEFU together with the students, scientific workers and higher-education teaching personnel of FEFU and employers' associations.

8. **The specialist in 31.05.01 General Medicine** should be able to solve the following professional problems in **medical care**:

- prevention of diseases among the population through taking preventive and anti-epidemic measures;
- conducting of preventive medical examinations, clinical examination and dispensary observation
- data collection and statistical analysis of health information of different age and sex groups, characterizing their health status;
- diagnosis of diseases and pathological conditions of patients;
- diagnostics of emergencies;
- diagnosis of pregnancy;
- examination of temporary disability and participation in other types of medical examination;
- delivering of medical first aid in the outpatient setting and a day patient department.
- delivering of medical first aid in case of sudden acute diseases and conditions, exacerbation of a chronic disease , which are not life-threatening and do not require emergency medical assistance;
- assistance at the delivering of emergency medical care for patients, requiring urgent medical participation;
- medical assistance in emergency situations, as well as in medical evacuation;
- participation in medical rehabilitation and sanatorium treatment ;
- formation of motivation for population, patients and their families, aimed at preserving and strengthening their health and the health of others;

- helping patients to get basic health habits, which contribute to the prevention of diseases and health promotion;

The specialist in **31.05.01 General Medicine** should be able to solve the following professional problems in **management**:

- application of the basic principles of the medical care organization at health care institutions and their structural divisions;
- establishment of favorable conditions for the stay of patients and the work of medical personnel at medical institutions;
- maintaining and reporting medical documentation at medical institutions;
- organization of medical expert review;
- organization of evaluation the quality of medical care;
- compliance with the basic requirements of information security;

The specialist in **31.05.01 General Medicine** should be able to solve the following professional problems in **research**:

- analysis of scientific literature and official statistical surveys, participation in statistical analysis and public presentation of the results;
- participation in solving specific research problems in the field of health care for diagnosis, treatment, medical rehabilitation and prevention.

9. Requirements for the acquisition of the MEP

The graduate, who has done his specialist`s degree in **31.05.01 General Medicine,** in accordance with the objectives of the program, the types and the tasks of professional activity, he should possess common cultural and common professional and professional competences, which are formed as a result of acquisition of the MEP.

The graduate should possess the following **general cultural competences** (GCC):

- the ability to abstract thinking, analysis, synthesis (GCC -1)
- the ability to use basic philosophical knowledge to form a worldview (GCC -2);
- the ability to analyze the main stages and the laws of historical development of

society to form civic position (GCC -3)

- ability to act in unusual situations, to take social and ethical responsibility for decisions (GCC -4)
- the readiness to self-development, self-realization, self-education, to use of creativity (GCC -5)
- the ability to use the methods and means of physical culture to ensure full social and professional activities (GCC - 6);
- the readiness to use techniques of first aid and techniques of protection in emergency situations (GCC - 7)
- the readiness to work in a team, to perceive social, ethnic, religious and cultural differences tolerantly. (GCC -8)

The graduate should possess the following **general professional competences**:

- the willingness to solve common tasks of professional activity with the use of information and bibliographic resources, biomedical terminology, information and communication technologies, taking into account the main requirements for information security (GPC – 1)
- the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2)
- the ability to use the basics of economic and legal knowledge in professional activity (GPC-3)
- the ability and willingness to implement the ethical and deontological principles in professional activities (GPC – 4)
- the ability and willingness to analyze the results of his own activity to prevent professional errors (GPC-5)
- the readiness to maintain and report medical documents (GPC – 6)
- the readiness to use basic physical and chemical, mathematical and other natural science concepts and methods in solving professional problems (GPC – 7)
- the readiness for medical use of drugs and other medical substances and their combinations in solving professional problems (GPC – 8)

- the capacity for the assessment of morphological and physiological states and pathological processes in the human body for solving professional tasks (GPC – 9)
- the willingness to ensure care for sick people and primary pre-hospital care (GPC – 10)
- the readiness to use medical devices, provided by medical assistance procedures (GPC -11)

The graduate should possess the following **professional competences** to realize **medical care** :

- the ability and willingness to implement a set of measures aimed at the preservation and promotion of health. It includes the formation of a healthy lifestyle, the prevention of occurrence and (or) the spread of diseases, their early diagnosis, the identification of their causes, as well as this set is aimed at elimination of harmful effects of environmental factors on human health (PC – 1)
- the ability and willingness to conduct of preventive medical examinations, clinical examinations and dispensary observations. (PC – 2)
- the ability and willingness to conduct epidemiological protection, to organize the protection of public health in the focal points of especially dangerous infections, in case of degradation of the radiation situation, natural disasters and other emergency situations (PC – 3)
- the ability and willingness to use social methods of data collection and analysis of medical and statistical information on health indicators of population (PC – 4)
- the readiness to collect and to analyze patient complaints, data of its history, the results of laboratory, instrumental, postmortem and other examinations to recognize the incidence or the absence of diseases (PC – 5)
- the ability of determining the patient's basic pathological conditions , symptoms, syndromes, diseases in accordance with the International Statistical Classification of Diseases and problems related to health , the 10th review. (PC – 6)
- readiness for the examination of temporary disability, participation in the conduction of medical and social expert reviews, detection of human biological death (PC – 7)

- the ability to determining the tactics of patient surveillance with different nosological entities. (PC – 8)
- the willingness to treat patients with different nosological entities in the outpatient settings and a day hospitals (PC – 9)
- the willingness to deliver medical first aid in case of sudden acute diseases and conditions, exacerbation of a chronic disease , which are not life-threatening and do not require emergency medical assistance (PC – 10)
- the willingness to assist at the delivering emergency medical care for the patients in the conditions, requiring urgent medical participation; (PC – 11)
- the willingness to realize a prenatal care as well as child delivery (PC – 12)
- the willingness to do a medical assistance in emergency situations, as well as in medical evacuation (PC – 13)
- the readiness for determining the need to use natural healing factors, the drug, non-drug therapy and other methods of treatment in patients who are in need of medical rehabilitation and sanatorium treatment (PC – 14)
- the willingness to help patients and their relatives to get basic health habits, to get abilities of self-control of basic physiological features, which contribute to the prevention of diseases and health promotion (PC – 15)
- the readiness for educational activities to eliminate the risk factors and promote healthy lifestyles (PC – 16)

management:

- the ability to use the basic principles of organization and management in the field of public health protection, at medical institutions and their structural divisions (PC– 17)
- the willingness to participate in the evaluation of the quality of medical care using basic health statistics (PC – 18)
- the ability to organize medical aid in case of emergencies, including medical evacuations (PC – 19)

research:

- the readiness to analysis and public presentation of medical information based on evidence-based medicine (PC – 20)
- the ability to participate in researches (PC – 21)
- the willingness to participate in implementation of new methods and techniques aimed at protection of public health. (PC – 22)

10.MEP structure

The main educational program (MEP) of higher education (specialist`s degree in 31.05.01 General Medicine) includes the obligatory part (basic) and the part formed by the participants of educational relations (variable). This provides the possibility of implementing specialist programs with different specializations within the same specialty.

The specialty program consists of the following blocks:

Block 1 "Disciplines (modules)", which includes disciplines (modules) relating to the basic part of the program and disciplines (modules) relating to its variable part.

Block 2 "Trainings, including research and development work (R & D)", which fully relates to the basic part of the program.

Block 3 "State final certification", which fully relates to the basic part of the program and ends with the assignment of qualifications specified in the list of specialties and areas of higher education approved by the Ministry of Education and Science of the Russian Federation

MEP structure	Complexity of the MEP, in credits.
Disciplines (modules)	324 - 330
Basic part	288 - 294
Variable part	36
Trainings, including research and development work (R & D)	27 - 33
Basic part	27 - 33

State final certification	3
Total complexity of the MEP	360

11. Characteristics of the FEFU educational environment, ensuring the formation of common cultural competencies and the achievement of educational goals.

According to the Charter of the Far Eastern Federal University and University Development Program, the main task of educational work with students is creating conditions for their active life, civil self-determination and self-realization, satisfaction the students' needs in intellectual, spiritual, cultural and moral spheres. The educational activity of the university is systematically carried out through the learning process, practice, research work of students and extracurricular activities in all directions. The university has created a campus environment that ensures the development of common cultural, social and personal competencies of graduates.

Organization and substance of educational and extracurricular activities in the Far Eastern Federal University Management System are provided by the following structures: The Scientific Council; Rector's Office; Vice President for Academic and educational work; Service of psychological and pedagogical support; Schools; Department of youth policy; Creative Center; United student council. At the Training volunteers center, Club of parliamentary debates, Students' union, United students' scientific society, Center for the development of students' initiatives, Youth training center, Student professional detachments you can easily attach your strength and implement your own projects.

School of biomedicine students' council plays an important role in shaping of the educational environment. SBMSC takes part in the organization of extracurricular activities of students, identifies barriers to successful implementation of the teaching and educational process in the university, brings them to the attention of school authorities, considers questions related to the observance of discipline, internal regulations, and protects the interests of students

in cooperation with the administration. It helps students to obtain experience in organizing and performing activities.

Educational environment of the University contributes to the fact that each student has the opportunity to be active, to be included in the social practice, to solve the problems of the university, city, and country, while developing appropriate common cultural and professional competence. That's why a number of state and non-state scholarships are identified in the Far Eastern Federal University for support and motivation of students: scholarships for achievements in science, scholarships for achievements in social activities, scholarships for excellence in sports activities, scholarships for excellence in creative activities, scholarship of Vladimir Potanin Foundation , Oxford Russian Fund scholarship, scholarship of the Governor of Primorsky Territory, «Genzo Shimadzu» scholarship, «BP» scholarship, scholarship program «Alfa Chance», «Mitsubishi Corporation» International scholarship and some others.

The procedure of scholarship payments is determined by the Regulation of the provision of scholarships and other forms of material support for FEFU students, graduate students and doctoral approved by the Order № 12-13-1794 from 11.07.2014.

Criteria for the selection and dimensions of advanced state academic scholarships are regulated by the Regulation of advanced state academic scholarships for achievements in teaching, research, social, cultural, artistic and sports activities, approved by the order № 12-13-1862 from 19.11.2014.

The procedure of appointing financial assistance to needy students is governed by the Regulations of the procedure for the provision of non-recurrent financial assistance to FEFU students, approved by Order № 12-18-1251 from 20/03/2013, at a payout is established commission on questions of providing financial assistance to students FEFU.

In addition, to support talented students, undergraduate and postgraduate academic mobility support program acts in FEFU. It is the system of financing of different trips – for conferences, trainings, seminars, meetings, summer schools. This system is regulated by the Regulation of the organization of FEFU students' participation in outreach educational and extra-curricular activities approved by Order № 12-13-506 from 23.05.2013.

There is also financial support for the activities of student associations, student groups, student government, volunteerism, clubs of interests, support of student sport, patriotic direction. This support is a part of implementation of the Program of activities of student associations. The university sets up a career development center, which assists graduates to find a job. Career training courses and career-oriented testing of students, which contribute to the development of their career skills and competencies, are held there regularly.

The University is a unique complex of buildings and facilities. It has placed on one million square meters, and it has got advanced campus infrastructure, including hostels and hotels, sports venues and facilities, a medical center, a network of canteens and cafeterias, gyms, grocery stores, pharmacies, post offices and banks, laundries, workshops and other facilities that provide necessary conditions for accommodation, food, recreation, sports and rest of students and staff. All campus buildings are designed to be accessible for invalid persons.

Rooms and computer labs with access to the Internet and electronic-educational environment of the University are equipped for the organization of independent work of students.

The project of cultural and leisure space «Ajax» is implemented as a part of the campus infrastructure. This project includes following areas: co-working, exhibitions, cafe and other.

12. Evaluation system for the quality of mastering by students the educational program

The evaluation for the quality of mastering of the main educational program of higher education includes the current control, intermediate certification and state final certification of graduates. At the university a rating assessment of students' knowledge is developed for the system work on the maintenance of academic performance.

The procedure for conducting current control and intermediate certification is regulated by the “Regulations on the current monitoring of progress, current and intermediate certification of students enrolled in FEFU educational programs”, approved by order No. 12-13-1376 of 07/05/2017; “Regulations on the rating system for assessing the progress of students enrolled in FEFU higher educational programs”, approved by Order No. 12-13-17184 of October 28, 2014; “Regulations for monitoring the effectiveness of the educational process”, approved by order dated October 28, 2014 No. 12-13-1719.

The state final certification is regulated by the "Regulations on the state final certification for educational programs of higher education - undergraduate programs, specialties, magistracy", approved by Order No. 12-13-2285 of November 27, 2015. Evaluation tools in the form of a fund of evaluation tools for all forms of attestation and routine control are developed and presented in the electronic training support system BlackBoard Learn. Evaluation funds are developed in accordance with the “Regulations on the Funds of Evaluation Funds of Educational Programs of Higher Education - Bachelor’s Programs, Specialties, Magistracies of FEFU”, approved by Order No. 12-13-850 of May 12, 2015. For each learning outcome, indicators and criteria for assessing the formation of competencies at various stages of their formation, scales and assessment procedures are determined for each discipline, practice or final certification.

13. Specifics of the educational program.

The strategic document defining the policy of the Russian Federation in the sphere of health care is the Russian Federation Government Executive Order №

2511 of 24.12.2012 « Of approval of the Russian Federation State Program «Development of healthcare» for the period up to 2020».

The program's goal is to ensure access to health care and improve the efficiency of health services, amounts, types and quality of which must meet the level of morbidity and population needs, advanced achievements of medical science.

Objectives of Program are:

- priority of prevention in health care sphere and the development of first medico-sanitary aid;
- improving the efficiency of the provision of specialized health care, including high-tech care, emergency, including specialized emergency, medical care, medical evacuation;
- development and introduction of innovative methods of diagnosis, prevention and treatment, as well as the foundations of personalized medicine;
- improving the efficiency of the obstetrics and childhood services;
- development of medical rehabilitation of the population and improvement of sanatorium treatment system, including children' health resort treatment;
- provision of medical care for incurable patients, including children;
- provision of the health care system by highly qualified and motivated staff;
- increasing Russia's role in global sphere of health care;
- improving the efficiency and transparency of control and supervisory functions in the sphere of health protection;
- biomedical assurance of the protection of public health;
- assurance of systematic organization of health care.

Specialists who graduates «General Medicine» educational program shall provide the implementation of health development programs in life. That's why the direction of the training of specialists (program 31.05.01 «General Medicine») is one of the primary and perspective directions in the FEFU School of Biomedicine.

Medicine is the fundamental course of the doctor's trainings, combining the achievements of basic sciences in the field of biology, medicine and scientific block of disciplines (mathematics, chemistry, biochemistry, physics, biophysics,

cybernetics). Graduates can apply their knowledge and skills in all areas of medical practice. Clinical disciplines are basic; they are necessary to develop students' clinical reasoning, as well as basic knowledge in anatomy, physiology, histology, pathological anatomy and physiology, genetics.

Qualified physicians can independently participate in therapeutic, diagnostic, preventive, rehabilitative and recreational activities. The curriculum of the «Medicine» program includes humanitarian, natural science and professional (medical) cycles of disciplines with practical training on the basis of clinical medical institutions and research laboratories.

During training, students study the following subjects related to the variable part of the curriculum: history of culture, Russian language, conflict management, fundamentals of medical practice, foundations and methods of medical visualization, psychology of professional medical practice, general genetics, clinical anatomy, the basics of nursing, transfusiology, reproductive health of women and men, functional and ultrasound diagnostics, clinical chemistry of body fluids, pathological processes biochemistry, hematology, nephrology, andrology, sexual health, modern laboratory systems and complexes, bases of clinical and laboratory diagnostics.

Justification of the disciplines choice in variable part depends on the need of formation of professional competence of the graduate taking into account employers' needs and the requirements of the modern labor market.

Graduates of this educational direction can work as a general practitioner at the outpatient reception.

After specialization in clinical internship, they can work on all types of medical specialties in the sphere of «Clinical Medicine»: surgery, internal medicine, obstetrics and gynecology, anesthesiology and resuscitation, therapy, dermatology, cosmetology, etc.

In addition, graduates who received specialization may work as teachers or medical researchers in higher educational institutions.

Among the places of employment are:

- public and private medical institutions;
- public and private research centers;
- higher education institutions.

14. Characteristics of active / interactive methods and forms of study organization, e-learning technologies used in the implementation of educational program.

The curriculum of the specialty 31.05.01 («General Medicine») provides an extensive using of active and interactive methods and forms of study organization. According to the curriculum of this educational program, 34,7% of classes are held using active and interactive methods and forms (Table. 1).

Table 1. Characteristics of active / interactive methods and forms of study organization according to educational program.

The methods and forms of study organization	**Characteristics of active / interactive methods and forms of study organization**	**Formed competence**
Lecture - press conference	The distinguishing feature of this form of the lecture is a stimulating of the students' activity in class by personally addressed informing of each student: a necessity of formulating a question and asking for it correctly initiates mental activity, and waiting for an answer for your question helps to concentrate. Teacher has three or five minutes to sort the questions depending on their content and then begins a lecture. The lecture may be presented as a set of responses to the questions or a coherent text, and the answers are formed during the course of the presentation. At the end of the lecture the teacher analyzes all responses as a reflection of the interests and knowledge of students.	GCC-5
Lecture - discussion	Discussion of controversial issues, problems during the seminar. An important characteristic of the discussion, which distinguishes it from other types of dispute, is the validity. Discussing controversial (discussion) problem, each party argues its position opposing the interlocutor. Lecturer at the seminar not only uses the answers of the undergraduates, but also organizes a free exchange of views in the intervals between logical partitions. It quickens the learning process, activates the cognitive activity of the audience and allows the teacher to control the collective opinion of the group (flow), using it for	GCC-1, GCC-5, GPC-2, PC-20

	the purpose of persuasion, to overcome negative attitudes and misconceptions arising to postgraduates. The effect is achieved only by a suitable choice of questions for discussion and skillful, purposeful management. Selection of issues for discussion by the teacher is carried out depending on the degree of preparedness of students, as well as on the specific didactic tasks that the teacher puts in front of him or her in the audience.	
Problem lecture	Unlike informational lectures where students get information preliminary interpreted by the teacher, on the problem lecture a new theoretical material is fed as an something unknown that you want to open, solve the problem situation. The task of the teacher considers in a necessity to anticipate a problem learning strategy, providing the participation of students in the analysis of the arisen controversy, involving them in addressing these problem situations, teaching them to propose original solutions, and learning them to analyze a new information in light of the known theories, hypotheses and use a variety of methods to solve them. To create a problematic situation, the following methods must be used: - a direct statement of the problem; - troublesome task in a question form; - information message containing a contradiction; - statement opposing views on any issue; - drawing attention to some phenomenon of life that needs to be explained; - statement of puzzling facts; comparison of life with scientific concepts; - statement of the question to which the student has to answer and draw conclusions.	GCC-1, GCC-5, GCC-8, GPC-2, PC-20
Seminar - conference	The essence of the *seminar-conference* is to prepare reports on the topic of the seminar. At the next session, after a brief introduction seminar a presenter offers to make a report for one of preparing students. The report lasts from 10 to 12 minutes. Then each student asks one question. Questions and answers are a central part of the seminar. It is understood that to ask a question the student must have some knowledge on the subject and study the relevant literature first. Character of questions largely determined by the depth of independent work. The speaker answers the questions first. If the seminar presenter considers inadequate response, it provides an opportunity for other students to express their own opinions, and then completes the above and makes the necessary adjustments.	GCC-1, GCC-5, GCC-8, GPC-2, PC-20
Seminar - discussion	Discussion of controversial issues, problems during the seminar. An important characteristic of the discussion, which distinguishes it from other types of dispute, is the	GCC-1, GCC-5, GCC-8, GPC-2, PC-

	validity. Discussing controversial (discussion) problem, each party argues its position opposing the interlocutor. Lecturer at the seminar not only uses the answers of the undergraduates, but also organizes a free exchange of views in the intervals between logical partitions. It quickens the learning process, activates the cognitive activity of the audience and allows the teacher to control the collective opinion of the group (flow), using it for the purpose of persuasion, to overcome negative attitudes and misconceptions arising to postgraduates.	20
Case study method	This method consists in the fact that teacher creates concrete situations taken from professional practice. In this case, students need a deep analysis of the situation and a practical solution to the problem. This method allows implementing a variety of functions at a seminar: research, examination, evaluation, training, development, self-esteem and self-control. The evaluated situation demonstrates specific events and adopted measures for them.	GCC-1, GPC-9, PC-5, PC-6
Seminar (Problem method)	To create a problematic situation, the following methods must be used: - a direct statement of the problem; - troublesome task in a question form; - information message containing a contradiction; - statement opposing views on any issue; - drawing attention to some phenomenon of life that needs to be explained; - statement of puzzling facts; - comparison of life with scientific concepts; - statement of the question to which the student has to answer and draw conclusions.	GCC-1, GCC-8, GPC-1, GPC-2, GPC-9, PC-6
Seminar - roundtable discussion	This method is a kind of dialogue. It requires from teachers and other professionals to implement the principle of the problem collective discussion, to be able to combine the elements of proof and persuasion in the discussion. A presenter of the «round table» (he or she mustn't be a teacher) must ensure the basic principles of the polemical code of honor (mutual intellectual tolerance and trust among participants, objectivity, sincerity, activity, honesty, a certain level of emotional intensity, a reasonable share of humor). «Round table» discussion needs a scenario in which a possible sequence, content and time limit of speakers are determined tentatively. At the seminars presenter announces the theme of training, introduces the audience with their specialization, and explains the procedure works. Then he or she suggests asking questions, redirects each question to a specialist, stimulates discussion and controls its course. At the end presenter briefly summarizes the seminar. «Scholars experts, representatives of public	GCC-8, GPC-2, PC-20

	authorities, businesses, etc. are invited to participate in the seminar».	
Business game	This is a simulation tool of various conditions in professional activity by searching new ways of its implementation. Business game simulates various aspects of human activity and social interaction.	GCC-4, GCC-7, GPC-1, GPC-2, PC-6, PC-8, PC-20

15. Features of the organization of the educational process in the development of the educational program by persons with disabilities

FEFU implements an organizational model of inclusive education - ensuring equal access to education for all students, taking into account various special educational needs and individual capabilities of students. The model allows persons with limited health abilities (LHA) to use education as the most effective mechanism for the development of their personality, increasing their social status. In order to create conditions for the provision of inclusive education for persons with disabilities and persons with limited health abilities, the University's structural units perform the following tasks:

The department for work with applicants organizes career guidance among potential applicants, including persons with disabilities and persons with limited health abilities: open days, career-oriented testing, webinars for graduates of schools, vocational education institutions, counseling for this category of students and their parents on admission issues and training, prepares promotional materials, organizes interaction with educational organizations;

The youth policy department accompanies the inclusive education of persons with disabilities, resolving issues related to the development and maintenance of the information technology base of inclusive education, elements of distance education for persons with disabilities, creating a barrier-free environment, collecting information about persons with disabilities and persons with limited health abilities, ensures their systematic recording at the stages of their admission, training, employment;

- The department of extracurricular activities at FEFU ensures adaptation of persons with disabilities and persons with disabilities to the conditions and mode

of training activities, carries out activities to create a sociocultural tolerant environment necessary for the formation of a civil, legal and professional position of participation, the willingness of all members of the team to communicate and cooperate, and the ability to tolerate perceive social, personal, and cultural differences;

The department of vocational guidance and interaction with employers assists in the employment of graduates with disabilities and persons with limited health abilities in the form of: presentations and meetings of employers with students of senior courses, individual consultations on employment issues, master classes and trainings.

The content of higher education in educational programs and the conditions for organizing training for persons with limited health abilities are determined by an adapted educational program, and for persons with disabilities also in accordance with an individual rehabilitation program, which is being developed by the Federal Institution for Medical and Social Expertise. An adapted educational program is developed if there is an application from the student (parents, legal representatives) and medical indications. Training in educational programs for persons with disabilities and students with limited health abilities is carried out by the organization, taking into account the peculiarities of psychophysical development, individual capabilities and health status. The choice of teaching methods in each individual case is determined by the objectives of training, the content of training, the level of teacher training, methodological and material and technical support, the availability of training time, taking into account the peculiarities of psychophysical development, individual abilities and students' health.

Persons with disabilities and persons with impaired hearing and speech, with impaired vision and with limited abilities of the musculoskeletal system can get an education at the University in this basic educational program in full-time education using elements of distance learning technologies.

The university provides students with disabilities and persons with limited health abilities the opportunity to master the specialized adaptation disciplines

included in the variable part of the MEP. Teachers, whose courses require certain specific actions and represent a problem or action impracticable for students experiencing difficulties with movement or speech, are obliged to take into account these features and offer alternative methods of reinforcing the material being studied to persons with disabilities and persons with limited health abilities. Timely informing teachers about persons with disabilities and persons with limited health abilities in a particular group is carried out by a responsible person established by order of the school principal.

In the reading rooms of the FEFU Scientific Library, jobs for people with disabilities are equipped with Braille displays and printers; equipped with: portable devices for reading flat-print texts, scanning and reading machines with a video enlarger with the ability to adjust color spectra; magnifying electronic loops and ultrasonic markers.

If necessary, individual curricula and individual training schedules can be developed for disabled people and people with disabilities. The period of obtaining higher education in the course of training under the individual curriculum for persons with disabilities and persons with disabilities may, if desired, be extended, but by no more than a year.

When sending students with disability and students with limited health abilities to an organization or enterprise for passing the practice provided for in the curriculum, the University coordinates with the organization (enterprise) the conditions and types of work, taking into account the recommendations of the Federal Institution for Medical and Social Expertise and the individual rehabilitation program for the disabled person. If necessary, special workplaces may be created for practicing in accordance with the nature of the disorders, as well as taking into account the professional type of activity and the nature of work performed by the disabled student.

To implement the ongoing monitoring of progress, intermediate and final certification of persons with disabilities and persons with limited health abilities, funds of assessment tools are used, adapted for such students and allowing them to

evaluate the achievement of learning outcomes and the level of development of all competencies declared in the educational program. The form of intermediate and final state certification for students with disabilities and people with persons with limited health abilities is established taking into account individual psychophysical features (orally, in writing on paper, in writing on a computer, in the form of testing, etc.).

I. Documents regulating the organization and content of the educational process

1.1. Schedule of the educational process

The calendar schedule of the educational process of the program of training in the specialty 31.05.01 “General Medicine” sets the sequence and duration of theoretical training, examination sessions, practices, state final certification, holidays. The schedule has been developed in accordance with the requirements of the Federal State Educational Standards of Higher Education and has been drawn up according to the form defined by the department of educational programs of the FEFU. The calendar schedule of the educational process is presented in Appendix 1.

1.2. Curriculum

The curriculum of the educational program in the specialty 31.05.01 “General Medicine” is completed in accordance with the requirements for the structure of MEP formulated in the Federal State Educational Standards of Higher Education. The curriculum contains a list of disciplines (modules), practices, certification tests, other types of training activities, indicating their volume in credits, sequence and distribution by periods of study. In the curriculum, the volume of work of students in collaboration with the teacher (by type of training sessions) and independent work of students is allocated. For each discipline (module) and practice the form of intermediate certification of students is indicated. The curriculum of the MEP includes the obligatory part (basic) and the part formed by the participants of educational relations (variable). The basic part of the curriculum contains the required disciplines (modules) in the specialty 31.05.01 “General Medicine”.

The curriculum of MEP contains disciplines for the choice of students in the amount of 30.5% of the variable part of MEP.

1.3. Matrix of competence formation

The matrix of formation of competences in the direction of training 31.05.01 General Medical (level of specialty) reflects the relationship between the formed competencies and disciplines of the basic and variable part, all kinds of practices, research work, final certification, as well as forms of evaluation tools for each of these types of educational work. The competency-building matrix is presented in Annex 3.

The curriculum is presented in Appendix 2.

1.4. Work program of educational discipline (WPED)

Work programs have been developed for all academic disciplines (modules) of both the basic and the variable part, including the disciplines chosen by the students, in accordance with the requirements of the Order of the Rector of FEFU No. 12-13-824 of 8/05/2015 “On approval of the maquette of the work program of the academic discipline for educational programs of higher education - bachelor’s programs, specialties, magistracies of FEFU”. The structure of the WPED includes the following sections:

- ✓ title page;
- ✓ abstract;
- ✓ structure and content of the theoretical and practical parts of the course;
- ✓ methodological support of independent work of students;
- ✓ monitoring the achievement of the objectives of the course (the fund of assessment tools for conducting intermediate certification of students in the discipline; description of assessment tools for monitoring);
- ✓ list of textbooks and information support of the discipline (list of main and additional textbooks, resources of information and telecommunication network "Internet");
- ✓ guidelines for mastering the discipline;
- ✓ list of information technology and software;
- ✓ material and technical support of the discipline.

The WPED in the direction of training 31.05.01 General Medical (level of specialty) is made up of the latest achievements in the field of health and reflects the current level of development of science and practice.

Training complexes of discipline for intermediate certification of students in the discipline (module), developed in accordance with the Regulations on the FEFU Assessment Funds, approved by order of the rector of 12.05.2015 № 12-13-850, included in the working programs of disciplines (modules), include:

A list of competencies formed by this discipline, with an indication of the stages of their formation in the process of mastering the educational program;

✓ description of indicators and criteria for evaluating competencies at various stages of their formation, description of assessment scales;

✓ a list of control tasks or other materials necessary for the assessment of knowledge, skills, abilities and (or) work experience, characterizing the stages of the formation of competencies in the process of mastering the educational program;

✓ a description of the procedure for evaluating knowledge, skills, abilities and (or) work experience that characterize the stages of the formation of competencies.

The work programs also include a description of the forms of current control in the disciplines.

The work programs of the disciplines are presented in Appendix 4.

1.5. Practical Training Programs

The curriculum of the MEP in the direction of training 31.05.01 General Medical (level of specialty) provides the following types of practical training:

Educational:

✓ Primary Professional and Research training

✓ Clinical (Medical & Surgical Patient Care)

Professional:

✓ Professional Medical Training (Assistant Junior Medical Staff)

✓ Professional Medical Training (Ward nurse assistant)

✓ Clinical (Treatment nurse assistant)

- ✓ Clinical (Doctor's assistant)
- ✓ Clinical (Doctor's assistant in ambulatory)
- ✓ Research work

The purpose of the Practical Training is to consolidate theoretical knowledge, develop practical skills and abilities acquired in the learning process and to form professional competencies of a doctor, to gain experience in solving real professional problems.

The complexity of the Practical Training is 9,17% in the content of the main educational program of higher education in the direction of training 31.05.01 General Medical (level of specialty).

Practical Training programs are developed in accordance with the Regulations on Practices of the Federal State Autonomous Educational Institution of Higher Professional Education "Far Eastern Federal University", approved by order of the rector No. 12-13-2030 of October 23, 2015 and includes:

- ✓ indication of the type of practice, method and form (s) of its implementation;
- ✓ a list of the planned learning outcomes during the practice, correlated with the planned results of the development of the educational program;
- ✓ indication of the place of practice in the structure of the educational program;
- ✓ indication of the amount of practice in credit units and its duration in weeks or in academic or astronomical hours;
- ✓ content of practice;
- ✓ indication of reporting forms in practice;
- ✓ fund of evaluation tools for the intermediate certification of students in practice;
- ✓ list of textbooks and Internet resources necessary for the practice;
- ✓ list of information technologies used in the practice, including a list of software and information reference systems (if necessary);
- ✓ description of the material and technical base necessary for the practice.

Practice programs are presented in Appendix 5.

1.6. The program of state final certification

The state final certification of a FEFU graduate in the direction of training 31.05.01 General Medical (level of specialty) is mandatory and is carried out after mastering the main educational program in full. The state final certification includes preparation for passing and passing the state exam.

The program of the state final certification was developed in accordance with the Regulations on the state final certification approved by the Rector's Order No. 12-13-2285 of April 17, 2015.

The program of state final certification includes a fund of evaluation tools for state final certification, requirements for the content and procedure of the state exam.

The fund of evaluation tools for state final certification developed in accordance with the Regulations on the Funds of Appraisal Funds for FEFU, approved by the Rector's Order No. 12-13-850 of May 12, 2015, includes:

- ✓ the list of competencies that students should possess as a result of the development of the educational program;
- ✓ description of indicators and criteria for evaluating competencies, as well as assessment scales;
- ✓ standard control tasks or other materials necessary for assessing the results of mastering the educational program;
- ✓ teaching materials that define the procedures for evaluating the results of the development of the educational program.

The program of state final certification is presented in Annex 6.

II. Actual resource support for the implementation of the MEP

2.1 Information on the staffing of the MEP

The portion of full-time scientific and pedagogical workers (in the rates given to integer values) is 60,75% of the total number of scientific and pedagogical workers of the organization.

The implementation of the MEP is provided by scientific and pedagogical personnel who have a basic education that corresponds to the profile of the discipline being taught. Their portion is 98,47% of the total number of scientific and pedagogical workers.

The portion of teachers with a degree and (or) academic title is 74, 67%; the portion of academic and teaching staff collected from the managers and employees of organizations whose activities are related to the focus of the program being implemented meet the requirements of the Federal State Educational Standard of Higher Education in the field of training on the 31.05.01 “General Medicine” (specialty level), approved by order of the Ministry of Education and Science of the Russian Federation of 09.02.2016, No. 95 is 14,04%.

General management of the content of the program of specialty 31.05.01 Medical care is carried out by the professor, director of the School of Biomedicine Khotimchenko Yu.S.

Information on staffing the educational program are presented in Appendix 7.

2.2. Information on the availability of printed and electronic educational and informational resources on MEP

Requirements for the availability of educational and methodical documentation to the main educational program are defined in accordance with the Federal State Educational Standards of Higher Education in the direction of training 31.05.01 General Medical (level of specialty).

MEP is provided with electronic publications of the main educational literature, published during the last 5 years for humanitarian, social and economic disciplines, and 10 years for fundamental and clinical disciplines. All publications of the main literature are available to students in electronic form in the electronic

library systems (electronic libraries), formed on the basis of direct contractual relations with the owners.

The electronic library system (electronic library) and electronic information and educational environment provide simultaneous 100 percent access for students in the specialty program. Students are provided with access (including remote) to modern professional databases and information reference systems, the composition of which is determined in the work programs of the disciplines (modules).

Students with disabilities are provided with electronic educational resources in forms adapted to their health restrictions.

Information on the availability of electronic educational and information resources required to support the educational process is presented in tabular form in Appendix 8.

2.3. Information on the technical support of MEP

FEFU has a sufficient material and technical base providing lecture-type classes, seminar-type classes, group and individual consultations, current control and intermediate certification, as well as rooms for independent work and rooms for storage and preventive maintenance of educational equipment. Special rooms are equipped with specialized furniture and technical training aids.

The lecture halls are equipped with multimedia equipment.

The list of material and technical support necessary for the implementation of a specialist program includes laboratories equipped with laboratory equipment, depending on the degree of complexity.

Classrooms for independent work of students are equipped with computer equipment with the ability to connect to the Internet and provide access to the organization’s electronic information and educational environment. Students and faculty members are provided with access (remote access) to modern professional databases (including international abstract databases of scientific publications) and information reference systems.

The university is provided with the necessary set of licensed software (the list is defined in the work programs of the disciplines).

All classrooms comply with applicable sanitary and fire regulations and standards.

Information on the material and technical support of the Department of Basic Education, including information on the availability of equipped classrooms, facilities for conducting practical exercises with a list of basic equipment, objects of physical culture and sports, is presented in the form of a table in Appendix 9.

Head of the EP «General Medicine» Yu. S. Khotimchenko

Deputy Director on educational work

of the School of Biomedicine E.V. Khozhaenko