



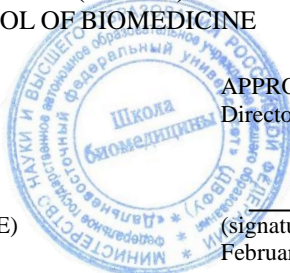
MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution of Higher Education  
**"Far Eastern Federal University"**  
(FEFU)

SCHOOL OF BIOMEDICINE

AGREED  
Head of OP

(signature)  
February 02, 2021

Yu.S. Khotimchenko  
(FULL NAME)



APPROVE

Director of the Department of Pharmacy and Pharmacology

E.V. Khozhaenko  
(signature) (I.O. Surname)  
February 02, 2021

**WORKING PROGRAM OF THE DISCIPLINE**

Preventive direction in modern medicine

Direction of training 32.04.01 "Public Health"

Educational program "Leadership and governance in public health (program in English for foreign citizens)"

Full-time training form

course 1 semester 2

lectures at 6 p.m.

practical classes 18 hours.

including using MAO lek. 4 hours/practice 6 o'clock

total classroom hours 36 hours,

including using MAO 10 hours.

independent work 72 hours.

including preparation for the exam 54 hours.

control works (quantity) are not provided

term paper / term project are not provided

exam 2 semester

The work program of the discipline is compiled in accordance with the requirements of the Federal State Educational Standard of Higher Education in the field of study 32.04.01 Public health, approved by order of the Ministry of Education and Science of the Russian Federation dated May 31, 2017. No. 485.

The work program was discussed at a meeting of the Department of Pharmacy and Pharmacology protocol No. 5 dated January 28, 2021.

Director of the Department Ph.D., E.V. Khozhaenko

Compiled by: Doctor of Medical Sciences, Ph.D., Professor Kiku P.F.

Reverse side of the title page of the RPD

1. The work program was revised at a meeting of the Department / department / department (implementing the discipline) and approved at a meeting of the Department / department / department (issuing structural unit), protocol dated “ \_\_\_\_ ” \_\_\_\_\_ 2021 No. \_\_\_\_\_
2. The work program was revised at a meeting of the Department / department / department (implementing the discipline) and approved at a meeting of the Department / department / department (issuing structural unit), protocol dated “ \_\_\_\_ ” \_\_\_\_\_ 2021 No. \_\_\_\_\_
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I. Goals and objectives of mastering the discipline:

Target:

To form students' professional skills in conducting medical and preventive measures to solve urgent problems of public health and healthcare, social medicine, organization and management of healthcare.

Tasks:

- to give the concept of preventive direction in medicine;
- to form knowledge about medical and preventive measures;
- familiarize with the issues of primary, secondary, tertiary prevention;
- to train in the development of medical and preventive programs and activities.

As a result of studying this discipline, students form the following universal, general professional and professional competencies (elements of competencies).

Professional competencies of graduates and indicators of their achievement:

Task type	Code and name of professional competence (result of development)	Code and name of the indicator of achievement of competence
organizational and managerial	PC-4 The ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and implement a quality management system in a medical organization, prepare a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population	PC-4.1 Knows the methodology for a comprehensive assessment of the performance of a medical organization PC-4.2 Able to develop and select the best areas for the activities of a medical organization PC-4.3 Possesses the skills of a systematic approach when developing development plans
organizational and managerial	PC-5 The ability to evaluate the effectiveness of the activities of a medical organization, develop and select optimal management decisions, develop a business plan for the development of a medical organization, use a process approach in managing a medical organization, use technological maps of the processes of a medical organization	PC-5.1 Knows the methods of planning a medical organization PC-5.2 Able to draw up a plan for a medical organization, develop business planning and investment projects PC-5.3 Proficient in planning, developing business planning and investment projects

Code and wording of competence	Stages of competence formation
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<p>PC-4 The ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and implement a quality management system in a medical organization, prepare a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population</p>	Knows	principles of organizing and implementing measures to ensure the protection of public health and implementation of a quality management system in a medical organization
	Can	plan activities to ensure the protection of public health and implementation of a quality management system in a medical organization, preparation of a justification for the volume of medical care in accordance with the resources of a medical organization
	owns	skills in organizing and implementing measures to ensure the protection of public health, as well as owns methods analysis and evaluation of performance indicators of a medical organization, resource management of a medical organization, methods for developing and implementing a quality management system in a medical organization, preparing a justification for the volume of medical care in accordance with the resources of a medical organization and the needs of the population
<p>PC-5 The ability to assess the effectiveness of the activities of a medical organization, develop and select optimal management decisions, develop a business plan for the development of a medical organization, use a process approach in managing a medical organization, use technological maps of the processes of a medical organization</p>	Knows	Principles of goal setting, types and methods of organizational planning and fundamental concepts of financial management, as well as the method of a process approach to managing a medical organization
	Can	Develop corporate, competitive and functional strategies for the development of the organization, develop investment projects and conduct their verification
	owns	Methods for formulating and implementing strategies at the business unit level, developing and implementing marketing programs, as well as methods for investment analysis and analysis of financial markets, a process approach in managing a medical organization and the possibility of using technological maps of the processes of a medical organization.

For the formation of the above competencies within the discipline "Preventive direction in modern medicine" the following methods of active / interactive learning are used: lectures - conferences, problem lectures, visualization lectures; practical exercises - debate, round table (preparation and discussion of abstracts).

I. The complexity of the discipline and types of training sessions in the discipline

The total labor intensity of the discipline is 3 credit units (108 academic hours).

(1 credit unit corresponds to 36 academic hours)

Designation	Types of training sessions and work of the student
L	Lecture classes
Etc	Practical lessons
Right electr.	
SR:	Independent work of the student during the period of theoretical training
including control	Independent work of the student and contact work of the student with the teacher during the period of intermediate certification
	And other types of work

Discipline structure:

Full-time form of education

No.	Section name disciplines	Semester	The number of hours by type of training sessions and work of the student						Forms of intermediate certification
			Lek	lab	Etc	OK	SR	Control	
1	Basic concepts and categories of preventive medicine	2	2		2		2	54	
2	Prevention of diseases: types, socio-economic significance of preventive measures		2		2		2		
3	Basic principles of protecting the health of citizens in the Russian Federation		2		2		2		
4	The main factors shaping health		2		2		2		
5	Tasks of preventive medicine in modern Russia		2		2		2		
6	The concept and essence of healthy lifestyle. Ways to form a healthy lifestyle		2		2		2		
7	Organization, content and forms of hygienic education		2		2		2		
8	Sanitary and epidemiological well-being of the population as a state task		2		2		2		

9	Purpose and activities of centers for sanitary and epidemiological surveillance		2		2		2		
	Total:	2	18	-	18	-	18	54	Exam

### **III. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE**

**(18 hours, including using MAO - 4 hours)**

**Topic 1. Preventive medicine. Purpose, tasks. (2 hours)**

The development of preventive medicine. Historical and social aspects.

**Topic 2. Types of prevention (2 hours)**

Public. Personal. Primary. Secondary. Tertiary.

**Topic 3. Conceptual bases of preventive strategy in public health protection (2 hours)**

Compliance with the principle of N.A. Semashko: "Prevention is a national concern, not a departmental one." Transition from medical prevention to social prevention.

**Topic 4. Basic strategies for the prevention of cardiovascular diseases (2 hours)**

A new trend in epidemiology is the epidemiology of noncommunicable diseases. CVD epidemic, lifestyle, risk factors. Lessons of the 20th century.

**Topic 5. Basic principles for the prevention of noncommunicable diseases (2 hours)**

Use of scientific data. Education of the population. State and prevention. Health resources.

**Topic 6. Formation of a healthy lifestyle of the population (2 hours)**

Rationale for health promotion and prevention of the most common diseases.

**Topic 7. Health promotion and disease prevention policy (2 hours)**

Methodology of evidence-based decisions on disease prevention. Development of preventive programs.

**Topic 8. Strategies for the implementation of prevention programs (2 hours)**

Intersectoral partnership. Legislation. Education of the population. MASS MEDIA. Professional education. Grade.

**Topic 9. Integrated approach in preventive medicine (2 hours)**

Risk factors. Diseases. Prevention approaches - strategies. Grade.

## **IV. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE AND INDEPENDENT WORK**

### **Practical lessons**

(18 hours, including using MAO - 6 hours)

#### **Lesson 1. Basic concepts and categories of preventive medicine (2 hours)**

- Hygiene.
- Personal and public hygiene.
- Environmental factors and health.
- Nutrition.
- Work.

#### **Lesson 2. Prevention of diseases: types, socio-economic significance of preventive measures (2 hours)**

- Primary.
- Secondary.
- Tertiary.

#### **Lesson 3. Basic principles of protecting the health of citizens in the Russian Federation (2 hours)**

- The study of the state of health of the population, the prevention of diseases in healthy people and exacerbations, relapses.
- Forecasting the health status of future generations.
- Study of the influence of individual environmental factors on the health and vital activity of populations.
- Development of ways to improve the level of health and social and labor potential of the population.

#### **Lesson 4. The main factors that shape health (2 hours)**

- Hereditary and constitutional predisposition
- Image and living conditions
- Level of organization of medical care

#### **Lesson 5. Tasks of preventive medicine in modern Russia (2 hours)**

- Preservation of human health in the face of an increasing pace of life,
- Clinical examination and preventive medical examinations of the population.
- Organization of health centers.
- Health education.

#### **Lesson 6. The concept and essence of a healthy lifestyle. Ways to form a healthy lifestyle (2 hours)**

- environment: safe and favorable for living, knowledge about the impact of surrounding objects on health;

- giving up bad habits: self-poisoning with legal drugs (alcohol, tobacco poison) and illegal ones.
- nutrition: moderate, corresponding to the physiological characteristics of a particular person, awareness of the quality of the products used;
- movement: a physically active life, including special physical exercises (eg gymnastics), taking into account age and physiological characteristics;
- body hygiene: observance of the rules of personal and public hygiene, first aid skills;
- hardening;

### **Lesson 7. Organization, content and forms of hygienic education (2 hours)**

- Education from early childhood healthy habits and skills;
- The formation of a healthy lifestyle that promotes human health is carried out at three levels:
  - social: propaganda in the media, outreach;
  - infrastructural: specific conditions in the main areas of life (availability of free time, material resources), preventive (sports) institutions, environmental control;
  - personal: a system of value orientations of a person, standardization of everyday life.

### **Lesson 8. Sanitary and epidemiological well-being of the population as a state task (2 hours)**

- Federal Law "On the sanitary and epidemiological well-being of the population" dated March 30, 1999 No. 52-FZ.
- The state of health of the population, the human environment, in which there is no harmful effect of environmental factors on a person, and favorable conditions for his life are provided;
  - Safe conditions for humans - the state of the environment, in which there is no danger of the harmful effects of its factors on humans (Article 1);
  - Harmful impact on humans is the impact of environmental factors that pose a threat to human life or health or the health of future generations (Article 1);
  - Habitat factors - biological (viral, bacterial, parasitic and others), chemical, physical (noise, vibration, ultrasound, infrasound, thermal, ionizing, non-ionizing and other radiation), social (nutrition, water supply, living conditions, work, rest) and other environmental factors that have or may have an impact on humans and (or) the health of future generations (Article 1).

### **Topic 9. Appointment and activities of centers for sanitary and epidemiological surveillance (2 hours)**



- warning,
- current sanitary supervision,
- anti-epidemic work,
- improving the sanitary culture of the population,
- population health monitoring.

**Schedule for the implementation of independent work on the discipline  
«Preventive direction in modern medicine»**

<b>No. p/n</b>	<b>Date/Due dates</b>	<b>Type of independent work</b>	<b>Approximate lead times</b>	<b>form of control</b>
1	1-6 weeks	Preparation of abstracts	9 o'clock	Protection
2	7-12 weeks	Presentation preparation	9 o'clock	Protection
3	13-18 weeks	Exam preparation	54 hours	Exam

Independent work of students consists of preparing for practical classes, working on recommended literature, writing reports on the topic of the seminar, preparing presentations, abstracts.

The study of lectures and preparation for a practical lesson, the preparation of a report on a selected aspect of the topic or the selection of practical material for participation in the discussion constitute the content of the student's independent work. Lecture notes, professional literature, educational and methodological support of the discipline can become the material for preparation. Forms of current control: survey, group discussion, presentation of the report.

One of the necessary components for the successful development of the course is writing an essay.

Search and study of the latest theoretical and applied sources on social management in Internet resources.

The teacher offers each student individual and differentiated tasks. Some of them can be carried out in a group (for example, preparing a report and presentations on the same topic can be done by several students with a division of their duties - one prepares a scientific and theoretical part, and the second analyzes practice).

**List of types of independent work**

Preparation for a practical lesson, preparation of a report on a selected aspect of the topic of a practical lesson or selection of practical material for participation in the discussion constitute the content of the master's independent work. Lecture notes, professional literature, educational and methodological support of the discipline can become the material for preparation. Forms of current control: survey, group discussion, control tasks, report presentation.

Search and study of the latest theoretical and applied sources on social management in Internet resources.

Assessment of knowledge and skills is carried out at an intermediate control point after passing the appropriate section of the discipline. For methodological support of mastering the discipline, the department develops teaching aids (recommendations and instructions for students and teachers, etc.), which detail the goals and methods of conducting classes.

Independent work of students includes the study of teaching aids, materials, work on the Internet, which makes it possible to form the appropriate skills and abilities, is the foundation for making rational management decisions in the economic field of healthcare. Active use of computer teaching and control technologies in the educational process contributes to the formation of students' skills to use modern innovative educational programs.

One of the necessary components for the successful development of the course is writing an essay.

#### **Recommendations for summarizing educational and scientific literature**

Abstracting educational and scientific literature involves an in-depth study of individual scientific works, which should ensure the development of the necessary skills to work on a book. All this will contribute to the expansion of scientific horizons, increase their theoretical training, and the formation of scientific competence.

Textbooks, individual monographic studies and articles on issues provided for by the program of the academic discipline are offered for abstracting. When selecting literature on the chosen issue, it is necessary to cover the most important directions in the development of this science at the present stage. Pay special attention to those literary sources that (directly or indirectly) can assist a specialist in his practical activities. However, this section also includes works and individual studies on issues that go beyond the discipline under study. This literature is recommended to use if you want to expand your knowledge in any branch of science.

Along with literature on general issues, masters are supposed to read literature, taking into account the profile of their professional activity, obtained independently. Not all of the proposed literature is equivalent in content and volume, so a different approach to its study is possible. In one case, this may be a general abstract of several literary sources by various authors devoted to the consideration of the same issue, in another case, a detailed study and abstract of one of the recommended works or even its individual sections, depending on the degree of complexity of the issue (problematics). In order to decide what to do in each case, you should consult with the teacher.

The choice of a specific work for abstracting should be preceded by a detailed acquaintance with the list of all literature given in the curriculum of the discipline. It is recommended that you first familiarize yourself with the selected work by viewing subtitles, highlighted texts, diagrams, tables, and general conclusions. Then it must be read carefully and thoughtfully (delving into the ideas and methods of the author), making notes along the way on a separate sheet of paper about the main provisions, key issues. After reading, you should think over the content of the article or a separate chapter, paragraph (if we are talking about a monograph) and briefly write it down. Literally, only strict definitions, formulations of laws should be written out. Sometimes it is helpful to include one or two examples in the entry to illustrate. In the event that there are incomprehensible places, it is recommended to read the following presentation,

The result of work on literary sources is an abstract.

When preparing an abstract, it is necessary to highlight the most important theoretical provisions and substantiate them independently, paying attention not only to the result, but also to the methodology used in studying the problem. Reading scientific literature should be critical. Therefore, one should strive not only to assimilate the main content, but also the method of proof, to reveal the features of different points of view on the same issue, to evaluate the practical and theoretical significance of the results of the work being reviewed. A highly desirable element of the abstract is the listener's expression of his own attitude to the ideas and conclusions of the author, supported by certain arguments (personal experience, statements of other researchers, etc.).

Abstracts of monographs, journal articles of a research nature must certainly contain, as already mentioned above, the definition of the problem and specific objectives of the study, a description of the methods used by the author, as well as the conclusions that he came to as a result of the study. The proposed literature for referencing is constantly updated.

### **Goals and objectives of the abstract**

An abstract (from Latin *refero* - I report, I report) is a summary of a practical or theoretical problem with the formulation of certain conclusions on the topic under consideration. The problem chosen by the student is studied and analyzed on the basis of one or more sources. Unlike term paper, which is a comprehensive study of the problem, the abstract is aimed at analyzing one or more scientific papers.

*Goals* essay writing are:

- developing students' skills to search for topical problems of modern legislation;
- developing the skills of concise presentation of the material, highlighting only the most significant points necessary to reveal the essence of the problem;

- developing the skills of analyzing the studied material and formulating one's own conclusions on the chosen issue in writing, in a scientific, literate language.

*tasks* essay writing are:

- to teach the student to accurately convey the opinions of the authors, on the basis of whose work the student writes his essay;

- to teach the student to correctly express his position on the problem analyzed in the abstract;

- prepare the student for further participation in scientific and practical conferences, seminars and competitions;

- help the student decide on the topic of interest to him, the further disclosure of which can be carried out when writing a term paper or diploma;

- to clarify for themselves and state the reasons for their agreement (disagreement) with the opinion of one or another author on this issue.

### **Basic requirements for the content of the abstract**

The student should use only those materials (scientific articles, monographs, manuals) that are directly related to the topic he has chosen. Distracted reasoning that is not related to the analyzed problem is not allowed. The content of the abstract should be specific, only one problem should be investigated (several are allowed, only if they are interconnected). The student must strictly adhere to the logic of presentation (start with the definition and analysis of concepts, move on to posing the problem, analyze ways to solve it and draw appropriate conclusions). The abstract should end with a conclusion on the topic.

In its structure, the abstract consists of:

1. Title page;

2. Introductions, where the student formulates a problem to be analyzed and researched;

3. The main text, in which the chosen topic is consistently revealed. Unlike a term paper, the main text of the abstract involves the division into 2-3 paragraphs without highlighting chapters. If necessary, the text of the abstract can be supplemented with illustrations, tables, graphs, but they should not "overload" the text;

4. Conclusions, where the student formulates conclusions based on the main text.

5. List of used literature. This list refers to both those sources that the student refers to when preparing the essay, and others that were studied by him when preparing the essay.

The volume of the abstract is 10-15 pages of typewritten text, but in any case should not exceed 15 pages. Spacing - 1.5, font size - 14, margins: left - 3 cm, right - 1.5 cm, top and bottom - 1.5 cm. Pages must be numbered. The paragraph indent from the beginning of the line is 1.25 cm.

### **The procedure for submitting the abstract and its evaluation**

Abstracts are written by students during the semester within the time limits set by the teacher in a particular discipline, reported by the student and submitted for discussion. The printed version is handed over to the teacher leading the discipline.

Based on the results of the test, the student is given a certain number of points, which is included in the total number of student points scored by him during the semester. When evaluating the abstract, the correspondence of the content to the chosen topic, the clarity of the structure of the work, the ability to work with scientific literature, the ability to pose a problem and analyze it, the ability to think logically, knowledge of professional terminology, literacy of design are taken into account.

### **Guidelines for preparing presentations**

General presentation requirements:

- presentation should not be less than 10 slides;
- the first page is the title page, which must be presented: the name of the project; surname, name, patronymic of the author;
- the next slide should be the content, which presents the main stages (moments) of the presentation; it is desirable that from the content using a hyperlink you can go to the required page and return to the content again;
- design-ergonomic requirements: color compatibility, limited number of objects per slide, text color;
- The last slides of the presentation should be a glossary and bibliography.

### **Topics of abstracts and presentation**

1. Federal and territorial service for supervision in the field of consumer protection and human well-being. Federal public health institutions - centers of hygiene and epidemiology. Structure, functions.
2. Ensuring the sanitary well-being of the population. Legislation, features.
3. The modern direction of sanitary and educational work. The main tasks in the field of health education. Institutions
4. Hygienic training and education of the population. Forms and methods of health education in the work of a doctor.

5. Healthy lifestyle. The role of the doctor in the formation of a healthy lifestyle among the population. New directions in the Health program
6. Basic principles of health protection.
7. Clinical examination as a method of disease prevention.
8. Preventive examinations of the population. Types of inspections. Organization of the event.
9. Mandatory contingents subject to medical examination, additional medical examination under the Health program.
10. Formation of the preventive orientation of medicine and public hygiene.
11. Formation of a preventive direction. Elimination of especially dangerous infections (plague, cholera, malaria, etc.).
12. Health education.
13. Improvement of working and living conditions.
14. Priority directions of development and progress in preventive medicine (epidemiology, hygiene, sanology) in Russia in the XX-XXI centuries.
15. Formation of a preventive direction in health care when creating a system for the protection of motherhood, infancy and childhood.
16. Medical science and practice in preventive medicine.
17. The concept of prevention in healthcare.
18. Participation of the population in disease prevention.
19. Leading medical schools of prevention in Russia at the present stage.
20. Scientific and technological revolution and preventive medicine.

### **Criteria for assessing students' independent work**

*Evaluation of independent work* is carried out according to the following criteria:

- the completeness and quality of the tasks performed;
- possession of methods and techniques of computer modeling in the issues under study, the use of software tools;
- the quality of the report design, the use of rules and standards for the design of text and electronic documents;
- use of data from domestic and foreign literature, Internet sources, regulatory information and best practices;
- absence of factual errors related to understanding the problem.

When evaluating the knowledge of masters, not only the amount of knowledge is taken into account, but, first of all, the quality of assimilation of the material, understanding the logic of the academic discipline, the ability to freely, competently, logically present what has been learned is evaluated, the ability to reasonably defend one's own point of view.

“Excellent” marks the answer to independent tasks, in which the material is systematically, logically and consistently presented.

The “good” rating implies knowledge of the material and the ability to draw independent conclusions, comment on the material presented; answer with minor flaws.

Assimilation of the material is assessed as "satisfactory" when the student has not studied some sections deeply enough, allows fuzzy formulations, and gives incomplete answers.

"Unsatisfactory" is put in the case when the student does not know a significant part of the educational material, makes significant mistakes; knowledge is unsystematic.

### **Abstract Evaluation Criteria**

- 100-86 points are given to the student if the student expressed his opinion on the formulated problem, argued it, accurately defining its content and components. The data of domestic and foreign literature, statistical information, information of a regulatory nature are given. The student knows and owns the skill of independent research work on the research topic; methods and techniques for analyzing the theoretical and / or practical aspects of the area under study.

- 85-76 - points - the work is characterized by semantic integrity, coherence and consistency of presentation; no more than 1 mistake was made when explaining the meaning or content of the problem. For argumentation, data of domestic and foreign authors are given. Demonstrated research skills and abilities. There are no actual errors related to understanding the problem.

- 75-61 points - the student conducts a fairly independent analysis of the main stages and semantic components of the problem; understands the basic foundations and theoretical justification of the chosen topic. The main sources on the topic under consideration are attracted. No more than 2 errors were made in the sense or content of the problem.

- 60-50 points - if the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic is not disclosed. Three or more than three errors were made in the semantic content of the problem being disclosed.

If the abstract meets all the requirements for design and content, then the student receives a maximum of 100 points for its implementation. If the abstract is made with minor flaws, such as using fewer sources or not fully disclosing certain issues, then the student receives 75-99 points. If the teacher believes that the topic is only half disclosed, but the main issues of the topic are still touched upon, only one or two sources are used, then the student receives 50-74 points. If the topic of the abstract is not disclosed, there are no references to the literature, and the student does

not answer the questions asked on the abstract, then the score for the abstract is not set.

### **Criteria for assessing the independent work of undergraduates**

When assessing the knowledge of undergraduates, not only the amount of knowledge is taken into account, but, first of all, the quality of assimilation of the material, understanding the logic of the academic discipline, the ability to freely, competently, logically present what has been learned is evaluated, the ability to reasonably defend one's own point of view.

“Excellent” marks the answer to independent tasks, in which the material is systematically, logically and consistently presented.

The “good” rating implies knowledge of the material and the ability to draw independent conclusions, comment on the material presented; answer with minor flaws.

Assimilation of the material is assessed as "satisfactory" when the master has not studied some sections in depth, allows fuzzy formulations, and gives incomplete answers.

"Unsatisfactory" is put in the case when the master does not know a significant part of the educational material, makes significant mistakes; knowledge is unsystematic.

## **V. EDUCATIONAL AND METHODOLOGICAL PROVISION OF STUDENTS' INDEPENDENT WORK**

Independent work is defined as an individual or collective learning activity carried out without the direct guidance of a teacher, but according to his instructions and under his control. Independent work is a cognitive learning activity, when the sequence of a student's thinking, his mental and practical operations and actions depends and is determined by the student himself.

Independent work of students contributes to the development of independence, responsibility and organization, a creative approach to solving problems at the educational and professional levels, which ultimately leads to the development of the skill of independent planning and implementation of activities.

The purpose of independent work of students is to master the necessary competencies in their field of study, experience in creative and research activities.

Forms of independent work of students:

- work with basic and additional literature, Internet resources;
- self-acquaintance with the lecture material presented on electronic media in the library of an educational institution;
- preparation of abstract reviews of sources of periodicals, reference notes,



predetermined by the teacher;

- search for information on the topic with its subsequent presentation to the audience in the form of a report, presentations;
- preparation for the implementation of classroom control work;
- performance of home control works;
- performance of test tasks, problem solving;
- drawing up crossword puzzles, schemes;
- preparation of reports for presentation at a seminar, conference;
- filling out a workbook;
- essay writing, term paper;
- preparation for business and role-playing games;
- compiling a resume;
- preparation for tests and exams;
- other activities organized and carried out by the educational institution and student self-government bodies.

## VI. CONTROL OF ACHIEVEMENTS OF THE GOALS OF THE COURSE

No . p / p	Controlled modules / sections / topics of the discipline	Codes and stages of formation of competencies	Appraisal tools - name		
			current control	intermediate certification	
1	Basic concepts and categories of preventive medicine	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 1-2
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
2	Prevention of diseases: types, socio-economic significance of preventive measures	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 3-4
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
3	Basic principles of protecting the health of citizens in the Russian Federation	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 5-6
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
4	The main factors shaping health	PC-5.1; PC-5.2; PC-5.3; PC-4.1;	Knows	Interview UO-1, abstract PR-4,	Exam Questions 7-8
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	

		PC-4.2; PC-4.3	owns	Work in small groups, reports of UR-3	
5	Tasks of preventive medicine in modern Russia	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 9-10
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
6	The concept and essence of healthy lifestyle. Ways to form a healthy lifestyle	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 11-12
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
7	Organization, content and forms of hygienic education	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 13-15
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
8	Sanitary and epidemiological well-being of the population as a state task	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 16-18
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
9	Purpose and activities of centers for sanitary and epidemiological surveillance	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 19-20
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	

## **VII. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF DISCIPLINE**

### **Main literature**

1. Methods and means of complex statistical data analysis: studies. allowance / A.P. Kulaichev. - 5th ed., revised. and additional - M. : INFRA-M, 2017. - 484 p. - (Higher education). - [www.dx.doi.org/10.12737/25093](http://www.dx.doi.org/10.12737/25093). - Access mode: <http://znanium.com/catalog/product/814362>

2Public health and healthcare [Electronic resource]: textbook / V.A. Medic, V.I. Lisitsin. - 4th ed., revised. and additional - M. : GEOTAR-Media, 2016. - 496c. <http://www.studentlibrary.ru/book/ISBN9785970437018.html>

3. Public health and health care [Electronic resource]: textbook / Medic V. A., Yuryev V. K. - 2nd ed., corrected. and additional - M. : GEOTAR-Media, 2016. - 608s. <http://www.studentlibrary.ru/book/ISBN9785970437100.html>

4. Public health and healthcare [Electronic resource]: textbook / V. A. Medic, V. K. Yuryev - 3rd ed., revised. and additional - M. : GEOTAR-Media, 2014. - 288c. <http://www.studentlibrary.ru/book/ISBN9785970428689.html>

5. Clinical examination [Electronic resource]: textbook / N.A. Bayanova [i dr.]. — Electron. text data. - Orenburg: Orenburg State Medical Academy, 2014. - 106 p. — 2227-8397. - Access mode: <http://www.iprbookshop.ru/51450.html>

6. Matchina O.I. Health protection of mother and child [Electronic resource]: textbook / O.I. Matchina, N.A. Bayanova, E.L. Borschuk. — Electron. text data. - Orenburg: Orenburg State Medical Academy, 2014. - 154 p. - Access mode: <http://www.iprbookshop.ru/51467.html>

#### **Additional literature:**

1. Lisitsin Yu.P., Ulumbekova G.E. Public health and healthcare. - GEOTAR-Media. - 2016. - 542 p. Access mode: <http://lib.dvfu.ru:8080/lib/item?id=chamo:781664&theme=FEFU>

2. Medic V.A., Yuriev V.K. . Public health and healthcare. Textbook. - M. : GEOTAR-Media, 2014. - 287 p. <http://lib.dvfu.ru:8080/lib/item?id=chamo:730369&theme=FEFU>

3. Public health and healthcare. Part 1 [Electronic resource]: at 2 pm: textbook / I.A. Naumov [and others]; ed. I.A. Naumov. - Minsk: Vysh. school, 2013. - 335 p. <http://znanium.com/catalog.php?bookinfo=509079>

#### **The list of resources of the information and telecommunication network "Internet", necessary for the development of the discipline**

1. Patent database and search <http://www.freepatent.ru/>
2. Internet portal for healthcare <http://bio-x.ru/go.mail.ru/search?rf=e.mail.ru&fm=1&us=15&usln=3&usstr=health&usqid=7d41348ea69338f3&hasnavig=1&sbmt=1509229987234&q=health>
3. Research site <https://infopedia.su/4x3e87.html>; <https://dic.academic.ru/dic.nsf/ruwiki/663252>
4. SSAU Electronic Library - <http://library.sgau.ru>
5. NEB - <http://elibrary.ru>
6. <http://edu.znate.ru/docs/3997/index-94535-6.html>
7. student library <http://www.studmedlib.ru>
8. <http://www.rmj.ru/medjurnrus.htm>

9. Spravochno-legal system Consultant plus.
10. <http://vladmedicina.ru> Medical portal of Primorsky Krai
- eleven. <http://www.rosminzdrav.ru> Official website of the Ministry of Health of the Russian Federation
12. <http://meduniver.com> Medical site about various fields of medicine
13. <http://www.medliter.ru/?page=list&id=09>
14. Use of video materials of sites <https://infopedia.su/4x3e87.html>; <https://dic.academic.ru/dic.nsf/ruwiki/663252>

### **List of information technologies and software**

- Microsoft Office Professional Plus 2010;
- an office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.);
- 7Zip 9.20 - free file archiver with a high degree of data compression;
- ABBYY FineReader 11 - software for optical character recognition;
- Adobe Acrobat XI Pro - a software package for creating and viewing electronic publications in PDF format;
- ESET Endpoint Security - comprehensive protection of workstations based on Windows OS. Virtualization support + new technologies;
- WinDjView 2.0.2 is a program for recognizing and viewing files with the same name format DJV and DjVu.

## **VIII. METHODOLOGICAL INSTRUCTIONS FOR MASTERING THE DISCIPLINE**

The theoretical part of the discipline "Preventive direction in modern medicine" is revealed in lectures, since the lecture is the main form of education, where the teacher gives the basic concepts of the discipline.

The sequence of presenting the material in lectures is aimed at forming an indicative basis for students to subsequently master the material during independent work.

Practical classes of the course are held in all sections of the curriculum. Practical work is aimed at developing students' skills of independent research work. During practical classes, the master performs a set of tasks that allows you to consolidate the lecture material on the topic under study.

Active consolidation of theoretical knowledge is facilitated by the discussion of problematic aspects of the discipline in the form of a seminar and classes using active learning methods. At the same time, the development of skills of independent

research activity in the process of working with scientific literature, periodicals, the formation of the ability to reasonably defend one's point of view, listen to others, answer questions, and lead a discussion take place.

*Lecture classes* are focused on highlighting the main topics in each section of the course and are designed to orient students in the proposed material, lay the scientific and methodological foundations for further independent work of students.

Particularly significant for the professional training of students is independent work on the course. In the course of this work, students select the necessary material on the issue under study and analyze it. Independent work with literature includes such techniques as drawing up a plan, theses, abstracts, annotating sources, writing tests.

Students need to be introduced to the main sources, without which it is impossible to fully understand the issues of the course. Therefore, these sources are recommended for students to study at home and are included in the program.

Mastering the course should contribute to the development of skills for reasonable and independent assessments of facts and scientific concepts. Therefore, in all forms of knowledge control, especially when passing a test, attention should be paid to understanding the main problem field, to the ability to critically use its results and conclusions.

In the process of teaching the discipline, the following methods of active / interactive learning are used:

Lectures:

### **1. Problem lecture.**

The lecture begins with the teacher posing problems that are solved in the course of presenting the material. The answer to the problem requires thinking of the entire audience. During the lecture, students' thinking occurs with the help of the teacher creating a problem situation before they receive all the necessary information that constitutes new knowledge for them. Thus, students independently try to find a solution to the problem situation.

Educational problems are available according to their difficulty for students, they take into account the cognitive capabilities of students, proceed from the subject being studied and are significant for the assimilation of new material and personal development - general and professional.

The problem lecture provides creative assimilation by future specialists of the principles and patterns of the studied science, activates the educational and cognitive activity of students, their independent classroom and extracurricular work, the assimilation of knowledge and their application in practical classes.

**Practical lessons** focused on the most fundamental and problematic issues and are designed to stimulate the development of their own position on these topics.

In working with students, a variety of means, forms and methods of teaching (information-developing, problem-search) are used: the method of scientific discussion, a conference or a round table, an analysis of specific educational situations (case study).

### **Conference or round table**

When using this method, you can invite various specialists involved in the study of the problem under consideration or working on a topic studied by students. These can be scientists, economists, artists, representatives of public organizations, government agencies, etc.

Before such a meeting, the teacher invites students to put forward a problem of interest to them on this topic and formulate questions for their discussion. If students find it difficult, the teacher can suggest a number of problems and, together with the students, choose a more interesting one for them. Selected questions are transferred to the invited expert of the round table to prepare for the presentation and answers. At the same time, several specialists involved in the study of this problem can be invited to the "round table". In order for the round table meeting to be active and interested, it is necessary to encourage listeners to exchange views and maintain an atmosphere of free discussion.

When applying all these forms of classes, students get a real practice of formulating their point of view, comprehending the system of argumentation, that is, turning information into knowledge, and knowledge into beliefs and views.

The collective form of interaction and communication teaches students to formulate thoughts in a professional language, to speak orally, to listen, hear and understand others, to argue correctly and reasonably. Joint work requires not only individual responsibility and independence, but also self-organization of the work of the team, exactingness, mutual responsibility and discipline. At such seminars, the subject and social qualities of a professional are formed, the goals of training and educating the personality of a future specialist are achieved.

The features of collective mental activity are that there is a rigid dependence of the activity of a particular student on a fellow student; it helps to solve the psychological problems of the team; there is a "transfer" of action from one participant to another; self-management skills develop.

There are various forms of organizing and conducting this type of training, such as a press conference.

At the previous lesson, the teacher gives the task to students to individually answer the questions of the practical lesson and collectively discuss options for solving the same situation, which significantly deepens the experience of the trainees. Faced with a specific situation, the student must determine whether there is a problem in it, what it consists of, determine their attitude to the situation. At the

same time, each student must, by getting used to the role of specific historical figures, analyze the causes, course and results of the events. The practical lesson begins with an introductory speech by the teacher, in which the problems for discussion are voiced. As the discussion proceeds, each of the students has the opportunity to get acquainted with the solutions, listen and weigh their many assessments, additions, changes, enter into a dialogue and discussion.

As the questions of the practical lesson are discussed, the analytical abilities of the trainees develop, contribute to the correct use of the information at their disposal, develop independence and initiative in decisions.

At the final stage of the lesson, the teacher, correcting the conclusions on the performances of students, draws general conclusions for each practical task and the overall result for the entire lesson.

### **Method of scientific discussion**

The academic group is divided into two subgroups - generators and critics of ideas. Three more people stand out - expert analysts.

The practical lesson is implemented in four stages:

The first is preparatory (carried out 1-2 weeks before the practical session). The teacher instructs about the purpose, content, nature, rules of participation in the game. Student preparation includes:

- determination of the purpose of the lesson, specification of the educational task;
- planning the general course of the lesson, determining the time of each stage of the lesson;
- development of criteria for evaluating the proposals and ideas received, which will make it possible to purposefully and meaningfully analyze and summarize the results of the lesson.

Mutual criticisms and evaluations are strictly prohibited; they hinder the emergence of new ideas. You should refrain from actions, gestures that may be misinterpreted by other participants in the session. No matter how fantastic or incredible the idea put forward by any of the participants in the session, it should be met with approval. The more proposals put forward, the greater the likelihood of a new and valuable idea.

The second - the lesson begins with the fact that the generators of ideas quickly and clearly characterize the ruler, the situation in the country and express all proposals for solving the named problem;

Third - critics of ideas "attack" - select the most valuable, progressive of them, analyze, evaluate, criticize and include in the list of relevant assumptions that provide a solution to the problem;

Fourth - experts analyze and evaluate the activities of both subgroups, the significance of the ideas put forward.

The goal of the teacher is to organize collective mental activity to find non-traditional ways to solve problems, when discussing controversial issues, hypotheses, problematic or conflict situations.

When writing essays, it is recommended to independently find literature for it. The abstract reveals the content of the problem under study. Working on an essay helps to deepen the understanding of individual issues of the course, form and defend one's point of view, acquire and improve the skills of independent creative work, and conduct active cognitive work.

An interview and a survey are conducted to conduct ongoing monitoring and intermediate certification.

## IX. LOGISTICS AND TECHNICAL SUPPORT OF THE DISCIPLINE

The material and technical support for the implementation of the discipline includes classrooms for lectures and practical classes, equipped with multimedia support and corresponding to sanitary and contrary rules and regulations.

The educational process in the discipline is carried out in lecture, computer classes in the building of the School of Biomedicine on the FEFU campus, equipped with Pentium class computers and multimedia systems, with a connection to the FEFU corporate network and the Internet.

In order to provide special conditions for the education of people with disabilities and people with disabilities in FEFU, all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilets, information and navigation support signs.

Name of equipped premises and premises for independent work	List of main equipment
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 422, area 158.6 m <sup>2</sup>	Multimedia Audience: Motorized Screen 236*147cm Trim Screen Line; Projector DLP, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; document camera CP355AF Avergence, video camera MP-HD718 Multipix; Subsystem of specialized equipment fastenings CORSA-2007 Tuarex; Video switching subsystem: Audio switching and sound amplification subsystem: power amplifier, wireless LAN based on 802.11 a/b/g/n 2x2 MIMO(2SS) access points.
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 419,	Multimedia Audience: Motorized Screen 236*147cm Trim Screen Line; Projector DLP, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; document camera CP355AF Avergence, video camera MP-HD718 Multipix; Subsystem of specialized equipment fastenings



area 74.9 m <sup>2</sup>	CORSA-2007 Tuarex; Video switching subsystem: Audio switching and sound amplification subsystem: power amplifier, wireless LAN based on 802.11a/b/g/n 2x2 MIMO(2SS) access points.
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks settlement, 10, room M612, area 47.2 m <sup>2</sup>	Computer class for 22 workplaces: HP ProOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, W, usb kbd/ mse, Win7Pro(64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty (25 pcs.)
Reading rooms of the FEFU Scientific Library with open access to the fund (building A - level 10)	HP ProOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, BT, usb kbd/ mse, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty Internet access speed 500 Mbps. Workplaces for people with disabilities are equipped with Braille displays and printers; equipped with: portable devices for reading flat-print texts, scanning and reading machines, a video enlarger with the ability to regulate color spectra; magnifying electronic loupes and ultrasonic markers

## X. VALUATION FUND

### FOS passport

Professional competencies of graduates and indicators of their achievement:

Task type	Code and name of professional competence (result of development)	Code and name of the indicator of achievement of competence
organizational and managerial	PC-4 The ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and implement a quality management system in a medical organization, prepare a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population	PC-4.1 Knows the methodology for a comprehensive assessment of the performance of a medical organization PC-4.2 Able to develop and select the best areas for the activities of a medical organization PC-4.3 Possesses the skills of a systematic approach when developing development plans

Task type	Code and name of professional competence (result of development)	Code and name of the indicator of achievement of competence
organizational and managerial	PC-5 The ability to evaluate the effectiveness of the activities of a medical organization, develop and select optimal management decisions, develop a business plan for the development of a medical organization, use a process approach in managing a medical organization, use technological maps of the processes of a medical organization	PC-5.1 Knows the methods of planning a medical organization PC-5.2 Able to draw up a plan for a medical organization, develop business planning and investment projects PC-5.3 Proficient in planning, developing business planning and investment projects

Code and wording of competence	Stages of competence formation	
PC-4 The ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and implement a quality management system in a medical organization, prepare a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population	Knows	principles of organizing and implementing measures to ensure the protection of public health and implementation of a quality management system in a medical organization
	Can	plan activities to ensure the protection of public health implementation of a quality management system in a medical organization, preparation of a justification for the volume of medical care in accordance with the resources of a medical organization
	owns	skills in organizing and implementing measures to ensure the protection of public health, as well as owns methods analysis and evaluation of performance indicators of a medical organization, resource management of a medical organization, methods for developing and implementing a quality management system in a medical organization, preparing a justification for the volume of medical care in accordance with the resources of a medical organization and the needs of the population
PC-5 The ability to assess the effectiveness of the activities of a medical organization, develop and select optimal management decisions, develop a business plan	Knows	Principles of goal setting, types and methods of organizational planning and fundamental concepts of financial management, as well as the method of a process approach to managing a medical organization
	Can	Develop corporate, competitive and functional strategies for the development of the organization, develop investment projects and conduct their verification

for the development of a medical organization, use a process approach in managing a medical organization, use technological maps of the processes of a medical organization	owns	Methods for formulating and implementing strategies at the business unit level, developing and implementing marketing programs, as well as methods for investment analysis and analysis of financial markets, a process approach in managing a medical organization and the possibility of using technological maps of the processes of a medical organization.
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## VI. CONTROL OF ACHIEVEMENTS OF THE GOALS OF THE COURSE

No . p / p	Controlled modules / sections / topics of the discipline	Codes and stages of formation of competencies		Appraisal tools - name	
				current control	intermediate certification
1	Basic concepts and categories of preventive medicine	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 1-2
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
2	Prevention of diseases: types, socio-economic significance of preventive measures	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 3-4
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
3	Basic principles of protecting the health of citizens in the Russian Federation	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 5-6
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
4	The main factors shaping health	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 7-8
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
5	Tasks of preventive medicine in modern Russia	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 9-10
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
6	The concept and essence of healthy	PC-5.1; PC-5.2;	Knows	Interview UO-1, abstract PR-4,	Exam

	lifestyle. Ways to form a healthy lifestyle	PC-5.3; PC-4.1; PC-4.2; PC-4.3	Can owns	Tests PR-1, essay PR-3, case-tasks PR-11, presentation Work in small groups, reports of UR-3	Questions 11-12
7	Organization, content and forms of hygienic education	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 13-15
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
8	Sanitary and epidemiological well-being of the population as a state task	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 16-18
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	
9	Purpose and activities of centers for sanitary and epidemiological surveillance	PC-5.1; PC-5.2; PC-5.3; PC-4.1; PC-4.2; PC-4.3	Knows	Interview UO-1, abstract PR-4,	Exam Questions 19-20
			Can	Tests PR-1, essay PR-3, case-tasks PR-11, presentation	
			owns	Work in small groups, reports of UR-3	

### Competence level assessment scale

Code and wording of competence	Stages of competence formation		criteria	indicators	Points
PC-4 The ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and implement a quality management system in a medical organization, prepare a rationale for the volume of	knows (threshold level)	basics of planning and organizing measures to ensure the protection of public health in accordance with the resources of the medical organization and the needs of the population	knowledge of the basics of planning and organizing measures to ensure the protection of public health in accordance with the resources of the medical organization and the needs of the population	the ability to explain and apply in practice the basics of planning and organizing activities to ensure the protection of public health in accordance with the resources of the medical organization and the needs of the population	61-70
	can (advanced)	properly draw up official medical documents, maintain primary medical records, take	analyze and evaluate the performance of a medical organization,	ability to analyze and evaluate the performance of a medical organization,	71-84

medical care in accordance with the resources of a medical organization and the needs of the population		measures to ensure health protection, analyze and evaluate the performance of a medical organization	manage the resources of a medical organization, develop and implement quality management systems in a medical organization, justify the volume of medical care in accordance with the resources of a medical organization and the needs of the population	manage the resources of a medical organization, develop and implementation of a quality management system in a medical organization in accordance with the resources of a medical organization and the needs of the population	
	owns (high)	methods of planning and organizing measures to ensure the protection of public health, development and implementation of a quality management system in a medical organization, preparation of a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population	possession of methods for planning and organizing measures to ensure the protection of public health analysis and evaluation of performance indicators of a medical organization, resource management of a medical organization, development and implementation of a quality management system in a medical organization	ability analyzing and evaluating the performance of a medical organization, managing the resources of a medical organization, developing and implementing a quality management system in a medical organization, preparing a justification for the volume of medical care in accordance with the resources of a medical organization and the needs of the population	85-100
PC-5 The ability to assess the	knows (threshold level)	principles of goal setting, types and methods of	knowledge of the basic concepts of	the ability to explain the main stages of the	61-70

effectiveness of the activities of a medical organization, develop and select optimal management decisions, develop a business plan for the development of a medical organization, use a process approach in managing a medical organization, use technological maps of the processes of a medical organization		organizational planning and fundamental concepts of financial management	research processes, incl. business processes in medicine	study of the business plan of a medical organization, the process approach in the management of a medical organization	
	can (advanced)	develop corporate, competitive and functional strategies for the development of the organization, develop investment projects and conduct their verification	the ability to analyze and compare the stages of the process of strategic development of a medical organization, business planning and the use of technological maps of the processes of medical activity	the ability to develop investment projects and conduct their verification based on the use of a process approach in the management of a medical organization and the use of technological maps of the processes of medical activity	71-84
	owns (high)	methods for formulating and implementing strategies at the business unit level, developing and implementing marketing programs, as well as methods for investment analysis and analysis of financial markets.	methods of collecting, processing, analyzing information and presenting them to implement the business strategies of a medical organization using flow charts of medical activities	the ability to formulate the main stages and explain the tasks for the implementation of marketing programs and the analysis of financial markets using a process approach in the management of a medical organization and the use of technological process maps of medical activities	85-100

**Methodological recommendations that determine the procedures for evaluating the results of mastering the discipline**

*Current assessment of students.* The current certification of students in the discipline "Preventive direction in modern medicine" is carried out in accordance with the local regulations of the FEFU and is mandatory.

The current certification in the discipline "Preventive direction in modern medicine" is carried out in the form of control measures (a written survey, defense of practical / laboratory work) to assess the actual results of master's education by the leading teacher.

The objects of assessment are:

- academic discipline (activity in the classroom, the timeliness of the implementation of various types of tasks, attendance at all types of classes in the discipline being certified);
- the degree of assimilation of theoretical knowledge;
- the level of mastery of practical skills and abilities in all types of educational work;
- results of independent work.

For each object, a description of the assessment procedures is given in relation to the assessment tools used.

*Intermediate certification* students in the discipline "Preventive direction in modern medicine» is conducted in accordance with the local regulations of the Far Eastern Federal University in the form of an exam.

. Depending on the type of intermediate control in the discipline and the form of its organization, various criteria for assessing knowledge, skills and abilities can be used.

**Test and examination materials.** When assessing students' knowledge, intermediate control takes into account the amount of knowledge, the quality of their assimilation, understanding the logic of the academic discipline, the place of each topic in the course. The ability to freely, competently, logically coherently present what has been studied, the ability to reasonably defend one's own point of view are assessed.

### **Evaluation tools for intermediate certification**

Intermediate certification includes the student's answer to the exam questions.

#### **Questions for the exam**

1. Health of the population, its social and biological patterns.
2. Environmental factors and health. Modern problems of disease prevention.
3. Social factors and health.
4. Normative-legal bases of prevention and formation of a healthy lifestyle.
5. Problems of reforming and the main directions of preventive work in health care.

6. Priority national project "Health", its content, implementation.
  7. Main Priorities of the national project "Health". Development of the preventive direction of medical care.
  8. Cardiovascular diseases as a social hygienic problem. The system of therapeutic and preventive measures.
  9. Malignant neoplasms as a social and hygienic problem. The system of medical institutions and preventive measures to combat malignant neoplasms.
  10. Traumatism as a social and hygienic problem and ways to solve it.
  11. HIV / AIDS - as a social and hygienic problem and ways to solve it.
  12. Abortion as a social and hygienic problem, solutions.
  13. Tuberculosis as a social and hygienic problem, solutions.
  14. Infant mortality as a social and hygienic problem, solutions.
  15. Alcoholism and drug addiction as a social and hygienic problem, solutions.
  16. Department of Prevention. His role in dispensary.
  17. Health Centers. Structure, functions, methods of work.
  18. Preventive examinations of the population. Types of inspections.
- Organization of the event.
19. Organization, methods of dispensary observation. dispensary groups.
  20. Indicators of the effectiveness of prophylactic medical examination.

**Criteria for grading a student on an exam  
in the discipline "Preventive direction in modern medicine"**

Exam grade	Requirements for the formed competencies
"Great"	An "excellent" mark is given to a student if he has deeply and firmly mastered the program material, sets it out exhaustively, consistently, clearly and logically, is able to closely link theory with practice, freely copes with tasks, questions and other types of application of knowledge, and does not find it difficult to response when modifying tasks, uses monographic literature in the response, correctly substantiates the decision made, possesses versatile skills and techniques for performing practical tasks;
"Fine"	A "good" grade is given to a student if he knows the material well, presents it competently and to the point, avoiding significant inaccuracies in answering the question, correctly applies theoretical provisions in solving practical issues and tasks, possesses the necessary skills and techniques for their implementation;
"satisfactorily"	The grade "satisfactory" is given to the student if he has knowledge only of the basic material, but has not mastered its details, allows inaccuracies, insufficiently correct wording, violations of the logical sequence in the presentation of the program material, has difficulty in performing practical work;



"unsatisfactory"	The “unsatisfactory” mark is given to a student who does not know a significant part of the program material, makes significant mistakes, performs practical work uncertainly, with great difficulty.
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### **Evaluation tools for current certification**

**Control tests** designed for students studying the course "Preventive direction in modern medicine".

When working with tests, it is proposed to choose one answer option from three to four offered. At the same time, the tests are not the same in their complexity. Among the proposed there are tests that contain several options for correct answers. The student must indicate all the correct answers.

Tests are designed for both individual and collective decision. They can be used in both classroom and self-study. The selection of tests necessary for the control of knowledge in the process of intermediate certification is made by each teacher individually.

The results of the test tasks are evaluated by the teacher on a five-point scale for attestation or according to the "pass" - "fail" system. The grade "excellent" is given with the correct answer to more than 90% of the tests proposed by the teacher. Rating "good" - with the correct answer to more than 70% of the tests. Grade "satisfactory" - with the correct answer to 50% of the proposed

## **II. Evaluation tools for current certification**

### **Abstract Evaluation Criteria**

- 100-86 points are given to the student if the student expressed his opinion on the formulated problem, argued it, accurately defining its content and components. The data of domestic and foreign literature, statistical information, information of a regulatory nature are given. The student knows and owns the skill of independent research work on the research topic; methods and techniques for analyzing the theoretical and / or practical aspects of the area under study.

- 85-76 - points - the work is characterized by semantic integrity, coherence and consistency of presentation; no more than 1 mistake was made when explaining the meaning or content of the problem. For argumentation, data of domestic and foreign authors are given. Demonstrated research skills and abilities. There are no actual errors related to understanding the problem.

- 75-61 points - the student conducts a fairly independent analysis of the main stages and semantic components of the problem; understands the basic foundations and theoretical justification of the chosen topic. The main sources on the topic under

consideration are attracted. No more than 2 errors were made in the sense or content of the problem.

- 60-50 points - if the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic is not disclosed. Three or more than three errors were made in the semantic content of the problem being disclosed.

### **Sample Test Questions**

\* 1 - one correct answer

#### **1. Social medicine is a science**

- 1) about the patterns of public health and healthcare
- 2) about public health
- 3) on the system of measures to protect public health
- 4) about the sociology of health

#### **2. The main method of socio-hygienic research is**

- 1) historical
- 2) statistical
- 3) experimental
- 4) economic

**3. According to the definition of the World Health Organization, health is**

- 1) absence of diseases
- 2) the normal functioning of body systems
- 3) a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity
- 4) the state of the human body, when the functions of its organs and systems are balanced with the external environment and there are no painful changes

#### **4. Leading criterion of public health for practical health care**

- 1) demographics
- 2) morbidity of the population
- 3) physical development
- 4) disability

#### **5. Leading factors shaping the health of the population**

- 1) biological
- 2) natural
- 3) socio-economic
- 4) organization of medical care

#### **6. The greatest influence on the formation of public health has**

- 1) genetic risk
- 2) environment

- 3) lifestyle of the population
- 4) the level and quality of medical care

**7. A universal integrated indicator of the health of the population is**

- 1) average life expectancy
- 2) fertility
- 3) mortality
- 4) natural increase (decrease)

**8. The level of migration of the population in the Russian Federation at present**

- 1) stayed the same
- 2) increased sharply
- 3) shrunk
- 4) is undulating

**9. Infant mortality is the death of children**

- 1) up to 14 years old
- 2) up to 4 years
- 3) in the first year of life
- 4) in the first month of life

**10. Maternal mortality is the mortality of pregnant women, women in childbirth and puerperas, including during**

- 1) one week after delivery
- 2) one month after delivery
- 3) 42 days after delivery
- 4) 6 months after delivery

**11. The demographic situation in Russia is characterized**

- 1) natural population growth
- 2) zero natural increase
- 3) natural decline
- 4) wavelike demographic process

**12. Demographic policy in Russia involves**

- 1) increase in the birth rate
- 2) declining birth rate
- 3) optimization of natural population growth
- 4) reduction in mortality

**13. Indicators are subject to mandatory state registration**

- 1) demographic (number of births, deaths)
- 2) incidence
- 3) physical development
- 4) disability

**14. Preventive medical examinations contribute to the detection of diseases**

- 1) sharp
- 2) chronic
- 3) in the early stages
- 4) infectious

**15. The source of the study of morbidity by negotiability is**

- 1) dispensary observation control card
- 2) medical card of an inpatient
- 3) statistical coupon for updated diagnoses
- 4) certificate of incapacity for work

**16. The main accounting document in the study of morbidity with temporary disability is**

- 1) sick leave
- 2) certificate of examination in the medical and social expert commission
- 3) dispensary observation control card
- 4) outpatient medical record

**17. The source of the study of infectious diseases is**

- 1) outpatient medical record
- 2) emergency notification of an infectious disease, food, acute occupational poisoning
- 3) medical card of an inpatient
- 4) statistical coupon for updated diagnoses

**18. The main cause of death of the population is**

- 1) gastrointestinal diseases
- 2) cardiovascular diseases
- 3) oncological diseases
- 4) injuries, accidents, poisoning

**19. In the structure of morbidity in terms of negotiability, 1st place is occupied by diseases**

- 1) digestive systems
- 2) circulatory systems
- 3) respiratory organs
- 4) musculoskeletal system

**20. In the structure of the causes of disability, 1st place is occupied by**

- 1) diseases of the respiratory system
- 2) cardiovascular diseases
- 3) injuries, accidents, poisoning
- 4) malignant formations

**21. Disability group is set**

- 1) Deputy chief physician for the examination of working capacity
- 2) clinical expert commission
- 3) medical and social expert commission
- 4) head of department

**22. In Russia, in the period until 1994, the health care system operated**

- 1) insurance
- 2) private
- 3) state
- 4) mixed

**23. At present, the Russian Federation has adopted a healthcare model**

- 1) state
- 2) budget insurance
- 3) private
- 4) mixed

**24. Improving medical care for the population of the Russian Federation at the present stage is associated with the development**

- 1) inpatient care
- 2) medical science
- 3) rural healthcare
- 4) primary health care

**25. Priority subsystem in budget-insurance medicine**

- 1) inpatient assistance to the population
- 2) outpatient care
- 3) rural healthcare
- 4) state sanitary and epidemiological supervision

**26. The preventive work of outpatient clinics is to organize**

- 1) day hospitals
- 2) medical examination of the population
- 3) therapeutic care in the clinic and at home
- 4) rehabilitation work

**27. Medical examination is a method**

- 1) detection of acute and infectious diseases
- 2) active dynamic monitoring of the health status of certain contingents for the purpose of early detection and rehabilitation of patients
- 3) environmental monitoring
- 4) emergency care

**28. Preventive medical examinations are the basis**

- 1) primary health care

- 2) medical examination
- 3) rehabilitation work
- 4) examination of working capacity

**29. Polyclinics provide assistance to the population**

- 1) social
- 2) primary treatment and prevention
- 3) sanitary and anti-epidemic
- 4) stationary

**30. Preventive orientation is leading in the activities of institutions**

- 1) rural healthcare
- 2) outpatient department
- 3) state sanitary and epidemiological supervision
- 4) ambulance and emergency

**31. The objective of primary prevention is**

- 1) early diagnosis of diseases
- 2) prevention of relapses and complications of diseases
- 3) environmental health
- 4) hygienic education of the population

**Test Evaluation Criteria**

Evaluation is carried out in an e-learning session on a 100-point scale. The test includes 100 tasks, the maximum score for the test is 100. Within the framework of the current level of mastering knowledge in the discipline, a test result of at least 61 points is allowed.