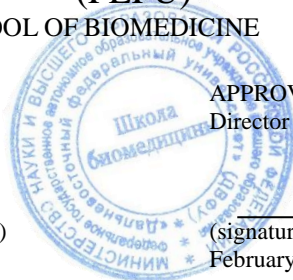MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education
# "Far Eastern Federal University"
(FEFU)
SCHOOL OF BIOMEDICINE

AGREED
Head of OP

_____        Yu.S. Khotimchenko
(signature)              (FULL NAME)
February 02, 2021

APPROVE
Director of the Department of Pharmacy and Pharmacology

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

WORKING PROGRAM OF THE DISCIPLINE
Sociology of medicine, human ecology and quality of life
Area of study 32.04.01 Public health
Master's program "Leadership and governance in public health (program in English for foreign citizens)"
Form of training: full-time

course 1 semester 1
lectures - hour.
practical classes 36 hours.
total classroom hours 36 hours.
independent work 72 hours.
control works (quantity) are not provided
term paper / term project is not provided
credit 1 semester
exam not included

The work program was compiled in accordance with the requirements of the Federal State Educational Standard in the field of study 32.04.01 Public Health, approved by order of the Ministry of Education and Science of Russia dated 31.05.2017 No. 485.

The work program was discussed at a meeting of the Department of Pharmacy and Pharmacology ProtocolNo. 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., Ph.D. Sakharova O.B.

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. _____

3. 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. _____

4. 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. _____

5. 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. _____

1. Goals and objectives of mastering the discipline:

Target:

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

Tasks:
− give an idea of the sociology of medicine;
− to form knowledge about medical and sociological research;
− familiarize with the methods of medical and sociological research;
− to teach how to use the results of medical and sociological research in the analysis of the effectiveness and responsiveness of healthcare, assessing the quality of medical services, studying patient satisfaction with medical care;
− give an idea of the quality of life indicator;
− introduce the basic concepts of human ecology.

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-2 Ability to prepare presentation materials, information and analytical materials, information about the activities of a medical organization or its divisions, conducting organizational and methodological activities in a medical organization | PC-2.1 Knows how to organize, manage, plan medical activities<br>PC-2.2 Able to carry out organizational and methodological work in the divisions of a medical organization<br>PC-2.3 Possesses management skills to conduct organizational and methodological activities in a medical organization |

| Code and name of the indicator of achievement of competence | Name of the assessment indicator (the result of training in the discipline) |
|---|---|
| PC-2.1 Knows how to organize, manage, plan medical activities | Knows how to organize, manage, plan medical activities<br>Able to plan, organize medical activities<br>Possesses the skill of managing medical activities |
| PC-2.2 Able to carry out organizational and methodological work in the divisions of a medical organization | Knows the basic principles of organizational and methodological work in the divisions of a medical organization<br>Able to carry out organizational and methodological work in the divisions of a medical organization |

| | Possesses the skill of organizational and methodological work in the divisions of a medical organization |
|---|---|
| PC-2.3 Possesses management skills to conduct organizational and methodological activities in a medical organization | Knows the basic methods of scientific research in health care, organization of research work, methods of preparing presentation materials, information and analytical references Knows how to set and choose the goal of the work, formulate tasks, publicly present the results of scientific work, prepare a certificate on the activities of a medical organization or its structural divisions Owns methods of collecting, processing, analyzing information, knowledge of scientific areas in healthcare, ways to manage them, as well as methods and methods of conducting organizational and methodological activities in a medical organization |

To form the above competencies within the discipline "Sociology of medicine, human ecology and quality of life", the following methods of active / interactive learning are used: practical exercises - debate, round table (preparation and discussion of abstracts).

2. 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)

The types of training sessions and work of the student in the discipline can be:

| Designation | Types of training sessions and work of the student |
|---|---|
| Etc | Practical lessons |
| OK | Online course |
| SR | Independent work of the student during the period of theoretical training |
| Control | Independent work of the student and contact work of the student with the teacher during the period of intermediate certification |

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, current monitoring of progress |
|---|---|---|---|---|---|---|---|---|---|
| | | | Lek | lab | Etc | OK | SR | Control | |
| 1 | Questions of sociology of medicine | 1 | | | 18 | | 72 | | |
| | Total: | 1 | | | 18 | | 72 | | offset |

## III.  CONTENT OF THE THEORETICAL PART OF THE COURSE

The theoretical part is not provided by the curriculum.

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

**Practical classes (36 hours, including using MAO - 10 hours)**
**Section 1. Questions of sociology of medicine (18 hours)**
**Lesson 1. Sociology as a science of society (3 hours)**

1.      Pluralism in the development of sociological science: the variety of theoretical paradigms and views on understanding the subject of the object and the subject of sociological knowledge, the structure of sociology as a science.

2.      The concept of object and subject from the point of view of methodology and theory. The difference between the object and subject of sociology and other social sciences.

3.      The concept of "social" and its role in the specifics of sociological knowledge.

4.      The structure of sociological knowledge, its levels: theoretical and empirical.

**Lesson 2. Social institutions of society and the relationship between them. Personality and Society (3 hours)**

1.      Society as a social system.

2.      System-forming signs of society.

3.      Political, economic, social, cultural systems as subsystems of the social societal system.

**Lesson 3. The main factors that shape health and attitudes towards it from the perspective of the sociology of medicine (3 hours)**

1.      The sociology of health is one of the sociological disciplines aimed at studying how to preserve the health of a person, a population, how to involve not only doctors, but the whole society in this work.

2.      Attitude towards health is one of the central concepts of the sociology of health, one of the fundamental foundations of the value system of the individual, a complex of motives that connect the individual with society and culture.

**Lesson 4. Principles and methods of socially-oriented management in a medical organization (3 hours)**

1.      Social management and its functions.

2.      Principles and content of social management.

3. Social foresight, forecasting, designing, planning.

4. Features of managing individuals, social groups and communities.

5. Cyclic process of social management and its stages.

6. Organizational and functional structure of the process of social management.

**Lesson 5. Features of conducting medical and sociological research (3 hours)**

1. Research program, general requirements for the program.

2. Methodological and methodical sections of the program.

3. Problem, problem situation, object and subject of research.

4. Determination of the goals and objectives of the study.

5. Basic theoretical procedures: theoretical and empirical interpretation of concepts, operationalization of concepts.

6. Types of hypotheses, the procedure for their development and promotion.

7. Strategic research plan: exploratory, descriptive, analytical.

8. Types and types of samples, conditions for their determination.

**Lesson 6. Organization of the collection and processing of medical and sociological information, analysis of the collected information (3 hours)**

1. polling method.

2. Types of mass surveys: questioning and interviewing.

3. The structure of the questionnaire and the order of its compilation.

4. Types of questions and possibilities of their use.

5. Organization and conduct of the survey.

6. Features of processing and analysis of the obtained data.

7. Express survey.

8. Features of the use of content analysis in medical and sociological research.

**Section 2. Issues of human ecology and quality of life (18 hours)**

**Lesson 7. Human ecology as a science. Demographic aspects**

**human ecology" (3 hours)**

1. The subject and tasks of human ecology.

2. The history of the formation and development of human ecology.

3. Human ecology at the present stage.

4. Research methods in human ecology.

5. Population size and its structure.

6. Population density.

7. population reproduction.

8. Age structure of the population.

9. The natural movement of the population.

10. Population migration.

**Session 8. Global environmental issues (3 hours)**

1. Causes of environmental problems.

2. demographic problem.

3. Food problem.

4. Problems of urbanization.

5. Energy problem.

6. Soil as an environmental factor: the role of soil in the transmission of endemic, infectious and parasitic diseases. Pollution and self-purification of the soil.

**Lesson 9. Natural and anthropogenic changes in the environment and their ecological significance (3 hours)**

1. The main sources of environmental pollution and their characteristics.

2. Changes in the gas composition of the atmosphere and its consequences.

3. The impact of air pollution on human health and living conditions.

4. Impact of water pollution on human health and living conditions.

**Lesson 10. Environmental problems of the modern city (3 hours)**

1. Factors of the intracity environment that have an unfavorable

2. impact on humans and their prevention.

3. Social and psycho-emotional factors.

4. chemical factors.

5. biological factors.

6. Physical factors

**Session 11. Quality of life issues (3 hours)**

1. Concepts of the level and quality of life.

2. Factors and system of indicators of level and quality

3. the life of the population.

4. Standard of living and its measurement.

5. Quality of life: a concept, a system of indicators and indicators - objective and subjective.

**Lesson 12. Protecting the presentation. Test (3 hours)**


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

Educational and methodological support for independent work of students in the discipline is presented in Appendix 1 and includes:

- a schedule for the implementation of independent work in the discipline, including approximate time limits for completion of each task;

- characteristics of tasks for independent work of students and methodological recommendations for their implementation;

- requirements for the presentation and presentation of the results of independent work;

- Criteria for evaluating the performance of independent work.

**Schedule for the implementation of independent work on the discipline**

| No. p/p | Date/Due dates | Type of independent work | Approximate lead times | form of control |
|---|---|---|---|---|
| 1 | 2-6 weeks | Preparation of abstracts | 24 hours | UO-3-Report, message |
| 2 | 7-16 weeks | Presentation preparation | 24 hours | UO-3-Report, message |
| 3 | 17-18 week | Preparation for the test | 24 hours | UO-1-Interview PR-1 - Test offset |

### Recommendations for independent work of students

The purpose of the student's independent work is to work meaningfully and independently first with educational material, then with scientific information, lay the foundations for self-organization and self-education in order to instill the ability to continuously improve their professional qualifications in the future.

The process of organizing independent work of students includes the following stages:

●preparatory (defining goals, drawing up a program, preparing methodological support, preparing equipment);

●the main one (implementation of the program, use of methods of information search, assimilation, processing, application, transfer of knowledge, fixing the results, self-organization of the work process);

●final (assessment of the significance and analysis of the results, their systematization, evaluation of the effectiveness of the program and methods of work, conclusions about the directions of labor optimization).

In the process of independent work, the student acquires the skills of self-organization, self-control, self-government, self-reflection and becomes an active independent subject of educational activity. Independent work of students should have an important impact on the formation of the personality of a future specialist; it is planned by the student independently. Each student independently determines the mode of his work and the measure of labor expended on mastering the

educational content in each discipline. He performs extracurricular work according to a personal individual plan, depending on his preparation, time and other conditions.

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

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).

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

Independent work of students implies preparation for practical classes, independent information search.

### Methodological recommendations for independent work of students

As the material on the subject of the discipline is mastered, it is envisaged to carry out independent work of students to collect and process literary material to expand the field of knowledge in the discipline being studied, which allows deepening and consolidating specific practical knowledge gained in the classroom. To study and fully master the program material in the discipline, educational, reference and other literature recommended by this program, as well as specialized periodicals, are used.

In self-preparation for classes, students take notes on the material, independently study questions on the topics covered, using educational literature from the proposed list, periodicals, scientific and methodological information, databases of information networks (Internet, etc.).

Independent work consists of such types of work as studying material from textbooks, reference books, videos and presentations, as well as other reliable sources of information; preparation for the test. To consolidate the material, it is enough, turning over the abstract or reading it, to mentally restore the material. If necessary, refer to the recommended educational and reference literature, write down incomprehensible points in the questions to clarify them in the upcoming lesson.

Preparation for practical exercises. This type of independent work consists of several stages:

1) Repetition of the studied material. For this, lecture notes, recommended basic and additional literature are used;

2) Deepening knowledge on the topic. It is necessary to differentiate the available material in lectures, teaching aids in accordance with the points of the practical lesson plan. Separately write out unclear questions, terms. It is better to do this in the margins of the lecture notes or textbook. Clarification should be carried out with the help of reference literature (dictionaries, encyclopedias, etc.);

3) Drawing up a detailed plan for a speech, or making calculations, solving problems, exercises, etc. In preparation for practical classes, students outline the material, prepare answers to the questions given on the topics of practical classes. In addition to the practical material, students independently study questions on the topics covered, using educational literature from the proposed list, periodicals, scientific and methodological information, databases of information networks (Internet, etc.).

## Requirements for the presentation and presentation of the results of independent work

There are no special requirements for the presentation and presentation of the results of this independent work.

**Guidelines for writing and designing an abstract**

An abstract is a student's creative activity, which reproduces in its structure research activities to solve theoretical and applied problems in a certain branch of scientific knowledge. Because of this, term paper is the most important component of the educational process in higher education.

The abstract, being a model of scientific research, is an independent work in which the student solves a problem of a theoretical or practical nature, applying the scientific principles and methods of this branch of scientific knowledge. The result of this scientific search may have not only subjective, but also objective scientific novelty, and therefore can be presented for discussion by the scientific community in the form of a scientific report or message at a scientific and practical conference, as well as in the form of a scientific article.

The abstract involves the acquisition of skills in building business cooperation based on ethical standards for the implementation of scientific activities. Purposefulness, initiative, disinterested cognitive interest, responsibility for the results of one's actions, conscientiousness, competence are personality traits that characterize the subject of research activities that correspond to the ideals and norms of modern science.

An abstract is an independent educational and research activity of a student. The teacher provides advisory assistance and evaluates the process and results of the activity. He provides an approximate topic for abstracts, clarifies the problem and the topic of research together with the intern, helps to plan and organize research activities, appoints the time and minimum number of consultations.

The teacher accepts the text of the abstract for verification at least ten days before the defense.

Traditionally, a certain structure of the abstract has developed, the main elements of which, in the order of their location, are the following:

1. Title page.
2. Task.
3. Table of contents.
4. List of symbols, symbols and terms (if necessary).
5. Introduction.
6. The main part.
7. Conclusion.
8. Bibliographic list.
9. Applications.

The title page indicates: educational institution, graduating department, author, teacher, research topic, place and year of the abstract.

The title of the abstract should be as short as possible and fully correspond to its content.

The table of contents (content) reflects the names of the structural parts of the abstract and the pages on which they are located. It is advisable to place the table of contents at the beginning of work on one page.

The presence of a detailed introduction is a mandatory requirement for the abstract. Despite the small volume of this structural part, its writing causes considerable difficulties. However, it is a well-executed introduction that is the key to understanding the entire work and testifies to the professionalism of the author.

Thus, the introduction is a very important part of the abstract. The introduction should begin with a rationale for the relevance of the chosen topic. When applied to the abstract, the concept of "relevance" has one feature. From how the author of the abstract knows how to choose a topic and how correctly he understands and evaluates this topic from the point of view of modernity and social significance, characterizes his scientific maturity and professional readiness.

In addition, in the introduction it is necessary to isolate the methodological basis of the abstract, to name the authors whose works formed the theoretical basis of the study. A review of the literature on the topic should show the author's thorough acquaintance with specialized literature, his ability to systematize sources, critically examine them, highlight the essential, determine the main thing in the current state of study of the topic.

The introduction reflects the significance and relevance of the chosen topic, defines the object and subject, purpose and objectives, and the chronological framework of the study.

The introduction ends with a statement of general conclusions about the scientific and practical significance of the topic, the degree of its study and availability of sources, and the formulation of a hypothesis.

In the main part, the essence of the problem is stated, the topic is revealed, the author's position is determined, factual material is given as an argument and for illustrations of the put forward provisions. The author needs to show the ability to consistently present the material while simultaneously analyzing it. Preference is given to the main facts, rather than small details.

The abstract ends with the final part, which is called the "conclusion". Like any conclusion, this part of the abstract plays the role of a conclusion determined by the logic of the study, which is in the form of a synthesis of the scientific information accumulated in the main part. This synthesis is a consistent, logically coherent presentation of the results obtained and their relationship with the general goal and specific tasks set and formulated in the introduction. It is here that the so-called "inferential" knowledge is contained, which is new in relation to the original knowledge. The conclusion may include suggestions of a practical nature, thereby increasing the value of theoretical materials.

So, in the conclusion of the abstract should be: a) the conclusions on the results of the study are presented; b) theoretical and practical significance, novelty of the abstract; c) the possibility of applying the results of the study is indicated.
After the conclusion, it is customary to place a bibliographic list of used literature. This list is one of the essential parts of the abstract and reflects the independent creative work of the author of the abstract.

The list of sources used is placed at the end of the work. It is issued either in alphabetical order (by the author's last name or the title of the book), or in the order in which references appear in the text of the written work. In all cases, the full title of the work, the names of the authors or the editor of the publication, if a team of authors participated in writing the book, data on the number of volumes, the name of the city and publishing house in which the work was published, the year of publication, the number of pages are indicated.

**Guidelines for preparing presentations**

To prepare a presentation, it is recommended to use: PowerPoint, MS Word, Acrobat Reader, LaTeX beamer package. The simplest presentation program is Microsoft PowerPoint. To prepare the presentation, it is necessary to process the information collected when writing the abstract.

The sequence of preparation of the presentation:

1. Clearly state the purpose of the presentation.

2. Determine what will be the format of the presentation: live performance (then how long will it be) or email (what will be the context of the presentation).

3. Select all the content for the presentation and build a logical chain of presentation.

4. Identify key points in the content of the text and highlight them.

5. Determine the types of visualization (pictures) to display them on slides in accordance with the logic, purpose and specifics of the material.

6. Choose the design and format the slides (the number of pictures and text, their location, color and size).

7. Check the visual perception of the presentation.

Visualization types include illustrations, images, diagrams, tables. An illustration is a representation of a real-life visual range. Images, unlike illustrations, are metaphors. Their purpose is to evoke emotion and create an attitude towards it, to influence the audience. With the help of well-thought-out and presented images, information can remain in a person's memory for a long time. Diagram - visualization of quantitative and qualitative relationships. They are used to convincingly demonstrate data, for spatial reasoning in addition to logical reasoning. A table is a concrete, visual and accurate display of data. Its main purpose is to structure information, which sometimes makes it easier for the audience to perceive the data.

*Practical Tips for Preparing a Presentation*

- printed text + slides + handouts are prepared separately;
- slides - a visual presentation of information, which should contain a minimum of text, a maximum of images that carry a semantic load, look clear and simple;
- textual content of the presentation - oral speech or reading, which should include arguments, facts, evidence and emotions;
- recommended number of slides 17-22;
- obligatory information for the presentation: topic, surname and initials of the speaker; message plan; brief conclusions from what has been said; list of sources used;
- handouts - should provide the same depth and scope as a live performance: people trust what they can carry with them more than disappearing images, words and slides are forgotten, and handouts remain a constant tangible reminder; it is important to hand out handouts at the end of the presentation; handouts should be different from slides, should be more informative.

## Abstract Evaluation Criteria

The stated understanding of the abstract as a holistic author's text determines the criteria for its evaluation: the novelty of the text; the validity of the choice of source; the degree of disclosure of the essence of the issue; compliance with formatting requirements.

**Text novelty:**a) the relevance of the research topic; b) novelty and independence in posing the problem, formulating a new aspect of a well-known problem in establishing new connections (interdisciplinary, intradisciplinary, integration); c) the ability to work with research, critical literature, systematize and structure the material; d) the manifestation of the author's position, the independence of assessments and judgments; e) stylistic unity of the text, unity of genre features.

**The degree of disclosure of the essence of the issue:**a) compliance of the plan with the topic of the essay; b) compliance of the content with the topic and plan of the abstract; c) completeness and depth of knowledge on the topic; d) the validity of the methods and methods of working with the material; f) the ability to generalize, draw conclusions, compare different points of view on one issue (problem).

**Validity of choicesources:**a) assessment of the literature used: whether the most famous works on the research topic were involved (including journal publications of recent years, the latest statistics, summaries, references, etc.).

**Compliancedesign:**a) how correctly the references to the literature used, the list of references are drawn up; b) assessment of literacy and culture of presentation (including spelling, punctuation, stylistic culture), knowledge of terminology; c) compliance with the requirements for the volume of the abstract.

**The reviewer should clearly articulate**remarks and questions, preferably with links to the work (possible to specific pages of the work), to research and factual data that the author did not take into account.

**The reviewer may also indicate:**whether the student has addressed the topic before (abstracts, written works, creative works, olympiad works, etc.) and whether there are any preliminary results; how the graduate did the work (plan, intermediate stages, consultation, revision and revision of the written or lack of a clear plan, rejection of the leader's recommendations).

**Student**submits an abstract for review no later than a week before the defense. The teacher is the reviewer. Experience shows that it is advisable to familiarize the student with the review a few days before the defense. Opponents are appointed by the teacher from among the students. For an oral presentation, a student needs 10-20 minutes (approximately so much time answers the tickets for the exam).

**Grade 5 is put**, if all the requirements for writing and defending the abstract are met: the problem is identified and its relevance is justified, a brief analysis of various points of view on the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the topic is fully disclosed,

the volume is maintained, the requirements for external design are met, given correct answers to additional questions.

**Grade 4**– the basic requirements for the abstract and its defense are met, but there are some shortcomings. In particular, there are inaccuracies in the presentation of the material; there is no logical sequence in judgments; the volume of the abstract is not maintained; there are omissions in the design; incomplete answers were given to additional questions during the defense.

**Grade 3**– there are significant deviations from the requirements for referencing. In particular: the topic is covered only partially; Factual errors were made in the content of the abstract or when answering additional questions; no output during protection.

**Grade 2**- the topic of the abstract is not disclosed, a significant misunderstanding of the problem is revealed.

**Grade 1**– The abstract is not submitted by the student.

## Topics for essays and presentations

1. Sociological aspects of the formation of a healthy lifestyle of the population.

2. Stages of formation of domestic and foreign sociology of medicine.

3. Basic requirements for conducting medical and sociological research.

4. Fundamentals of social marketing in healthcare.

5. Causes of environmental problems.

6. Axioms of human ecology.

7. Meteotropic reactions of the body.

8. Influence of biotic and abiotic environmental factors on the human body.

9. Indicators and criteria for the medical effectiveness of health care institutions.

10. Assessment of the current state of the level and quality of life of the population of Russia.

11. Differentiation of incomes of the population, factors and methods of measurement.

12. Actual directions of Russia's social policy in the field of ensuring the growth of the level and quality of life of the population.

13. Studying the relationship in the system "population-health-health".

14. Scientific research in assessing the quality of medical care.

## 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 students' knowledge, 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 ("excellent") is given to the student if he 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 ("good") - 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 ("satisfactory") - 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 ("unsatisfactory") - 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.

## V. EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR 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 kinds activities, organized And carried out educational institution and student self-government bodies.

## VI. CONTROL OF ACHIEVEMENT OF COURSE OBJECTIVES

| 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 | Section 1 Questions of the Sociology of Medicine | PC-2.1; PC-2.2; PC-2.3 | Knows | Interview UO-1, PR-3 | offset Questions 1-25 |
| | | | Can | Tests PR-1, Work in small groups UO-3 | |
| | | | owns | Presentation, abstract -PR4 | |
| | Section 2 Issues of human ecology and quality of life | PC-2.1; PC-2.2; PC-2.3 | Knows | Interview UO-1, PR-3 | offset Questions 26-51 |
| | | | Can | PR-1 tests Work in small groups UO-3 | |
| | | | owns | Presentation, abstract -PR4 | |

# VII. LIST OF EDUCATIONAL LITERATURE AND INFORMATION AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

## Main literature

1. Methods for assessing the quality of life of the population and socio-economic differentiation of territories: monograph / A.A. Mitroshin, Yu.Yu. Shitova, Yu.A. Shitov. — M.: INFRA-M, 2018. — 96 p. — (Scientific thought). - www.dx.doi.org/10.12737/mono-graphy_5a129974a65cd9.88159942.

Access mode:http://znanium.com/catalog/product/944584

2. Markov Yu.G. Social ecology. Interaction of society and nature [Electronic resource]: textbook/ Markov Yu.G.— Electron. text data. Novosibirsk: Siberian University Publishing House, 2017. 544 p.

Access mode: http://www.iprbookshop.ru/65291.html. - ELS "IPRbooks"

3. Sociology [Electronic resource]: a textbook for university students / V.K. Baturin [et al.]. Electron. text data.— M.: UNITI-DANA, 2017.— 487 p.— Access mode: http://www.iprbookshop.ru/71057.html.— EBS "IPRbooks"

4. Sociology: Textbook / Dobrenkov V.I., Kravchenko A.I. - M.: NITs INFRA-M, 2017. - 624 p. - http://znanium.com/catalog/product/553436

5. Artyunina G.P. Fundamentals of social medicine [Electronic resource]: textbook for universities / Artyunina G.P. — Electron. text data. - M .: Academic Project, 2016. - 570 p.

Access mode: http://www.iprbookshop.ru/60359.html. - ELS "IPRbooks"

6. Human ecology [Electronic resource]: a textbook for universities / Ed. Grigorieva A.I. - M. : GEOTAR-Media, 2016. -240s.

http://www.studentlibrary.ru/book/ISBN9785970437476.html

7. Decision 1386/2013 / EC of the European Parliament and the Council of the EU of November 20, 2013 on the common program of activities of the European Union in the field of the environment until 2020 "Improving the quality of life based on the available resources of our planet" [Electronic resource] / - Electron . text data.— Saratov: IP Er Media, 2015.— 52 p.— Access mode: http://www.iprbookshop.ru/27494.html.— EBS "IPRbooks"

8. Examination of temporary disability and medical and social examination in outpatient practice [Electronic resource]: textbook. allowance / I. A. Viktorova, I. A. Grishechkina. - M. : GEOTAR-Media, 2015.

http://www.studentlibrary.ru/book/ISBN9785970432280.html

**additional literature**

1. Medical and sociological monitoring: [manual] / A. V. Reshetnikov. Moscow: GEOTAR-Media, 2013. -796 p.

http://lib.dvfu.ru:8080/lib/item?id=chamo:730046&theme=FEFU

2. Public health and healthcare: a textbook for universities / V. A. Medic. Moscow: GEOTAR-Media, 2018. - 649 p.

http://lib.dvfu.ru:8080/lib/item?id=chamo:842379&theme=FEFU

3. 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

4. Petrov V.I., Nedogoda S.V. Evidence-based medicine GEOTAR-Media. - 2012. - 144 p.

http://lib.dvfu.ru:8080/lib/item?id=chamo:730071&theme=FEFU

5. Shchepin O.P., Medic V.A. Public health and health care: a textbook. - M. : GEOTAR - Media, 2012. - 608 p.

http://lib.dvfu.ru:8080/lib/item?id=chamo:730366&theme=FEFU

6. Khismatullina Z.N. Fundamentals of social medicine [Electronic resource]: textbook / Khismatullina ZN - Electron. text data. Kazan: Kazan National Research Technological University, 2011. 152 p. Access mode: http://www.iprbookshop.ru/62222.html.

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

1. Topical issues in the field of ecology:http://www.ecology.info/

2. INECA website.Information Ecological Agency. Environmental and social projects, ECO-bulletin, seminars, environmental management and audit, development of environmental standards, environmental impact assessment:http://ineca.ru/

3. Primorsky Krai of Russia:

http://www.fegi.ru/PRIMORYE/ANIMALS/bpi.htm

4. Scientific electronic library: http://www.elibrery.ru

5. Central Scientific Medical Library: http://www.scsml.rssi.ru

6. Medical Internet Resources: http://www.it2med.ru/mir.html

7. Publishing house "Medicina": http: //www.medlit.ru

8. http://www.rmj.ru/medjurnrus.htm

9.Spravochno-legal system Consultant plus.

10.http://vladmedicina.ruMedical portal of Primorsky Krai

eleven.http://www.rosminzdrav.ruOfficial website of the Ministry of Health of the Russian Federation

12.http://meduniver.comMedical site about various fields of medicine

13. Student Libraryhttp://www.studmedlib.ru

**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

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.

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

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.

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.

Practical lessons:

| | |
|---|---|
| Multimedia Audience: Motorized Screen 236*147cm Trim Screen Line; Projector DLP, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; document camera CP355AF Avervision, 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 802.11a/b/g/n 2x2 | 690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of |

| MIMO(2SS) access points. | Biomedicine, room M 419, area 74.9 m² |
|---|---|

Independent preparation of students for practical classes is carried out in computer classes equipped with Internet access

| Computer class for 22 workplaces:<br>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.) | 690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks settlement, 10, room M612, area 47.2 m² |
|---|---|
| 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.<br>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 | Reading rooms of the FEFU Scientific Library with open access to the fund (building A - level 10) |

# 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-2 Ability to prepare presentation materials, information and analytical materials, information about the activities of a medical organization or its divisions, conducting organizational and methodological activities in a medical organization | PC-2.1 Knows how to organize, manage, plan medical activities<br>PC-2.2 Able to carry out organizational and methodological work in the divisions of a medical organization<br>PC-2.3 Possesses management skills to conduct organizational and methodological activities in a medical organization |

| Code and name of the indicator of achievement of competence | Name of the assessment indicator (the result of training in the discipline) |
|---|---|
| PC-2.1 Knows how to organize, | Knows how to organize, manage, plan medical activities |

| manage, plan medical activities | Able to plan, organize medical activities |
|---|---|
| | Possesses the skill of managing medical activities |
| PC-2.2 Able to carry out organizational and methodological work in the divisions of a medical organization | Knows the basic principles of organizational and methodological work in the divisions of a medical organization |
| | Able to carry out organizational and methodological work in the divisions of a medical organization |
| | Possesses the skill of organizational and methodological work in the divisions of a medical organization |
| PC-2.3 Possesses management skills to conduct organizational and methodological activities in a medical organization | Knows the basic methods of scientific research in health care, organization of research work, methods of preparing presentation materials, information and analytical references |
| | Knows how to set and choose the goal of the work, formulate tasks, publicly present the results of scientific work, prepare a certificate on the activities of a medical organization or its structural divisions |
| | Owns methods of collecting, processing, analyzing information, knowledge of scientific areas in healthcare, ways to manage them, as well as methods and methods of conducting organizational and methodological activities in a medical organization |

## Competence level assessment scale

| Code and wording of competence | Stages of competence formation | | criteria | indicators | points |
|---|---|---|---|---|---|
| PC-2 the ability to prepare presentation materials, information and analytical materials, information about the activities of a medical organization or its divisions, conducting organizational and methodological activities in a medical organization | knows (threshold level) | principles of organization of research work, methods of preparation of presentation materials, information and analytical references | knowledge of the basic concepts of research processes in medicine, methods of preparing presentation materials | prepare presentation materials, information and analytical materials, information about the activities of a medical organization | 61-70 |
| | can (advanced) | set and select the goal of the work, formulate tasks, publicly present the results of scientific work, prepare a certificate on the activities of a medical organization or its structural divisions | the ability to analyze and compare the stages of the process in the preparation of presentation materials, information and analytical materials, information about | substantiate the criteria for evaluating the process of preparing presentation materials, information and analytical materials, information about the | 71-84 |

| | | | the activities of a medical organization | activities of a medical organization or its divisions | |
|---|---|---|---|---|---|
| owns (high) | | methods of collecting, processing, analyzing information, knowledge of scientific areas in healthcare, ways to manage them, as well as methods and methods of conducting organizational and methodological activities in a medical organization | methods of collecting, processing, analyzing information and presenting them in the form of presentation materials, information about the medical activities of the organization | the ability to formulate the main stages and explain the tasks to achieve the goal when showing presentation materials about the activities of a medical organization or its structural unit, as well as the implementation of organizational and methodological activities in a medical organization | 85-100 |

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

**Current certification of students.** It is carried out in accordance with the local regulations of the Far Eastern Federal University and is mandatory. It is carried out in the form of control measures: the defense of a test, an interview to assess the actual results of students' learning and is carried out by a 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 (survey);

- the level of mastery of practical skills and abilities in all types of educational work (colloquium);

- results of independent work.

**Intermediate certification of students.** It is carried out in accordance with the local regulations of the Far Eastern Federal University and is mandatory. Provides for the accounting of the results of all stages of the development of the

course. Provided that two stages of the current attestation have been successfully passed, the student is given an intermediate attestation (test, exam).

**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
### Questions for offset

1. Main areas of research in the sociology of medicine
2. Sociology of Management
3. Sociology of a medical institution.
4. Social Marketing in Healthcare
5. Sociology of health
6. Sociology of economic relations in health care
7. Sociology of health insurance (mechanism of social protection of the population in the field of health care)
8. Conflicts in medical institutions.
9. Specific medical and sociological research
10. Methods for collecting medical and sociological information
11. Types and types of questionnaire questions. Formulation of questions and quality of the questionnaire.
12. Methodology and interview technology. Types and types of interviews.
13. Types and methodology of expert survey. Validity factors of expert assessments.
14. sociological observation. Types of observation. The role and qualities of the observer.
15. Methods of medical and sociological research. Basic requirements for conducting medical and sociological research.
16. Sociological analysis of the doctor-patient relationship.
17. Sociology of the health care system.
18. Sociology of medical practice
19. Sociology of the hospital system and medical activities
20. Social aspects of the study and treatment of diseases.
21. The subject and tasks of human ecology.
22. The history of the formation and development of human ecology.
23. Human ecology at the present stage.

24. Research methods in human ecology.
25. Population size and its structure.
26. Population density.
27. population reproduction.
28. Age structure of the population.
29. The natural movement of the population.
30. Population migration.
31. Causes of environmental problems.
32. demographic problem.
33. Food problem.
34. Problems of urbanization.
35. Energy problem.
36. Soil as an environmental factor: the role of soil in the transmission of endemic, infectious and parasitic diseases. Pollution and self-purification of the soil.
37. The main sources of environmental pollution and their characteristics.
38. Changes in the gas composition of the atmosphere and its consequences.
39. The impact of air pollution on human health and living conditions.
40. Impact of water pollution on human health and living conditions.
41. Factors of the intracity environment that have an unfavorable
42. impact on humans and their prevention.
43. Social and psycho-emotional factors.
44. chemical factors.
45. biological factors.
46. Physical factors
47. Concepts of the level and quality of life.
48. Factors and system of indicators of level and quality
49. the life of the population.
50. Standard of living and its measurement.
51. Quality of life: a concept, a system of indicators and indicators - objective and subjective.

## Criteria for grading a student in the test
## in the discipline "Sociology of medicine, human ecology and quality of life"

| Credit score | Requirements for the formed competencies |
|---|---|
| "passed" | The grade "passed" is given to the student if he knows the material well, presents it competently and to the point, avoids significant inaccuracies in answering the question, correctly applies the theoretical provisions in solving practical issues and |

| | tasks, possesses the necessary skills and techniques for their implementation |
|---|---|
| "not counted" | The "failed" mark is given to a student who does not know a significant part of the program material, makes significant mistakes, uncertainly, with great difficulty answers the questions posed. As a rule, the "failed" mark is given to students who cannot continue their studies without additional classes in the relevant discipline. |

## Evaluation tools for current certification

**Control tests**designed for students studying the course "Sociology of medicine, human ecology and quality of life".

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 tests.

## Sample test tasks
### 1. Which of the definitions of the concept of "health" is correct?
a) the absence of pathology detected by modern research methods.

b) a state of complete physical, mental and social well-being, and not just the absence of pathology.

c) the state of the body in which its physiological mechanisms provide it with adaptation to environmental conditions.

2. What are the names of the factors that affect nature as a result of human activity?

a) abiotic.

b) isothermal.

c) biotic.

d) anthropogenic

**3. Select the appropriate indicators of the concentration of gases that make up the atmospheric air.**

a) oxygen -78%; nitrogen -20%; carbon dioxide 0.1%; inert gases - about 2%.

b) oxygen -21%; nitrogen -75%; carbon dioxide 3.0%; inert gases - about 2%.

c) oxygen -21%; nitrogen -78%; carbon dioxide 0.04%; inert gases - about 1%.

**4. What is the basis of primary prevention?**

a) examination of healthy people exposed to adverse environmental factors.

b) complete elimination of the harmful factor or reduction of its impact to a safe level.

c) hygienic regulation of environmental factors.

d) a set of measures to prevent complications of diseases, rehabilitation and treatment.

e) the use of antidotes by residents of ecologically unfavorable regions.

**5. List the stages by which the risk of exposure to environmental factors on human health is assessed:**

a) risk profile.

b) exposure assessment.

c) identification of harmful factors and assessment of their danger.

d) assessment of the dose-response relationship.

e) risk management.

**6. What is the state system for monitoring the quality of the environment and the health of the population?**

a) a system of sanitary and epidemiological regulation.

b) hygienic diagnostics.

c) social and hygienic monitoring.

d) federal system of hydrometeorological monitoring.

e) risk assessment methodology.

**7. Geographical areas where the characteristic mineral composition of water or soil is the causative factor of diseases are called:**

a) epidemically dangerous areas.

b) biogeochemical provinces.

c) areas with a critical sanitary and hygienic situation.

**8. What is meant by the term "xenobiotics"?**

a) products containing food additives, pesticides and other toxicants.

b) foreign chemicals.

c) artificially created chemical compounds.

**9. Endemic diseases are those that occur as a result of:**

a) lack of minerals in the water.

b) an excess of minerals in water, plants or soil.

c) lack or excess of mineral substances in water, plants or animal organisms, soil in a limited area.

d) as a result of a lack or excess of minerals in water, plants or animals, soil.

**10. What endemic diseases are biogeochemical?**

a) endemic goiter.

b) fluorosis.

c) water-nitrate methemoglobinemia.

d) molybdenum gout.

e) strontium rickets.

**11. What is the route of influence of an alien factor?**

a) the path of a chemical substance (or other factor) from the source of its formation and release into the environment to the exposed organism.

b) the simultaneous entry of a chemical into the human body in several ways.

c) simultaneous intake of a chemical substance from several environmental objects.

d) transformation and transport of matter in the environment.

**12. Signs of diseases of presumably chemical etiology are characterized by:**

a) characteristic geographical (spatial) distribution of cases of diseases.

b) biological plausibility.

c) contact transmission routes.

d) a combination of non-specific signs, symptoms, laboratory data, uncharacteristic of known diseases.

### 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 assimilation of knowledge in the discipline, a test result of at least 61 points is allowed.

### 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.