

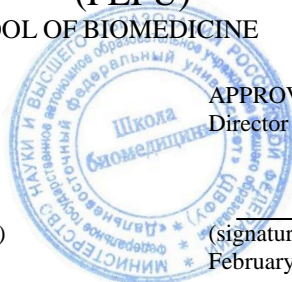


MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education
"Far Eastern Federal University"
(FEFU)
SCHOOL OF BIOMEDICINE

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

Social and hygienic significance of the most important non-infectious and infectious diseases

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 at 6 p.m.
practical classes 36 hours.
total classroom hours 54 hours.
independent work 54 hours.
including exam preparation 36 hours.
offset not provided
exam 1 semester

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 protocol No. 5 dated January 28, 2021.

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

Compiled by: candidate of medical sciences, associate professor Rasskazova V.N.

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. _____
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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 give masters knowledge of the theoretical and practical foundations of modern effective management of socially significant pathology, the concept of social management as a science and art, without which it is impossible to create a state of law.

Tasks:

- The study of trends and factors affecting the level and prevalence of socially significant pathology.
- Development of forecasts for the occurrence and spread of socially significant diseases.
- Development of management measures aimed at combating socially significant pathology.

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 PC-2.2 Able to carry out 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
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	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

	Topic 1. The concept of socially significant pathology.		2						
	Topic 2. Regulatory framework governing the provision of medical care, social protection to patients with socially significant pathology.		2						
	Topic 3. Pathology caused by microbial agents.		2						
	Topic 4. Cardiovascular pathology.		2						
	Topic 5. Tuberculosis, alcoholism, drug addiction.		2						
	Topic 6. The concept of medical prevention		2						
	Topic 7. Prevention of noncommunicable diseases		2						
	Topic 8. Prevention of infectious diseases		2						
	Topic 9. Prevention of cancer		2						
	Lesson 1. Diseases caused by microbial pathology				4		2		
	Lesson 2. Tuberculosis statistics, in Russia, the world, Primorsky Krai, trends, tendencies and prospects				4		2		
	Lesson 3. Hypertension: classification, diagnostic methods				4		2		
	Lesson 4. Drug prevention of hypertension				4		2		

Session 5. Metabolic syndrome as a risk factor for noncommunicable diseases				4		2		
Lesson 6. Injuries as a socially significant pathology				4		2		
Lesson 7. Mental illness - statics and dynamics of the phenomenon				4		2		
Lesson 8. Alcoholism. Causes, trends, control measures				4		2		
Lesson 9. Oncological diseases, causes, trends, measures to combat the increase in incidence				4		2		
Total:		18		36		18	36	Exam

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

(6 pm)

Topic 1. The concept of socially significant pathology.

Problems of definition of socially significant pathology. The concept of the most common diseases. Tuberculosis. Mental illness. Viral hepatitis. HIV infection. Arterial hypertension. Oncological diseases. Evidence-based medicine and socially significant pathology (2 hours).

Topic 2. Regulatory framework governing the provision of medical care, social protection to patients with socially significant pathology.

The state of the legal framework of social and medical work. International legislative acts of medical and social work. The state of the legal regulatory framework of social and medical work in modern Russia. (2 hours).

Topic 3. Pathology caused by microbial agents.

History of the issue, current state of the problem. The cost of treatment of this category of patients. Antibiotic resistance, its extent. Antibiotic resistance in the world, Russia. Antibiotic resistance as a threat to national security. Rational use of antibacterial drugs as a tool to combat socially significant pathology. (2 hours).

Topic 4. Cardiovascular pathology.

Cardiac ischemia. Hypertonic disease. Oncological pathology. Screening. Morbidity trends, causes, control measures. (2 hours).

Topic 5. Tuberculosis, alcoholism, drug addiction.

Methods of epidemiological examination. Morbidity trends, causes, control measures. The role of stress and poverty in the development of tuberculosis. Resistance to anti-tuberculosis drugs 2 (h).

Topic 6. The concept of medical prevention (2 hours)

The concept of medical prevention, its classification. Health risk factors. The concept of screening

Topic 7. Prevention of non-communicable diseases (2 hours)

Epidemiology, classification, diagnosis, prevention, non-drug and drug treatments for hypertension, metabolic syndrome, osteoporosis, coronary artery disease, stroke.

Topic 8. Prevention of infectious diseases (2 hours)

Epidemiology, diagnostics, prevention, methods of treatment of HIV/AIDS, influenza and ARVI.

HIV infection: risk factors, diagnosis, complications, prevention.

STIs: risk factors, diagnosis, complications, prevention

Non-drug prophylaxis of influenza. Medical prevention of influenza

Topic 9. Prevention of cancer (2 hours)

General principles of prevention oncological diseases. Private Oncology. Epidemiology. Screening. Mammary cancer. Prostate cancer. Lungs' cancer. colorectal cancer. thyroid cancer

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

Practical classes (36 hours, including using MAO - 10 hours)

Lesson 1. Diseases caused by microbial pathology 4 (part)

Lesson plan.

Changes in the etiological structure of morbidity.

Discovery of new pathogens.

The danger of genetically engineered bacteria.

The spread of immunodeficiency as a factor increasing the likelihood of infectious pathology.

Lesson 2. Tuberculosis statistics in Russia, the world, Primorsky Krai, trends, trends and prospects (4 hours).

Lesson plan.

Basic statistics on tuberculosis.

Social and medical role of tuberculosis.

Tuberculosis with multidrug resistance.

DOTS strategy.

Risk category for tuberculosis.

The global spread of tuberculosis.

WHO activities to combat tuberculosis.

Lesson 3. Hypertension: classification, diagnostic methods (4 hours)

Epidemiology of hypertension. Risk stratification in patients with hypertension.

Praviln measurement of blood pressure, including at home.

Lesson 4. Drug prevention of hypertension (4 hours)

Indications for the start of non-drug and drug interventions. Non-drug methods for lowering blood pressure. Drug prevention of GB. Features of the treatment of hypertension in certain groups of patients. The problem of patient adherence to treatment and possible solutions.

Lesson 5. Metabolic syndrome as a risk factor for noncommunicable diseases (4 hours)

Diabetes mellitus as a risk factor for CVD. Metabolic syndrome, its prevalence. Criteria for the metabolic syndrome. Non-pharmacological measures in patients with metabolic syndrome. Increased risk of MS in postmenopausal women.

Lesson 6. Traumatism as a socially significant pathology (4 hours)

Injuries in the Russian Federation based on statistics.

Dynamics of injuries among the adult population of the Russian Federation.

The structure of injuries among the adult population of the Russian Federation.

The structure of industrial injuries among the adult population.

Rates of injuries and poisonings and other accidents among the adult population.

The structure of childhood traumatism.

Lesson 7. Mental illness - statics and dynamics of the phenomenon (4 hours)

Schizophrenia. Parkinsonism. Epilepsy.

Lesson 8. Alcoholism. Causes, trends, control measures (4 hours)

WHO global strategy to reduce the harmful use of alcohol.

Lesson 9. Oncological diseases, causes, trends, measures to combat the increase in incidence(4 hours)

Formation of a healthy lifestyle paradigm. Conducting dispensary medical examinations, dynamic monitoring. The main tasks to improve the incidence of cancer in the population.

Schedule for the implementation of independent work on the discipline

"«Social and hygienic significance of the most important non-infectious and infectious diseases»»

No. p/p	Date/Due dates	Type of independent work	Approximate lead times	form of control
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	36 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 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).

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);
- 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.

Methodological recommendations for independent work of students

As the material is mastered on the subject of the discipline, it is envisaged to carry out independent work of students in collecting and processing literary material to expand the field of knowledge in the discipline being studied. 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, 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 work with lecture notes; studying material from textbooks, reference books, videos and presentations, as well as other reliable sources of information; exam preparation.

Guidelines for writing and designing an abstract

An abstract is a creative activity of a master, 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 master 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.

The abstract is an independent educational and research activity of the master. 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;
 - the textual content of the presentation - oral speech or reading, which should include arguments, facts, evidence and emotions;
 - recommended number of slides 17-22;
 - mandatory 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).

The validity of the choice of sources: 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.).

Compliance with formatting requirements: 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: did you apply master's degree on the topic earlier (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).

The master 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 master with the review a few days before the defense. Opponents are appointed by a teacher from among the masters. For an oral presentation, 10-20

minutes are enough (approximately so much time answers the tickets for the exam).

Grade 5 is given if all the requirements for writing and defending the abstract are met: the problem is identified and its relevance is substantiated, 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, correct answers to additional questions are given.

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 found.

Grade 1 – no abstract submitted.

Topics for essays and presentations

1. Multivariate analysis of the spread of tuberculosis.
2. Multivariate analysis of the spread of mental pathology.
3. Problems of regulatory support for patients with drug addiction.
4. Problems of legal support for patients with mental illness.
5. Problems of legal support of oncological patients.
6. Problems of legal support for patients with alcoholism.
7. Dynamics of tuberculosis incidence in Primorsky Krai.
8. Microbial pathology as a cause of glaucoma.
9. Microbial pathology as a cause of cancer.
10. Microbial pathology as a cause of coronary heart disease.
11. Antibiotic resistance is a new threat to humanity.
12. Internet medical resources. Navigating the WWW and searching for medical information

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.

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 kinds activities, organized And carried out educational institution and student self-government bodies.

VI. MONITORING THE ACHIEVEMENT OF COURSE GOALS

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	Diseases caused by microbial pathology	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 1-3
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
2	Tuberculosis statistics, in Russia, the world, Primorsky Krai, trends, tendencies and prospects	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 4-6
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
3	Hypertension: classification, diagnostic methods	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 7-10
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
4	Drug prevention of	PC-2.1;	Knows	UO-1, PR-1,	Exam

	hypertension	PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3		PR-4	Questions 11-14
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
5	Metabolic syndrome as a risk factor for noncommunicable diseases	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 15-18
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
6	Traumatism as a socially significant pathology	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 19-21
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
7	Mental illnesses - statics and dynamics of the phenomenon	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 22-24
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
8	Alcoholism. Causes, trends, control measures	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 25-27
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
9	Oncological diseases, causes, trends, measures to combat the increase in incidence	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 28-30
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	

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

Main literature

1. Oncology. Complete reference book [Electronic resource] / T.N. Popova [et al.]. Electron. text data.— Saratov: Nauchnaya kniga, 2019.— 734 p.— Access mode: <http://www.iprbookshop.ru/80184.html>.— EBS “IPRbooks”/

2. HIV infection: psychological and social foundations of research and prevention: Educational and methodological manual / Shaboltas A.V. - St.

Petersburg: St. Petersburg State University, 2018. - 126 p.: ISBN 978-5-288-05821-9 - Access mode:<http://znanium.com/catalog/product/1001162>

3. Phthisiology [Electronic resource]: textbook / V.A. Koshechkin - M. : GEOTAR-Media, 2016. -304s.

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4. Infectious diseases [Electronic resource]: textbook / Alikeeva G. K. and others; Ed. N. D. Yushchuk, Yu. Ya. Vengerova. - 2nd ed., revised. and additional - M. : GEOTAR-Media, 2016. - 704c.

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5. Psychiatry [Electronic resource]: textbook / Neznanov N.G. - M. : GEOTAR-Media, 2016.

<http://www.studentlibrary.ru/book/ISBN9785970438282.html>

6. Epidemiology [Electronic resource] / N. I. Briko, V. I. Pokrovsky - M. : GEOTAR-Media, 2015.

<http://www.studentlibrary.ru/book/ISBN9785970431832.html>

7. Internal diseases [Electronic resource]: textbook / Makolkin V.I., Ovcharenko S.I., Sulimov V.A. - 6th ed., revised. and additional M. : GEOTAR-Media, 2015. - 768s.

<http://www.studentlibrary.ru/book/ISBN9785970433355.html>

8. Epidemiology of infectious diseases [Electronic resource] / Yushchuk N.D. and others - M. : GEOTAR-Media, 2014.

<http://www.studentlibrary.ru/book/ISBN9785970428245.html>

9. Koshechkin V.A. Tuberculosis and HIV infection in adults [Electronic resource]: textbook / Koshechkin V.A., Zimina V.N., Shirmanov V.I.— Electron. text data.— M.: Peoples' Friendship University of Russia, 2014.— 316 pp.— Access mode: <http://www.iprbookshop.ru/22223.html>.— EBS "IPRbooks"

additional literature

1. Phthisiology [Electronic resource]: textbook / V.A. Koshechkin - M. : GEOTAR-Media, 2016. -304s.

<http://www.studentlibrary.ru/book/ISBN9785970434963.html>

2. Phthisiology: a textbook for universities / M. I. Perelman, I. V. Bogadelnikova. Moscow: GEOTAR-Media, 2015. - 445 p. 4th ed., revised. and additional

<http://lib.dvfu.ru:8080/lib/item?id=chamo:802314&theme=FEFU>

3. Visual allergology / M. Reken, G. Grevers, V. Burgdorf; per. from English. N. A. Gorenkova. - Moscow: BINOM. Knowledge Laboratory, 2015.- 238s. <http://lib.dvfu.ru:8080/lib/item?id=chamo:797485&theme=FEFU>

4. Internal diseases: textbook for universities / M. V. Malishevsky, E. A. Kashuba, E. A. Ortenberg [and others]; ed. M. V. Malishevsky. Ed. 4th, revised and additional. - Rostov-on-Don: Phoenix, 2015. - 983s.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:783462&theme=FEFU>

5. Mathematical statistics in biomedical research using the Statistica package / N.V. Trukhacheva. - Moscow: GEOTAR-Media, 2015. - 379 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:730137&theme=FEFU>

6. Public health and healthcare: medical and sociological analysis / V.A. Medic, A.M. Osipov. - M.: ITs RIOR: INFRA-M, 2012. - 358 p. <http://znanium.com/bookread.php?book=243641>

7. Organization, evaluation of the effectiveness and efficiency of medical care: Monograph / M.I. Gadaborshev, M.M. Levkevich, N.V. Rudlitskaya. - M.: NITs Infra-M, 2012. - 424 p. <http://znanium.com/bookread.php?book=372012>

The list of resources of the information and telecommunication environment "Internet" necessary for the development of the discipline

1. student library <http://www.studmedlib.ru>
2. <http://www.medliter.ru/?page=list&id=09>
3. <http://www.rmj.ru/medjurnrus.htm>
4. Spravochno-legal system Consultant plus.
5. <http://vladmedicina.ru> Medical portal of Primorsky Krai
6. <http://www.rosminzdrav.ru> Official website of the Ministry of Health of the Russian Federation
7. <http://meduniver.com> Medical site about various fields of medicine

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 "Social and hygienic significance of the most important non-infectious and infectious diseases" 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 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.

Name of special rooms and rooms for independent work	Equipment of special rooms and rooms for independent work	List of licensed software. Details of the supporting document
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 422, area 158.6 m ²	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 MIMO(2SS) access points.	-
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 419, area 74.9 m ²	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 MIMO(2SS) access points.	-
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks settlement, 10, room M612, area 47.2 m ²	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	-

	<p>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.</p> <p>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</p>	
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X. VALUATION FUND

FOS passport

Code and wording of competence	Stages of competence formation	
<p>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</p>	Knows	Basic methods of scientific research in health care, organization of research work, methods of preparing presentation materials, information and analytical references
	Can	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
	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
<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</p>	Knows	principles of organization and implementation of measures to ensure the protection of public health and the implementation of a quality management system in a medical organization
	Can	plan measures to ensure the protection of public health, 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
	owns	skills in organizing and implementing measures to ensure the protection of public health, and also owns methods for analyzing and evaluating the performance of a medical organization, managing the resources of a medical organization, methods for developing and implementing a quality management system in a

the needs of the population		medical organization, preparing a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population
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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	Diseases caused by microbial pathology	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 1-3
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
2	Tuberculosis statistics, in Russia, the world, Primorsky Krai, trends, tendencies and prospects	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 4-6
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
3	Hypertension: classification, diagnostic methods	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 7-10
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
4	Drug prevention of hypertension	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 11-14
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
5	Metabolic syndrome as a risk factor for noncommunicable diseases	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 15-18
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
6	Traumatism as a socially significant pathology	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 19-21
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	

7	Mental illnesses - statics and dynamics of the phenomenon	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 22-24
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
8	Alcoholism. Causes, trends, control measures	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 25-27
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	
9	Oncological diseases, causes, trends, measures to combat the increase in incidence	PC-2.1; PC-2.2; PC-2.3; PC-4.1; PC-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 28-30
			Can	PR-3, PR-11	
			owns	Work in small groups, reports of UR-3	

Competence level assessment scale

in the discipline "Social and hygienic significance of the most important non-infectious and infectious diseases"

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	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	the ability to analyze and compare the stages of the process in the preparation of presentation materials, information and analytical	substantiate the criteria for evaluating the process of preparing presentation materials, information and analytical materials,	71-84

organization		divisions	materials, information about the activities of a medical organization	information about the 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 division, as well as the implementation of organizational and methodological activities in a medical organization	85-100
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	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 measures to ensure health protection, analyze and evaluate the performance of a medical organization	analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and	ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and	71-84

with the resources of a medical organization and the needs of the population			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	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

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

Current assessment of students. The current attestation of students in the discipline "Social and hygienic significance of the most important non-infectious and infectious diseases" is carried out in accordance with the local regulations of the FEFU and is mandatory.

The current certification in the discipline "Social and hygienic significance of the most important non-infectious and infectious diseases" 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 "Social and hygienic significance of the most important non-infectious and infectious diseases" is conducted in accordance with the local regulations of FEFU 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.

I. Evaluation tools for intermediate certification

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

Questions for the exam

1. tuberculosis statistics.
2. Tuberculosis dynamics in the world - causes, consequences.
3. Tuberculosis dynamics in Primorsky Krai and the Far East Federal District - causes and consequences.
4. Rational use of antibacterial drugs as a tool to combat socially significant pathology.
5. Regulatory framework that determines the order of classifying the disease as the most significant.
6. Incidence - sources of data and their evaluation.
7. Cochrane database - as a tool for obtaining data on measures to combat socially significant pathology.
8. UK experience in the fight against socially significant pathology.
9. Experience of Asia-Pacific countries in the fight against socially significant pathology.
10. Socially significant pathology in the USA.
11. Socially significant pathology in Primorsky Krai.

12. Injury statistics in Russia.
13. Alcoholism statistics in Russia.
14. Statistics of alcoholism in the world.
15. Injury statistics in the world.
16. Trends in HIV incidence.
17. Statistics of coronary disease in Russia.
18. Statistics of coronary disease in the world.
19. Risk factors for the development of coronary artery disease.
20. Risk factors for the development of tuberculosis.
21. ABC/VEN analysis, its use in public health.
22. Statistics of mental illness in Russia.
23. Statistics of mental illness in the world.
24. Socially significant pathology in Japan.
25. Spread of antibiotic resistance in Russia.
26. The spread of antibiotic resistance in the world.
27. Declaration on combating antibiotic resistance
28. Nosocomial infections as a social problem. Solution approaches.
29. Statistics on the spread of nosocomial infections in Russia.
30. Statistics on the spread of nosocomial infections in the world.

Criteria for grading a student in the exam in the discipline "Social and hygienic significance of the most important non-infectious and infectious diseases"

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 respond 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 masters studying the course "Social and hygienic significance of the most important non-infectious and infectious diseases".

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. All correct answers must be provided.

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. EPIDEMIOLOGY IS A SCIENCE STUDYING:

- 1) infectious diseases
- 2) pathogens of infectious diseases
- 3) patterns of the epidemic process
- 4) infectious process

2. MANIFESTATION OF THE EPIDEMIC PROCESS IS:

- 1) acute disease
- 2) a disease in a chronic form
- 3) sporadic and epidemic incidence
- 4) severe form of the disease

3. THE TERM "SPORADIC INCIDENCE" MEANS DISEASES:

- 1) single
- 2) group
- 3) Bulk
- 4) characteristic of the area

4. EXOTIC INFECTIONS ARE INFECTIOUS:

- 1) diseases unusual for the area
- 2) diseases peculiar to the area

3) viral diseases spread by arthropods

4) mass diseases

5. THE FIRST LINK OF THE EPIDEMIC PROCESS:

1) susceptible organism

2) transmission mechanism

3) source of infection

4) transmission path

6. SOURCE OF INFECTION CAN BE:

1) patients and bacteria carriers

2) food

3) water

4) insects

7. THE SOURCE OF THE INFECTION GENERATOR IS:

1) any objects on which the pathogen is found

2) live infected human or animal organism

3) any environment in which the pathogen persists for a long time

4) carriers

8. GREAT DANGER AS A SOURCE OF INFECTION IS:

1) patients with a severe course of the disease

2) patients with a mild course of the disease, chronic bacteria carriers

3) transient bacteria carriers

4) patients with exotic diseases

9. THE MOST EPIDEMIOLOGICAL DANGER IS PRESENTED BY PATIENTS WITH FORMS OF THE DISEASE:

1) mild atypical

2) heavy

3) manifest

4) typical

10. THE MOST DANGEROUS SOURCE OF INFECTION IS:

1) a sick person

2) bacteria carrier

3) healthy person

4) convalescent

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.