



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

AGREED
Head of the EP

(Signed)

December 6, 2022



Y.S. Khotimchenko
(Name)

CLAIM

Director of the Department of Pharmacy and Pharmacology

(Signed)

December 6, 2022

E.V. Khozhaenko
(Surname)

WORK 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 6 p.m.

Practical training 36 hours

The total hours of classroom load are 54 hours.

Self-study 54 hours.

including exam preparation 36 hours.

No credit is provided

Exam 1 semester

The work program is drawn up in accordance with the requirements of the Federal State Educational Standard for the field of training 32.04.01 Public Health, approved by the order of the Ministry of Education and Science of the Russian Federation dated 31.05.2017 No. 485.

The work program was discussed at the meeting of the Department of Pharmacy and Pharmacology, minutes No. 4 dated December 6, 2022.

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

Compiled by: Ph.D., Associate Professor Rasskazova V.N.

Back of the title page of the RPD

1. The work program was revised at a meeting of the Department/Department/Division (implementing the discipline) and approved at a meeting of the Department/Department/Division (Graduating Structural Unit), minutes dated "____" _____ 2022. № _____
2. The work program was revised at the meeting of the Department/Department/Division (implementing the discipline) and approved at the meeting of the Department/Department/Division (Graduating Structural Unit), Minutes dated "____" _____ 2022. № _____
3. The work program was revised at a meeting of the Department/Department/Division (implementing the discipline) and approved at a meeting of the Department/Department/Division (graduating structural unit), minutes dated "____" _____ 2022. № _____
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1. Goals and objectives of mastering the discipline:

Purpose:

To provide master's students with 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 law-based state.

Tasks:

- Study of trends and factors that affect 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 mastering)	Code and name of the competency indicator
Organizational and managerial	PC-2 Ability to prepare presentation materials, information and analytical materials, certificates on the activities of a medical organization or its divisions, conduct organizational and methodological activities in a medical organization	PC-2.1 Knows how to organize, manage, and plan medical activities PC-2.2 Is 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 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 justification for the volume of medical care in accordance with the resources of the	PC-4.1 Knows the methodology for a comprehensive assessment of the results of a medical organization's activities PC-4.2 Is able to develop and select the optimal areas of activity of a medical organization PP-4.3 Possesses skills of a systematic approach in the development of development plans

Topic 1. The concept of socially significant pathology.		2						
Topic 2. Regulatory framework that regulates the provision of medical care, social protection to patients with socially significant pathologies.		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. Cancer Prevention		2						
Class 1. Diseases caused by microbial pathology				4		2		
Class 2. Tuberculosis statistics, in Russia, the world, Primorsky Krai, trends, tendencies and prospects				4		2		
Class 3. Hypertension: Classification, Diagnostic Methods				4		2		
Class 4. Pharmacological prophylaxis of hypertension				4		2		

Class 5. Metabolic syndrome as a risk factor for noncommunicable diseases				4		2		
Class 6. Traumatism as a Socially Significant Pathology				4		2		
Class 7. Mental Illness – Statics and Dynamics of the Phenomenon				4		2		
Class 8. Alcoholism. Causes, trends, control measures				4		2		
Class 9. Oncological diseases, causes, trends, measures to combat the increase in morbidity				4		2		
Total:		18		36		18	36	Exam

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

(6 p.m.)

Topic 1. The concept of socially significant pathology.

Problems of Determining Socially Significant Pathology. Understanding the most common diseases. Tuberculosis. Mental illness. Viral hepatitis. HIV infection. Arterial hypertension. Cancer. Evidence-Based Medicine and Socially Significant Pathology (2 hours).

Topic 2. Regulatory framework that regulates the provision of medical care, social protection to patients with socially significant pathologies.

The state of the regulatory framework for 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.

The history of the issue, the current state of the problem. Cost of treatment for this category of patients. Antibiotic resistance, its scale. Antibiotic resistance in the world, in 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.

Coronary artery disease. Hypertension. Oncological pathology. Screening. Morbidity trends, causes, control measures. (2 hours).

Topic 5. Tuberculosis, alcoholism, drug addiction.

Methods of epidemiological survey. 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 prophylaxis, its classification. Health risk factors. Understanding Screening

Topic 7. Prevention of noncommunicable diseases (2 hours)

Epidemiology, classification, diagnosis, prevention, non-pharmacological and pharmacological methods of treatment of hypertension, metabolic syndrome, osteoporosis, coronary artery disease, stroke.

Topic 8. Prevention of Infectious Diseases (2 hours)

Epidemiology, diagnosis, prevention, treatment methods for HIV/AIDS, influenza and SARS.

HIV Infection: Risk Factors, Diagnosis, Complications, Prevention.

STIs: Risk Factors, Diagnosis, Complications, Prevention

Non-pharmacological prophylaxis of influenza. Pharmacological prophylaxis of influenza

Topic 9. Cancer Prevention (2 hours)

General Principles of Cancer Prevention. Private Oncology. Epidemiology. Screening. Breast cancer. Prostate cancer. Lung cancer. Colorectal cancer. Thyroid cancer

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

Practical exercises (36 hours, including 10 hours with the use of MAO)

Class 1. Diseases caused by microbial pathology 4 (h)

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 that increases the likelihood of infectious pathology.

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

Lesson plan.

Basic statistics on tuberculosis.

The Social and Medical Role of Tuberculosis.

Multidrug-resistant tuberculosis.

DOTS strategy.

Risk category for tuberculosis.

The global spread of tuberculosis.

WHO's work on tuberculosis.

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

Epidemiology of hypertension. Risk stratification in patients with hypertension.

Correct blood pressure measurements, including at home.

Class 4. Pharmacological prophylaxis of hypertension (4 hours)

Indications for the initiation of non-pharmacological and pharmacological interventions. Non-pharmacological methods of lowering blood pressure. Pharmacological prophylaxis of HA. Features of hypertension treatment in certain groups of patients. The problem of patients' adherence to treatment and possible ways to solve it.

Class 5. Metabolic Syndrome as a Risk Factor for Non-Communicable Diseases (4 hours)

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

Class 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.

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

Structure of occupational injuries among the adult population.

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

Structure of children's injuries.

Class 7. Mental Illness – Statics and Dynamics of the Phenomenon (4 hours)

Schizophrenia. Parkinsonism. Epilepsy.

Class 8. Alcoholism. Causes, Trends, Control Measures (4 hours)

WHO Global Strategy to Reduce the Harmful Use of Alcohol.

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

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

Schedule of independent work in the discipline

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

№ p/n	Due Date/Deadlines	Type of independent work	Approximate time limits for execution	Form of control
1	Week 1-6	Preparation of abstracts	9 hours	Protection
2	Week 7- 12	Preparing a presentation	9 hours	Protection
3	Week 13-18	Exam Preparation	36 hours	Exam

Students' independent work consists of preparing for practical classes, working on recommended literature, writing reports on the topic of the seminar, preparing presentations and essays.

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

Recommendations for Student Self-Study

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

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

- preparatory (definition of goals, drawing up a program, preparation of methodological support);
- the main one (implementation of the program, the use of techniques for searching for information, assimilation, processing, application, transfer of knowledge, recording the results, self-organization of the work process);
- final (assessment of the significance and analysis of the results, their systematization, assessment of the effectiveness of the program and methods of work, conclusions on the directions of labor optimization).

In the process of independent work, the student acquires the skills of self-organization, self-control, self-management, 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 the future specialist, it is planned by the student independently. Each student independently determines

the mode of his work and the measure of work spent 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.

Methodical recommendations for students' independent work

In the course of mastering the material on the subject of the discipline, it is planned to perform independent work of students on the collection and processing of literary material to expand the field of knowledge in the discipline studied. For the study and full mastering of the program material in the discipline, educational, reference and other literature recommended by this program, as well as specialized periodicals, are used.

In self-study, 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 working with lecture notes; study of material from textbooks, reference books, video materials and presentations, as well as other reliable sources of information; Exam preparation.

Guidelines for writing and formatting an abstract

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

An essay, being a model of scientific research, is an independent work in which the master solves a problem of a theoretical or practical nature, applying scientific principles and methods of this branch of scientific knowledge. The result of this scientific research can 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 a report at a scientific and practical conference, as well as in the form of a scientific article.

The abstract involves the acquisition of skills for building business cooperation based on ethical standards of scientific activity. Purposefulness, initiative, disinterested cognitive interest, responsibility for the results of one's actions, conscientiousness, competence are the personal qualities 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 master's student. The instructor provides advice and evaluates the process and results. He provides an approximate topic of abstract work, clarifies the problem and research

topic together with the resident, helps to plan and organize research activities, appoints the time and the minimum number of consultations.

The teacher accepts the text of the essay for review at least ten days before the defense.

Traditionally, there is a certain structure of the abstract, the main elements of which, in the order of their arrangement, are the following:

1. Title page.
2. Task.
3. Table of Contents.
4. List of symbols, symbols and terms (if necessary).
5. Introduction.
6. Main part.
7. Conclusion.
8. References.
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 brief as possible and fully correspond to its content.

The table of contents (contents) 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 the 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 significant difficulties. However, it is the high-quality introduction that is the key to understanding the entire work, testifying to the professionalism of the author.

Thus, the introduction is a very important part of the abstract. The introduction should begin with a justification of the relevance of the chosen topic. When applied to an abstract, the concept of "relevance" has one peculiarity. How the author of the essay is able 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 training.

In addition, in the introduction, it is necessary to identify the methodological base of the abstract, 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 familiarity with specialized literature, his ability to systematize sources, critically consider them, highlight the essential, and 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, the purpose and objectives, and the chronological framework of the study.

The introduction concludes with a statement of general conclusions about the scientific and practical significance of the topic, the degree of its study and provision with 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 provided as an argument and to illustrate the proposed provisions. The author needs to demonstrate 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 conditioned by the logic of the research, which is in the form of a synthesis of the scientific information accumulated in the main part. This synthesis is a consistent, logically harmonious presentation of the results obtained and their correlation 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 the theoretical materials.

So, the conclusion of the abstract should include: a) the conclusions of the study; 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 the references. This list is one of the essential parts of the abstract and reflects the independent creative work of the author of the abstract.

A list of the sources used is placed at the end of the work. It is drawn up either in alphabetical order (by the author's surname 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 the writing of 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 program for creating presentations is Microsoft PowerPoint. To prepare a presentation, it is necessary to process the information collected when writing an abstract.

Sequence of presentation preparation:

1. Clearly state the purpose of the presentation.
2. Determine what the format of the presentation will be: live performance (how long it will be) or e-mailing (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 the key points in the content of the text and highlight them.
5. Determine the types of visualization (pictures) to be displayed 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.

Types of visualization include illustrations, images, diagrams, tables. An illustration is a representation of a real-life visual series. Images, as opposed to illustrations, are metaphors. Their purpose is to evoke an emotion and create an attitude towards it, to influence the audience. With the help of well-thought-out and presented images, information can stay in a person's memory for a long time. Diagram – visualization of quantitative and qualitative relationships. They are used for convincing demonstration of data, for spatial thinking in addition to logical thinking. 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 – 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
 - mandatory information for the presentation: topic, surname and initials of the speaker; Communication plan brief conclusions from all that has been said; list of references;
 - Handouts – should provide the same depth and reach as a live performance: people trust what they can take with them more than fading images, words and slides are forgotten, and the 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, they should be more informative.

Criteria for evaluating the abstract

The stated understanding of the abstract as an integral author's text determines the criteria for its evaluation: novelty of the text; the reasonableness of the choice of source; the degree of disclosure of the essence of the issue; compliance with the design requirements.

Novelty of the text: a) relevance of the research topic; b) novelty and independence in the formulation of the problem, formulation of a new aspect of the known problem in the establishment of new connections (interdisciplinary, intra-subject, integration); c) ability to work with research, critical literature, systematize and structure 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.

Degree of disclosure of the essence of the issue: a) correspondence of the plan to the topic of the abstract; b) correspondence of the content to the topic and outline of the abstract; c) completeness and depth of knowledge on the topic; d) the validity of the ways 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 the choice of sources: a) assessment of the literature used: whether the most famous works on the topic of research (including journal publications of recent years, the latest statistical data, summaries, references, etc.) are involved.

Compliance with formatting requirements: a) how correctly the references to the literature used, the list of references; b) assessment of literacy and culture of presentation (including spelling, punctuation, stylistic culture), knowledge of terminology; c) compliance with the requirements for the length of the abstract.

The reviewer should clearly formulate a comment and questions, preferably with references to the work (it is possible to specific pages of the work), to research and factual data that the author did not take into account.

The reviewer can also indicate: whether the Master's student has addressed the topic before (essays, written works, creative works, Olympiad works, etc.) and whether there are any preliminary results; how the graduate conducted the work (plan, intermediate stages, consultation, revision and revision of the written or lack of a clear plan, rejection of the recommendations of the supervisor).

The Master's student submits an abstract for review no later than a week before the defense. The reviewer is the teacher. Experience shows that it is advisable to familiarize the Master's student with the review a few days before the defense. Opponents are appointed by a teacher from among the masters. 10-20 minutes is enough for an oral presentation (this is about the time it takes to answer the exam tickets).

Grade 5 is given if all the requirements for writing and defending an 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, correct answers to additional questions are given.

Grade 4 – the main requirements for the abstract and its defense are met, but at the same time there are shortcomings. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency 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 abstract requirements. In particular: the topic is covered only partially; factual errors were made in the content of the abstract or when answering additional questions; There is no output during the defense.

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

Grade 1 – abstract not submitted.

Topics of abstracts and presentations

1. Multivariate analysis of tuberculosis spread.
2. Multifactorial analysis of the spread of mental pathology.
3. Problems of Normative Support of Patients with Drug Addiction.
4. Problems of Legal Support of Patients with Mental Illnesses.
5. Problems of Legal Support of Cancer Patients.
6. Problems of legal support of 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. Medical Resources of the Internet. Navigating the WWW and searching for medical information

Criteria for Evaluating Students' Independent Work

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

- completeness and quality of completed tasks;

- • Mastery of methods and techniques of computer modeling in the issues under study, the use of software tools;
- the quality of the report, the use of rules and standards for the preparation of text and electronic documents;
- use of data from domestic and foreign literature, Internet sources, regulatory and legal information and best practices;
- No factual errors related to understanding the problem.

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

The answer to independent tasks, in which the material is presented systematically, logically and consistently, is graded as "excellent".

A "good" assessment presupposes knowledge of the material and the ability to draw independent conclusions, comment on the material presented; A response with minor flaws.

"Satisfactory" is the assessment of the assimilation of the material when the student has not studied some sections deeply enough, allows unclear formulations, gives incomplete answers.

"Unsatisfactory" is given in the case when the student does not know a significant part of the educational material, makes significant mistakes; Knowledge is haphazard.

V. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF STUDENTS' INDEPENDENT WORK

Independent work is defined as individual or collective learning activities carried out without the direct supervision of the teacher, but according to his tasks and under his supervision. Independent work is a cognitive learning activity, when the sequence of the 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 students' independent work is to acquire the necessary competencies in their field of training, experience in creative and research activities.

Forms of independent work of students:

- work with basic and additional literature, Internet resources;
- independent acquaintance with the lecture material presented on electronic media in the library of the educational institution;
- preparation of abstract reviews of periodical sources, 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 classroom tests;
- doing home tests;
- performing test tasks, solving problems;
- compilation of crosswords, schemes;
- preparation of reports for presentation at a seminar or conference;
- filling out a workbook;
- writing essays, term papers;
- preparation for business and role-playing games;
- resume writing;
- preparation for tests and exams;
- other Views Activities Organized and carried out by the educational institution and student self-government bodies.

VI. MONITORING THE ACHIEVEMENT OF THE COURSE OBJECTIVES

Item No.	Supervised modules/sections/topics of the discipline	Codes and Stages of Competency Formation		Valuation Tools - Name	
				Current control	Intermediate Attestation
1	Diseases caused by microbial pathology	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 1-3
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
2	Tuberculosis statistics, in Russia, the world, Primorsky Krai, trends, tendencies and prospects	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 4-6
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
3	Hypertension: Classification, Diagnostic Methods	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 7-10
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
4			Knows	UO-1, PR-1,	Exam

	Pharmacological prophylaxis of hypertension	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3		PR-4	Questions 11-14
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
5	Metabolic syndrome as a risk factor for noncommunicable diseases	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 15-18
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
6	Traumatism as a Socially Significant Pathology	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 19-21
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
7	Mental Illness – Statics and Dynamics of the Phenomenon	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 22-24
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
8	Alcoholism. Causes, trends, control measures	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 25-27
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	
9	Oncological diseases, causes, trends, measures to combat the increase in morbidity	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 28-30
			Can	PR-3, PR-11	
			Owens	Small Group Work, LA-3 Reports	

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

Reference citations

1. Oncology. Polnoe spravochnik [Elektronnyi resurs]/ T.N. Popova [i dr.]. "Electron. textual data.— Saratov: Nauchnaya kniga, 2019.— 734 p.— Mode of access: <http://www.iprbookshop.ru/80184.html>.— EBS «IPRbooks»/

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

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

3. Phthisiology [Elektronnyi resurs]: uchebnik / V.A. Koshechkin - M. : GEOTAR-Media, 2016. -304 p. (in Russian).

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4. Infectious diseases [Elektronnyi resurs]: uchebnik [Infectious diseases]: textbook / Alikeyeva G. K. et al.; Edited by N. D. Yushchuk, Y. Y. Vengerov. - 2nd ed., revised and supplemented - Moscow: GEOTAR-Media, 2016. – 704c.

<http://www.studentlibrary.ru/book/ISBN9785970436219.html>

5. Psychiatry [Elektronnyi resurs]: uchebnik / Neznanov N.G. - M. : GEOTAR-Media, 2016.

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

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

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

7. Internal Diseases [Elektronnyi resurs]: uchebnik / Makolkin V.I., Ovcharenko S.I., Sulimov V.A. - 6th ed., revised and supplemented. Moscow: GEOTAR-Media, 2015. – 768 p. (in Russian).

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

8. Epidemiology of infectious diseases [Elektronnyi resurs] / Yushchuk N.D. et al. - M. : GEOTAR-Media, 2014.

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

9. Koshechkin V.A., Zimina V.N., Shirmanov V.I. Tuberculosis and HIV-infection in adults. textual data.— Moscow: Peoples' Friendship University of Russia, 2014.— 316 p.— Mode of access: <http://www.iprbookshop.ru/22223.html>.— EBS «IPRbooks»

Further reading

1. Phthisiology [Elektronnyi resurs]: uchebnik / V.A. Koshechkin - M. : GEOTAR-Media, 2016. -304 p. (in Russian).

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

2. Phthisiology: textbook for higher education institutions / M. I. Perelman, I. V. Bogadelnikova. Moscow: GEOTAR-Media, 2015. - 445 p. (in Russian). 4th ed., revised and supplemented.

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

3. Illustrative allergology / M. Reken, G. Grevers, V. Burgdorf; transl. by N. A. Gorenkova.- Moscow: BINOM. Laboratory of Knowledge, 2015.-238 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:797485&theme=FEFU>

4. M. V. Malishevsky, E. A. Kashuba, E. A. Ortenberg [and others]; edited by M. V. Malishevsky. Ed. 4th, rev. and add.-Rostov-on-Don: Phoenix, 2015.-983 p.
<http://lib.dvfu.ru:8080/lib/item?id=chamo:783462&theme=FEFU>

5. Mathematical statistics in medical and biological research with the use of 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 Health Care: Medical and Sociological Analysis / V.A. Medik, A.M. Osipov. - M.: IC RIOR: INFRA-M, 2012. - 358 p. (in Russian).
<http://znanium.com/bookread.php?book=243641>

7. Organizatsiya, otsenka effektivnosti i effektivnosti predstavleniya meditsinskogo pomoshchi: Monografiya [Organization, assessment of the effectiveness and effectiveness of medical care: Monograph] / M.I. Gadaborshev, M.M. Levkevich, N.V. Rudlitskaya. Moscow, NITs Infra-M Publ., 2012. - 424 p. (in Russian). <http://znanium.com/bookread.php?book=372012>

List of resources of the information and telecommunication environment "Internet" necessary for mastering 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. Legal reference 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 website 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 high data compression ratio;
- ABBYY FineReader 11 is a software for optical character recognition;
- Adobe Acrobat XI Pro is a software package for creating and viewing electronic publications in PDF format;
- ESET Endpoint Security is a comprehensive protection for Windows-based workstations. Virtualization support + new technologies;
- WinDjView 2.0.2 is a program for recognizing and viewing files with the DJV and DjVu formats of the same name.

VIII. METHODOICAL 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 presentation of the material in lectures is aimed at forming an indicative basis for students' subsequent assimilation of the material in independent work.

Practical exercises of the course are conducted in all sections of the curriculum. Practical work is aimed at developing students' skills of independent research work. In the course of practical classes, the master performs a set of tasks that allow him 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, there is the development of skills of independent research in the process of working with scientific literature, periodicals, the formation of the ability to defend one's point of view with arguments, listen to others, answer questions, and conduct discussions.

Lectures are focused on covering 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.

Independent work on the course *is especially important for the professional training* of students. 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, notes, annotating sources, writing tests.

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

The course should contribute to the development of skills for informed and independent evaluations of facts and scientific concepts. Therefore, in all forms of knowledge control, especially when passing a test, attention should be paid to the understanding of 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. Problematic lecture.

The lecture begins with the teacher's statement of the problems, which are solved in the course of the presentation of the material. Answering a problem requires reflection from the entire audience. During the lecture, the students' thinking takes place with the help of the teacher's creation of a problem situation before they receive all the necessary information that constitutes new knowledge for them. In this way, students try to find a solution to a problem situation on their own.

Educational problems are accessible in their complexity for students, they take into account the cognitive capabilities of the students, proceed from the subject being studied and are significant for the assimilation of new material and the development of personality - general and professional.

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

Practical classes are focused on the most fundamental and problematic issues and are designed to stimulate the development of one's own position on these topics.

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

Conference or Round Table

When using this method, it is possible to invite various specialists who are engaged in the study of the problem under consideration or work on the 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 the one that is more interesting for them. The selected questions are passed on to the invited specialist of the "round table" to prepare for the presentation and answers. At the same time, several specialists engaged in the study of this problem may be invited to the round table. In order for the round table to be active and engaged, it is necessary to encourage the audience to exchange views and maintain an atmosphere of free discussion.

With the use of all these forms of classes, students get real practice of formulating their point of view, comprehending the system of argumentation, i.e. 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 master oral speech, to listen, hear and understand others, and to conduct an argument correctly and reasonably. Teamwork requires not only individual responsibility and independence, but also self-organization of the team's work, demandingness, 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 peculiarities 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 an action from one participant to another; Self-management skills are developed.

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

In the previous lesson, the teacher instructs 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 trainee must determine whether there is a problem in it, what it is, and determine his attitude to the situation. At the same time, each student should analyze the causes, course and results of the activities carried out by getting used to the role of specific historical figures. The practical lesson begins with an introductory speech by the teacher, in which the problems for discussion are voiced. In the course of the discussion, each of the students has the opportunity to get acquainted with the options for the solution, listen to and weigh the many of their assessments, additions, changes, enter into a dialogue and discussion.

In the course of discussing the issues of the practical lesson, the analytical skills of the trainers 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 based on the students' performances, makes 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. There are three more people - expert analysts.

The practical lesson is implemented in four stages:

The first is preparatory (carried out 1-2 weeks before the practical lesson). The teacher instructs about the purpose, content, nature, and rules of participation in the game. Student training 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 received proposals and ideas, which will allow you to purposefully and meaningfully analyze and summarize the results of the lesson.

Mutual criticism and evaluations are strictly forbidden, as they prevent the emergence of new ideas. It is necessary to refrain from actions and gestures that may be misinterpreted by other participants in the session. No matter how fantastic or improbable an idea put forward by any of the participants in the session, it should be met with approval. The more proposals are put forward, the more likely it is that a new and valuable idea will emerge.

Secondly, 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 thinking activities to search for non-traditional ways to solve problems, when discussing controversial issues, hypotheses, problem or conflict situations.

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

For current control and intermediate certification, an interview and a survey are conducted.

IX. MATERIAL AND TECHNICAL SUPPORT OF DISCIPLINE

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

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 persons with disabilities at 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 Krai, Vladivostok, Russky Island, Saperny Peninsula, Ajax Village, 10, School of Biomedicine, room M 422, area 158.6 m ²	Multimedia audience: Electric Screen 236*147cm Trim Screen Line; DLP projector, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; CP355AF Avervision visualizer, MP-HD718 Multipix camcorder; CORSA-2007 Tuarex Specialized Equipment Fastening Subsystem; Video Switching Subsystem: Audio Switching and Sound Reinforcement Subsystem: Power Amplifier, Wireless LAN Based on 802.11a/b/g/n 2x2 MIMO(2SS) Access Points.	-
690922, Primorsky Krai, Vladivostok, Russky Island, Saperny Peninsula, Ajax village, 10, School of Biomedicine, aud. M 419, area 74.9 m ²	Multimedia audience: Electric Screen 236*147cm Trim Screen Line; DLP projector, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; CP355AF Avervision visualizer, MP-HD718 Multipix camcorder; CORSA-2007 Tuarex Specialized Equipment Fastening Subsystem; Video Switching Subsystem: Audio Switching and Sound Reinforcement Subsystem: Power Amplifier, Wireless LAN Based on 802.11a/b/g/n 2x2 MIMO(2SS) Access Points.	-
690922, Primorsky Krai, Vladivostok, Russky Island, Saperny Peninsula, Ajax Village, 10, Oud. M612, area 47.2 m ²	Computer class for 22 workplaces: HP RgoOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, VT, usb kbd/mse, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty (25 pcs.)	-

<p>Reading rooms of the FEFU Scientific Library with open access to the collection (building A - level 10)</p>	<p>HP RgoOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, VT, usb kbd/mse, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty Internet access speed 500 Mbps. Workplaces for people with disabilities are equipped with displays and Braille printers; equipped with: portable devices for reading flat-printed texts, scanning and reading machines, a video magnifier with the ability to adjust color spectrums; magnifying electronic magnifiers and ultrasonic markers</p>	<p>-</p>
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X. VALUATION FUND

WOS Passport

Code and Competency Statement	Stages of competence formation	
<p>PC-2 Ability to prepare presentation materials, information and analytical materials, certificates on the activities of a medical organization or its divisions, conduct organizational and methodological activities in a medical organization</p>	Knows	Basic methods of scientific research in health care, organization of research work, methods of preparation of presentation materials, information and analytical reports
	Can	Set and choose the purpose of the work, formulate tasks, publicly present the results of scientific work, prepare a certificate on the activities of the medical organization or its structural divisions
	Owns	Methods of collecting, processing, analyzing information, knowledge about scientific areas in healthcare, ways to manage them, as well as ways and methods of conducting organizational and methodological activities in a medical organization
<p>PC-4 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</p>	Knows	principles of organization and implementation of measures to ensure public health protection and 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 justification for the volume of medical care in accordance with the resources of the medical organization

medical organization, prepare a justification for the volume of medical care in accordance with the resources of the medical organization and the needs of the population	Owns	skills in organizing and implementing measures to ensure public health, as well as 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 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
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Item No.	Supervised modules/sections/topics of the discipline	Codes and Stages of Competency Formation		Valuation Tools - Name	
				Current control	Intermediate Attestation
1	Diseases caused by microbial pathology	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 1-3
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
2	Tuberculosis statistics, in Russia, the world, Primorsky Krai, trends, tendencies and prospects	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 4-6
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
3	Hypertension: Classification, Diagnostic Methods	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 7-10
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
4	Pharmacological prophylaxis of hypertension	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 11-14
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
5	Metabolic syndrome as a risk factor for noncommunicable diseases	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 15-18
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
6			Knows	UO-1, PR-1,	Exam

	Traumatism as a Socially Significant Pathology	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3		PR-4	Questions 19-21
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
7	Mental Illness – Statics and Dynamics of the Phenomenon	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 22-24
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
8	Alcoholism. Causes, trends, control measures	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 25-27
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	
9	Oncological diseases, causes, trends, measures to combat the increase in morbidity	PP-2.1; PP-2.2; PP-2.3; PP-4.1; PP-4.2; PC-4.3	Knows	UO-1, PR-1, PR-4	Exam Questions 28-30
			Can	PR-3, PR-11	
			Owns	Small Group Work, LA-3 Reports	

Scale for assessing the level of competence formation

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

Code and Competency Statement	Stages of competence formation		criteria	Indicators	Points
PC-2 ability to prepare presentation materials, information and analytical materials, certificates on the activities of a medical	Knows (Threshold)	principles of organization of research work, methods of preparation of presentation materials, information and analytical reports	Knowledge of the basic concepts of scientific research processes in medicine, methods of preparing presentation materials	prepare presentation materials, information and analytical materials, certificates on the activities of a medical organization	61-70

organization or its divisions, conduct organizational and methodological activities in a medical organization	Can (promoted)	set and choose the purpose 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	ability to analyze and compare the stages of the process in the preparation of presentation materials, information and analytical materials, certificates on the activities of a medical organization	substantiate the criteria for assessing the process of preparing presentation materials, information and analytical materials, certificates on the activities of a medical organization or its subdivisions	71-84
	Proficient (High)	methods of collecting, processing, analyzing information, knowledge about scientific areas in healthcare, ways of managing them, as well as ways and methods of conducting organizational and methodological activities in a medical organization	methods of collecting, processing, analyzing information and their presentation in the form of presentation materials, certificates on 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 subdivision, as well as the implementation of organizational and methodological activities in a medical organization	85-100
PC-4 ability to analyze and evaluate the performance indicators of a medical organization, manage the resources of a medical organization, develop and implement a	Knows (Threshold)	Fundamentals of planning and organization of 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 public health in accordance with the resources of the medical organization and the needs of the population	Ability to explain and apply in practice 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	61-70

<p>quality management system in a medical organization, prepare a justification for the volume of medical care in accordance with the resources of the medical organization and the needs of the population</p>	<p>Can (Advanced)</p>	<p>properly draw up official medical documents, maintain primary medical documentation, carry out measures to ensure health protection, analyze and evaluate the performance of a medical organization</p>	<p>analyze and evaluate the performance indicators of a medical organization, manage the resources of a medical organization, develop and implement quality management systems in a medical organization, justify the volume of medical care in accordance with the resources of the medical organization and the needs of the population</p>	<p>ability to analyze and evaluate the performance of a medical organization, manage the resources of a medical organization, develop and evaluate the performance of a medical organization. implementation of a quality management system in a medical organization in accordance with the resources of the medical organization and the needs of the population</p>	<p>71-84</p>
	<p>Proficient (High)</p>	<p>methods of planning and organizing measures to ensure the health of the population, 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 the medical organization and the needs of the population</p>	<p>Mastery of methods for planning and organizing measures to ensure public health, analysis and evaluation of performance indicators of a medical organization, management of resources of a medical organization, development and implementation of a quality management system in a medical organization</p>	<p>ability analysis and evaluation of the performance indicators of a medical organization, management of the resources of a medical organization, development and implementation of a quality management system in a medical organization, preparation of justification for the volume of medical care in accordance with the resources of the medical organization and</p>	<p>85-100</p>

				the needs of the population	
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Methodological Recommendations Defining the Procedures for Assessing the Results of Mastering the Discipline

Current assessment of students. Current certification 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 FEFU and is mandatory.

Current attestation 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 (written survey, defense of practical/laboratory works) to assess the actual results of master's studies carried out by the leading teacher.

The objects of assessment are:

- academic discipline (activity in classes, timeliness of various types of tasks, attendance of 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 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 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, the intermediate control takes into account the amount of knowledge, the quality of their assimilation, understanding of the logic of the academic discipline, and the place of each topic in the course. The ability to freely, competently, logically coherently present what has been studied, the ability to defend one's own point of view with arguments are evaluated.

I. Assessment Tools for Intermediate Attestation

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

Exam Questions

1. Tuberculosis statistics.
2. Dynamics of tuberculosis in the world – causes, consequences.
3. Dynamics of tuberculosis in Primorsky Krai and the Far Eastern Federal District - causes, consequences.
4. Rational Use of Antibacterial Drugs as a Tool to Combat Socially Significant Pathology.
5. A regulatory framework that determines the procedure for classifying a disease as the most significant.

6. Morbidity – sources of data and their assessment.
7. The Cochrane database as a tool for obtaining data on measures to combat socially significant pathologies.
8. The experience of Great Britain in the fight against socially significant pathology.
9. The experience of the Asia-Pacific countries in the fight against socially significant pathology.
10. Socially significant pathology in the United States.
11. Socially significant pathology in Primorsky Krai.
12. Injury statistics in Russia.
13. Statistics of alcoholism in Russia.
14. Statistics of alcoholism in the world.
15. Statistics of injuries 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 coronary artery disease.
20. Risk factors for 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 Antibiotic Resistance
28. Nosocomial infections as a social problem. Approaches to the solution.
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 Assessment	Requirements for the formed competencies
"Excellent"	An "excellent" grade is given to a student if he/she has deeply and firmly mastered the program material, comprehensively, consistently, clearly and logically coherently presents it, 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 answer when changing tasks, uses the material of monographic literature in the answer, correctly justifies the decision made, has versatile skills and methods of implementation practical tasks;
"Good"	A grade of "good" is given to a student if he/she knows the material well, presents it competently and to the point, without making significant inaccuracies in the answer to the question,

	correctly applies theoretical provisions in solving practical issues and problems, has the necessary skills and techniques for their implementation;
"Satisfactory"	A grade of "satisfactory" is given to a student if he/she has knowledge only of the main material, but has not mastered its details, makes inaccuracies, insufficiently correct formulations, violations of the logical sequence in the presentation of the program material, has difficulties in performing practical work;
"Unsatisfactory"	An "unsatisfactory" grade is given to a student who does not know a significant part of the program material, makes significant mistakes, is uncertain, and performs practical work with great difficulty.

Assessment Tools for Ongoing Attestation

The control tests are intended for Master's students studying the course "Social and hygienic significance of the most important non-infectious and infectious diseases".

When working with tests, you are asked to choose one answer option out of three or four proposed. At the same time, the complexity of the tests is not the same. Among the proposed tests, there are tests that contain several options for correct answers. All correct answers must be provided.

The tests are designed for both individual and collective solutions. They can be used in the process of both classroom classes and independent work. 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. An "excellent" grade is given if you answer more than 90% of the tests offered by the teacher. A "good" score is given if you answer correctly on more than 70% of the tests. The grade is "satisfactory" – with a correct answer to 50% of the proposed tests.

Sample test tasks

1. EPIDEMIOLOGY IS THE STUDY OF:

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

2. THE MANIFESTATION OF THE EPIDEMIC PROCESS IS:

- 1) acute illness
- 2) chronic illness
- 3) sporadic and epidemic morbidity
- 4) severe form of the disease

3. THE TERM "SPORADIC MORBIDITY" MEANS THE FOLLOWING DISEASES:

- 1) Single
- 2) group
- 3) Mass
- 4) Specific to the area

4. EXOTIC INFECTIONS ARE INFECTIOUS:

- 1) diseases that are not specific to the area
- (2) Diseases peculiar to the locality
- 3) viral diseases spread by arthropods
- 4) Mass diseases

5. THE FIRST LINK IN THE EPIDEMIC PROCESS:

- 1) Susceptible organism
- 2) Transmission mechanism
- 3) source of infection
- 4) Transmission Way

6. THE SOURCE OF INFECTION MAY BE:

- 1) Patients and bacterial carriers
- 2) Foodstuffs
- 3) Water
- 4) Insects

7. THE SOURCE OF THE CAUSATIVE AGENT IS:

- 1) any objects on which the pathogen is found
- 2) a live infected organism of a person or animal
- 3) any environment in which the pathogen persists for a long time
- 4) Carriers

8. THE FOLLOWING ARE VERY DANGEROUS AS A SOURCE OF INFECTION:

- 1) patients with a severe course of the disease
- 2) patients with a mild course of the disease, chronic bacterial carriers
- 3) transient bacterial carriers
- 4) patients with exotic diseases

9. THE GREATEST EPIDEMIOLOGICAL DANGER IS POSED BY PATIENTS WITH THE FOLLOWING FORMS OF THE DISEASE:

- 1) Mild atypical
- 2) Heavy
- 3) manifest
- 4) Typical

10. THE GREATEST DANGER AS A SOURCE OF INFECTION IS:

- 1) Sick person
- 2) Bacterium carrier
- 3) Healthy Person
- 4) Convalescent

Test Evaluation Criteria

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