




THE MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION
Federal state autonomous educational institution
of higher education
FAR EASTERN FEDERAL UNIVERSITY
(FEFU)

SCHOOL OF MEDICINE

" AGREED BY"

«General medicine» educational program
Supervising person



(signature)

Yu.S. Khotimchenko

(FULL NAME.)



" APPROVED BY"

Clinical Medicine
Department Director



(signature)

B.I. Geltser

(FULL NAME.)

" 14 » January 2021

" 14 » January 2021

WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)

Preventive medicine

Specialty 31.05.01 «General medicine»

Form of study: full time

year 6, semesters C
lectures 8 hours.
practical classes are not provided
laboratory works are not provided
total amount of in-class lessons 8 hours
independent self-work 28 hours
control works (quantity) are not provided
course work / course project not provided
pass-fail exam 6 year, C semester
exam is not provided

The working program was drawn up in accordance with the requirements of the federal state educational standard of higher education 31.05.01 in the direction of training "General Medicine" (level of training specialist), approved by order of the Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020 No. 988 and the Educational Plan in the direction of training "General Medicine".
The working program of the discipline was discussed at the meeting of the Department of the clinical medicine. Protocol No.5, 14 January 2021

Director of the Department of Clinical Medicine: Dr of science, professor Geltser B.I..

Prepared by: Associate professor E.V. Khozhaenko

Vladivostok
2021

Reverse side of the title page of the WPAD

I. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

II. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

III. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

IV. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

V. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

ANNOTATION

The discipline "Preventive medicine" is designed for students studying on the educational program 31.05.01 "General Medicine". The total labor capacity of the discipline is 36 hours, 1 credit unit. "Preventive medicine" is an elective discipline, implemented on the 6th year, semester C and ends with credit. The curriculum foresees 8 hours of lectures and 28 hours of independent work. The language of the program is Russian. The discipline "Preventive Medicine" has a close relationship with such disciplines as Biochemistry, Microbiology and Virology, Hygiene, Medical Rehabilitation.

Aim:

To study the basics of organizing and conducting preventive activities aimed at improving and preserving public health.

Objectives:

1. study of factor conditioning of population health, the role of lifestyle in the formation of health indicators of the population and systems that ensure the preservation, strengthening and restoration of population health;
2. training in choosing the optimal schemes to form a motivated attitude to preserve and strengthen one's own health and the health of others, to implement recommendations aimed at cultivating elements of a healthy lifestyle;
3. forming skills to study scientific literature and official statistical reviews.

As a result of studying this discipline students form the following professional competencies:

PC-9.1 Knows the mechanism of action of non-drug treatment; medical indications and contraindications to its appointment;	Knows the mechanism of action of non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use
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side effects, complications caused by its use	Able to formulate medical indications and contraindications to its appointment; side effects, complications caused by its use
	Possesses the skill of making non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use
PC-13.7 Knows how to prescribe preventive measures to patients, taking into account risk factors for the prevention and early detection of diseases, including socially significant diseases	Knows the risk factors for the development and progression of major socially significant diseases
	Able to identify risk factors for the development and progression of major socially significant diseases
	Able to independently identify risk factors and assess their impact on the development and progression of major socially significant diseases

1. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE (8 HOURS)

Module 1. Healthy lifestyle as a basis for the prevention of noncommunicable diseases

Topic 1. Prevention as the basis of state social policy and activities in the field of health care (2 hours)

Principles and organization of preventive medicine services in the health care system of the Russian Federation The procedure for providing preventive care to the population. The main types of medical prevention: primary, secondary, tertiary (definition, goals, objectives, performance criteria).

Topic 2. Healthy lifestyle as the basis for the prevention of noncommunicable diseases (2 hours).

Basic concepts: lifestyle, lifestyle, standard of living, way of life, quality of life. Lifestyle structure, healthy lifestyle as the basis for the prevention of morbidity, disability and premature mortality. Domestic and foreign experience in the development of preventive programs. The contribution of therapeutic and preventive measures to reducing mortality from non-communicable diseases. The purpose and

objectives of promoting a healthy lifestyle. Principles of promoting a healthy lifestyle. Methodology promotion of a healthy lifestyle. Principles of mass promotion of a healthy lifestyle

Module 2. Causes of noncommunicable diseases and their prevention.

Topic 3. Lifestyle factors as causes of noncommunicable diseases (2 hours)

Hereditary factor. Irrational mode of work and rest. Nervous and mental stress. Nervous stress. Psychological and physiological aspects of stress and its consequences. Sedentary lifestyle (hypokinesia and physical inactivity) Poor nutrition. The state of nutrition of modern man. Obesity. The effect of insufficient or excessive nutrition on the human body.

Topic 4. System of preventive measures for non-communicable diseases (2 hours).

Natural healing factors in the prevention of non-communicable diseases. Methods of drug, non-drug therapy, medical rehabilitation and sanatorium-resort treatment to prevent the occurrence and development of diseases, prevention of the harmful effects of environmental factors on human health

II. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE (not provided).

III. EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR INDEPENDENT WORK OF STUDENTS

Independent is both individual and collective educational activity carried out without the direct guidance of the teacher, but according to his tasks and under his control. 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 of 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;
- independent acquaintance with the lecture material presented on electronic media in the library of an educational institution;
- preparation of abstract reviews of periodical press sources, supporting abstracts, predetermined by the teacher;
- search for information on the topic with its subsequent presentation in the audience in the form of a report, presentations;
- preparation for the performance of classroom tests;
- performing home tests ;
- performing test tasks, solving problems;
- preparation of reports for presentation at a seminar, conference;
- filling out a workbook;
- writing an essay, term paper;
- preparation for business and role-playing games;
- resume writing;
- preparation for tests and exams;
- other activities organized and carried out by the educational institution and student self-government bodies.

The RPD presents the main content of the topics, evaluation tools: terms and concepts necessary for mastering the discipline.

In the course of mastering the course "Preventive Medicine", the student will have to do a large amount of independent work, which includes preparing for seminars and writing an essay.

Practical classes help students to learn more about the educational material, acquire the skills of creative work on documents and primary sources.

Plans of practical classes, their topics, recommended literature, the purpose and objectives of its study are reported by the teacher in the introductory classes or in the curriculum for this discipline.

Before proceeding with the study of the topic, it is necessary to familiarize yourself with the main issues of the practical lesson plan and the list of recommended literature.

Starting preparation for a practical lesson, it is necessary, first of all, to refer to the lecture notes, sections of textbooks and teaching aids in order to get a general idea of the place and significance of the topic in the course being studied. Then work with additional literature, make notes on recommended sources.

In the process of studying the recommended material, it is necessary to understand the construction of the topic under study, highlight the main provisions, trace their logic and thereby delve into the essence of the problem under study.

It is necessary to keep records of the material being studied in the form of a synopsis, which, along with visual, includes motor memory and allows you to accumulate an individual fund of auxiliary materials for quick repetition of what has been read, for mobilizing accumulated knowledge. The main forms of recording: plan (simple and detailed), extracts, abstracts.

In the process of preparation, it is important to compare sources, think over the material being studied and build an algorithm of actions, carefully consider your oral presentation.

At the practical lesson, each participant should be ready to speak on all the issues raised in the plan, to be as active as possible when considering them. The speech should be convincing and reasoned, and a simple reading of the abstract is not allowed. It is important to show your own attitude to what is being said, express your personal opinion, understanding, justify it and draw the right conclusions from what has been said. At the same time, you can refer to the notes of notes and lectures,

directly to primary sources, use the knowledge of monographs and publications, facts and observations of modern life, etc.

A student who did not have time to speak at a practical lesson can present the prepared abstract to the teacher for verification and, if necessary, answer the teacher's questions on the topic of the practical lesson to obtain a credit grade on this topic.

Educational and methodological support for independent work of students in the discipline "Preventive Medicine" includes:

- characteristics of tasks for independent work of students and guidelines for their implementation;
- requirements for the presentation and registration of the results of independent work;
- criteria for evaluating the performance of independent work.

Guidelines for writing and formatting an essay

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

The abstract, being a model of scientific research, is an independent work in which the student solves a problem of a theoretical or practical nature, applying the scientific principles and methods of this branch of scientific knowledge. The result of this scientific 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 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. Determination, initiative, disinterested cognitive interest, responsibility for the results of one's actions, conscientiousness, competence are the personality traits that

characterize the subject of research activities that correspond to the ideals and norms of modern science.

An essay is an independent educational and research activity of a student. The teacher provides advisory assistance and evaluates the process and results of activities. 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 a time and a minimum number of consultations.

The teacher accepts the text of the essay for verification 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 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. References.
9. Applications.

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

The title of the essay should be as brief as possible and fully consistent with its content.

The table of contents (table of 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

considerable difficulties. However, it is a high-quality introduction that is the key to understanding the whole work, testifies to the professionalism of the author.

Thus, the introduction is a very important part of the essay. The introduction should begin with a justification of the relevance of the chosen topic. As applied to the abstract, the concept of "relevance" has one feature. From 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 preparedness.

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 a thorough acquaintance of the author with special literature, his ability to systematize sources, critically examine 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, 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 availability of sources, and the hypothesis.

The main part sets out the essence of the problem, reveals the topic, determines the author's position, as an argument and to illustrate the proposed provisions, factual material is given. The author needs to show the ability to consistently present the material while analyzing it. Preference is given to the main facts, rather than small details.

The essay ends with the final part, which is called the "conclusion". Like any conclusion, this part of the abstract serves as a conclusion due to 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 correlation with the overall 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, the conclusion of the abstract should be: a) the conclusions 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 references. This list is one of the essential parts of the essay and reflects the independent creative work of the author of the essay.

The list of 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 are indicated, 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.

Guidelines for the preparation of 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 essay.

The sequence of preparation of the presentation:

1. Clearly state the purpose of the presentation.
2. Determine what the format of the presentation will be: live performance (then, how long will it 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 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.

Types of visualization include illustrations, images, diagrams, tables. An illustration is a representation of a real-life visual series. Images – unlike illustrations – are metaphor. 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 remain 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 specific, visual and accurate display of data. Its main purpose is to structure information, which sometimes facilitates the perception of data by the audience.

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;
- the recommended number of slides is 17-22;
- mandatory information for the presentation: topic, surname and initials of the speaker; message plan; brief conclusions from all that has been said; list of sources used;
- handouts – should provide the same depth and reach as a live performance: people trust more in what they can take with them than disappearing images, words and slides are forgotten, and handouts remain a constant tangible

reminder; It is important to distribute handouts at the end of the presentation; Handouts should be different from slides, should be more informative.

Criteria for evaluating the abstract.

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 the source; the degree of disclosure of the essence of the issue; compliance with the requirements for registration.

The novelty of the text: a) the relevance of the research topic; b) novelty and independence in the formulation of the problem, the formulation of a new aspect of the known problem in the establishment of new connections (interdisciplinary, intra-subject, integration); c) the ability to work with research, critical literature, systematize and structure the material; d) the clarity of the author's position, the independence of assessments and judgments; e) the stylistic unity of the text, the unity of genre features.

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

Validity of the choice of sources: a) evaluation of the literature used: whether the most well-known works on the research topic are involved (including journal publications of recent years, recent statistical data, summaries, references, etc.).

Compliance with the requirements for registration: a) how correctly the references to the literature used, the list of references are formatted; 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 formulate a comment and questions, preferably with links 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 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 what was written or the absence of a clear plan, rejection of the recommendations of the head).

The 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 acquaint the student with the review a few days before the defense. Opponents are appointed by a teacher from among the students. For oral presentation, a student needs 10-20 minutes (about the same time he answers on the tickets on the exam).

A grade of 5 is given if all the requirements for writing and defending an essay are met: the problem is indicated 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, the correct answers to additional questions are given.

Grade 4 - the basic requirements for the essay and its defense are met, but at the same time shortcomings are made. 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 sustained; there are omissions in the design; Incomplete answers are given to additional questions during the defense.

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

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

Grade 1 – the essay is not presented by the student.

1. MONITORING THE ACHIEVEMENT OF COURSE OBJECTIVES

Code and Statement of Competence		Stages of competence formation			
№ п/п	Controlled sections/topics of disciplines	Codes and stages of competency formation		Оценочные средства	
				Current control	Intermediate certification/offset
1.	Module 1. Healthy lifestyle as a basis for the prevention of noncommunicable diseases Module 2. Causes of noncommunicable diseases and their prevention.	PC-9.1 Knows the mechanism of action of non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use	Know	OQ-1 Interview	Presentation
			Able to	WW-3 Essay	
			Possesses	WW-3 Essay	
2.	Module 1. Healthy lifestyle as a basis for the prevention of noncommunicable diseases Module 2. Causes of noncommunicable diseases and their prevention.	PC-13.7 Knows how to prescribe preventive measures to patients, taking into account risk factors for the prevention and early detection of diseases, including socially significant diseases	Know	OQ-1 Interview	Presentation
			Able to	WW-3 Essay	
			Possesses	WW-3 Essay	

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

Bibliography

1. Гундаров, И. А. Профилактическая медицина на рубеже веков. От факторов риска - к резервам здоровья и социальной профилактике / И. А. Гундаров, В. А. Полесский - Москва : ГЭОТАР-Медиа, 2016. - 256 с. - ISBN 978-5-9704-3871-8. - Текст : электронный // ЭБС "Консультант студента" : [сайт]. - URL : <https://www.studentlibrary.ru/book/ISBN9785970438718.html>

Further reading

1. Сенькина, Е. Л. Система профилактических и противоэпидемических мероприятий. Профилактическая и противоэпидемическая работа лечебно-профилактических организаций : учебное пособие для обучающихся по специальности Сестринское (бакалавриат) дело по дисциплине "Эпидемиология" / Сенькина Е. Л. - Рязань : ООП УИТТиОП, 2019. - 116 с. - Текст : электронный // ЭБС "Консультант студента" : [сайт]. - URL :

https://www.studentlibrary.ru/book/RZNGMU_051.html

2. Сидоров, П. И. Ментальная медицина : адаптивное управление сознанием и здоровьем / П. И. Сидоров - Москва : ГЭОТАР-Медиа, 2017. - 736 с. - ISBN 978-5-9704-4148-0. - Текст : электронный // ЭБС "Консультант студента" : [сайт]. - URL : <https://www.studentlibrary.ru/book/ISBN9785970441480.html>

Electronic resources

1. Консультант врача (электронная библиотека): <http://www.rosmedlib.ru/>
2. Консультант студента (электронная библиотека): <http://www.studmedlib.ru/>
3. Научная электронная библиотека: <http://elibrary.ru/>
4. Российское научное общество хирургов: <http://www.общество-хирургов.рф/>
5. MED-EDU.ru - Медицинский портал: <http://www.medvideo.org/surgery/>
6. Школа современной хирургии: <http://www.websurg.ru/>

1. GUIDELINES FOR MASTERING THE DISCIPLINE

Successful development of the discipline involves the active work of students in lectures and the implementation of certification activities. In the process of studying the discipline, the student needs to focus on the study of lecture material, the implementation of tests and creative works.

During the lectures, the student receives a good reference point for finding additional materials, as they set a certain structure and logic for studying a particular issue.

In the course of independent work, the student first of all needs to study the material presented in the educational literature and monographs recommended by the department and / or teacher. It is necessary to draw the attention of students to the fact that the library list includes not only basic textbooks, but also more in-depth sources on each topic of the course. Consistent study of the subject allows the

resident to form a stable theoretical base.

The development of the discipline Preventive Medicine involves a rating system for assessing students' knowledge and provides for the teacher's current control over students' attendance at lectures, the implementation of all types of independent work.

Intermediate certification in the discipline of Preventive Medicine is a test.

A student is considered to be certified in the discipline, subject to the implementation of all types of current control and independent work provided for by the curriculum.

The scale for assessing the formation of educational results in the discipline is presented in the fund of assessment tools.

1. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

For practical work, as well as for the organization of independent work, students have access to the following laboratory equipment and specialized classrooms that meet the current sanitary and fire safety standards, as well as safety requirements for educational and research and production work.

The list of material and hardware and software of the discipline is given in the tables.

Logistical support of the discipline

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
Multimedia auditorium Vladivostok Russian island, Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)	Windows Seven enterprice SP3x64 Operating System Microsoft Office Professional Plus 2010 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 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.

List of information technologies and software

Name of the equipped rooms and rooms for independent work	List of main equipment
The computer class of the School of biomedical AUD. M723, 15 work placts	<p>Screen, electrically 236*147 cm to trim the screen; Projector DLP technology, 3000 ANSI LM, WXGA with 1280x800 resolution, 2000:1 Mitsubishi EW330U; Subsystem of specialized mounting equipment course-2007 Tuarex; Subsystem of videocommunity: matrix switch DVI and DXP 44 DVI Pro advertising; extension cable DVI over twisted pair DVI 201 TX/RX advertising; Subsystem of audiocommentary and sound; speaker system for ceiling si 3ct LP Extron on from; digital audio processor DMP 44 LC the Extron; the extension for the controller control IPL T CR48; wireless LAN for students is provided with a system based on 802.11 a/b/g/N 2x2 MIMO(2SS) access points.</p> <p>Monoblock HP Loope 400 all-in-one 19.5 in (1600x900), core i3-4150t, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, and a DVD+ / -RW, GigEth, Wi-Fi and BT, the USB port of roses/MSE, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty</p>
Multimedia audience	<p>Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeconly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply</p>
Reading rooms of the Scientific library of the University open access Fund (building a - 10)	<p>Monoblock HP Loope 400 All-in-One 19.5 in (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW,GigEth,wifi,BT,usb kbd/mse,Win7Pro (64-bit)+Win8.1Pro(64-bit),1-1-1 Wty Speed Internet access 500 Mbps. Jobs for people with disabilities equipped with displays and Braille printers.; equipped with: portable reading devices flatbed texts, scanning and reading machines videovelocity with adjustable color spectrums; increasing electronic loops and ultrasonic marker</p>
Accreditation-simulation center of the school of Biomedicine	

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



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

SCHOOL OF MEDICINE

**TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT
WORK OF STUDENTS**

for the course “Preventive medicine”

Direction of training 31.05.01- General Medicine

Mode of study: Full-time program

Vladivostok

2022

Schedule for the implementation of independent work on the discipline

№ п/п	Date/Deadlines	Type of independent work	Approximate norms of time for execution	Form of control
1	Semester B	Подготовка рефератов	14 час.	Презентация
2	Semester B	Подготовка к зачету	14 час.	Зачет

Independent work includes:

1. library and homework with educational literature,
2. preparation of an essay, presentation.

Guidelines for working with literature.

The literature on the discipline "Preventive Medicine" is represented by the main and additional lists, as well as a number of regulatory documents.

Working with literature is the main form of independent work and is necessary in preparation for practical exercises, for verification work carried out after studying each section, and offset. It consists in the study of recommended sources and literature on the subject of classes.

Abstracts of literature in self-preparation for classes should also be done carefully and contain answers to each question posed in the topic. The synopsis can be basic (contain only the main key positions), but at the same time it allows you to give a complete answer to the question, and it can be detailed.

In the process of working with literature, it is recommended:

- make notes in the course of reading in the form of a simple or detailed plan (create a list of the main issues discussed in the source);
- make abstracts (quoting the most important places of the source, a brief summary of the main thoughts of the author);
- prepare annotations (a brief summary of the main issues of the work);
- create abstracts (detailed abstracts).

When working with a specific source, you should find the section of interest by the table of contents or alphabetical index, as well as the section of the lecture notes of the same name. In case of difficulties in understanding the educational material, you should turn to other sources where the presentation may be more accessible.

Working with literature is not only useful as a means of deeper study of any discipline, but is also an integral part of the professional activity of a future graduate.

Guidelines for preparing for a seminar, debate, conference.

According to the Federal Educational Standards (FSES), one of the forms that contribute to the development of universal educational activities of a research nature is a scientific and practical conference.

A conference is a form of collective discussion and study of any topical issues; A meeting, a meeting of organizations, groups, as well as individuals to discuss and resolve certain issues. According to the types of conferences, they are divided into scientific, practical, political, or representing a synthesis of these areas (scientific and practical, socio-political, etc.). The theme, title and objectives usually determine the content and focus of the conference.

The student conference is an important stage in the research activities of students, they activate creativity and stimulate motivation to learn. In the course of the conference, students develop the skills of purposeful observation, setting up an experiment, they go all the way through research activities - from defining the problem to defending the results obtained.

The scientific and practical conference in the middle level is focused on the development of motivation for independent cognitive activity and the formation of universal research actions of a research nature.

The defense of research papers is carried out in accordance with generally accepted standards. The time of presentation of the work is 5 minutes. The report should address the following issues:

- title of the work;
- explanation of the reason for the author's interest in this problem;

- a brief review of the literature on this issue;
- research methodology;
- conclusions on the work;
- practical significance of the work.

Time for discussion (answers to questions from the jury and the audience) from 5 to 10 minutes.

The head organizes the work of the section strictly in accordance with the regulations.

To record the results of research activities and public speaking of each student, a form is used in which the indicators of universal educational actions of a research nature are evaluated on a 3-point scale:

- 1) the ability to set a task;
- 2) preliminary analysis of information, conditions and methods for solving problems of this class;
- 3) formulation of initial hypotheses;
- 4) theoretical analysis of hypotheses;
- 5) analysis and synthesis of the results obtained, verification of initial hypotheses based on the facts obtained;
- 6) the final formulation of new facts;
- 7) formulation of conclusions (generalization, classification, systematization).
- 8) presentation of the results of research activities:
 - a) completeness of the disclosure of the topic;
 - b) the ability to operate with facts and draw conclusions;
 - c) the ability to reasonably answer questions;
 - d) the use of visual material;
 - e) speech design of the report.

The head of the section announces the summing up.

Guidelines for writing and formatting an essay.

An essay is a student's creative activity, which reproduces in its structure research activities to solve theoretical and applied problems in a particular branch of scientific knowledge.

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

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

An essay is an independent educational and research activity of a student. The supervisor provides advisory assistance and evaluates the process and results of activities. 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 a time and a minimum number of consultations. The supervisor accepts the text of the abstract for verification 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 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. References.

9. Applications.

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

The title of the essay should be as brief as possible and fully consistent with its content.

The table of contents (table of 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 considerable difficulties. However, it is a high-quality introduction that is the key to understanding the whole work, testifies to the professionalism of the author.

Thus, the introduction is a very important part of the essay. The introduction should begin with a justification of the relevance of the chosen topic. As applied to the abstract, the concept of "relevance" has one feature. From how the author of the essay 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 preparedness.

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 a thorough acquaintance of the author with special literature, his ability to systematize sources, critically examine 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, 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 availability of sources, and the hypothesis.

The main part sets out the essence of the problem, reveals the topic, determines the author's position, as an argument and to illustrate the proposed provisions, factual material is given. The author needs to show the ability to consistently present the material while analyzing it. Preference is given to the main facts, rather than small details.

The essay ends with the final part, which is called the "conclusion". Like any conclusion, this part of the abstract serves as a conclusion due to 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 correlation with the overall 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, the conclusion of the abstract should be: a) the conclusions 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 references. This list is one of the essential parts of the essay and reflects the independent creative work of the author of the essay.

The list of 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 are indicated, 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.

Criteria for evaluating the abstract.

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 the source; the degree of disclosure of the essence of the issue; compliance with the requirements for registration.

The novelty of the text: a) the relevance of the research topic; b) novelty and independence in the formulation of the problem, the formulation of a new aspect of the known problem in the establishment of new connections (interdisciplinary, intra-subject, integration); c) the ability to work with research, critical literature, systematize and structure the material; d) the clarity of the author's position, the independence of assessments and judgments; e) the stylistic unity of the text, the unity of genre features.

The degree of disclosure of the essence of the issue: a) compliance of the plan with the topic of the abstract; b) compliance of the content with the topic and plan of the essay; 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) evaluation of the literature used: whether the most well-known works on the research topic (including journal publications of recent years, the latest statistical data, summaries, references, etc.) are involved.

Compliance with the requirements for registration: a) how correctly the references to the literature used, the list of references are formatted; 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 formulate a comment and questions, preferably with links 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 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 what was written or the absence of a clear plan, rejection of the recommendations of the head).

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

An "excellent" grade is given if all the requirements for writing and defending an essay are met: the problem is indicated 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, the correct answers to additional questions are given.

Assessment "good" - the basic requirements for the essay and its defense are met, but at the same time shortcomings are made. 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 are given to additional questions during the defense.

The rating is "satisfactory" – there are significant deviations from the requirements for abstracting. In particular, the topic is only partially covered; factual errors were made in the content of the abstract or when answering additional questions; There is no output during protection.

The assessment is "unsatisfactory" - the topic of the essay is not disclosed, a significant misunderstanding of the problem is revealed.

Sample topics of essays:

1. Basic principles of rational nutrition. Characteristics of excessive, insufficient, therapeutic nutrition.

2. The impact of physical activity on health. Physical inactivity as a risk factor. Building a lesson to increase physical activity.
3. Prevention of tobacco smoking. Problem. Basic principles and activities.
4. Types of medical prophylaxis. Monitoring of preventive activities. Quality control of preventive medical care.
5. Factors at risk of developing noncommunicable diseases. Targeted disease prevention programs.
6. Prevention of physical inactivity. Problem. Main activities.
7. Prevention of malnutrition. The main criteria for a healthy diet.
8. Characteristics of primary, secondary and tertiary prevention. List of activities carried out.



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

SCHOOL OF MEDICINE

Assessment Fund
for the course “Preventive medicine”
Direction of training 31.05.01- General Medicine
Mode of study: Full-time program

Vladivostok

2022

FOS passport

As a result of studying this discipline, students form the following professional competencies:

PC-9.1 Knows the mechanism of action of non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use	Knows the mechanism of action of non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use
	Able to formulate medical indications and contraindications to its appointment; side effects, complications caused by its use
	Possesses the skill of making non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use
PC-13.7 Knows how to prescribe preventive measures to patients, taking into account risk factors for the prevention and early detection of diseases, including socially significant diseases	Knows the risk factors for the development and progression of major socially significant diseases
	Able to identify risk factors for the development and progression of major socially significant diseases
	Able to independently identify risk factors and assess their impact on the development and progression of major socially significant diseases

MONITORING THE ACHIEVEMENT OF COURSE OBJECTIVES

Code and Statement of Competence		Stages of competence formation			
№ п/п	Controlled sections/topics of disciplines	Codes and stages of competency formation	Оценочные средства		
			Current control	Intermediate certification/offset	
2.	Module 1. Healthy lifestyle as a basis for the prevention of noncommunicable diseases Module 2. Causes of noncommunicable diseases and their prevention.	PC-9.1 Knows the mechanism of action of non-drug treatment; medical indications and contraindications to its appointment; side effects, complications caused by its use	Know	ОQ-1 Interview	Presentation
			Able to	WW-3 Essay	
			Possesses	WW-3 Essay	
2.	Module 1. Healthy lifestyle as a basis for the prevention of noncommunicable	PC-13.7 Knows how to prescribe preventive measures to patients,	Know	ОQ-1 Interview	Presentation
			Able to	WW-3 Essay	

	diseases Module 2. Causes of noncommunicable diseases and their prevention.	taking into account risk factors for the prevention and early detection of diseases, including socially significant diseases	Possesses	WW-3 Essay	
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Methodological recommendations defining the procedures for assessing the results of mastering the discipline

1. 100-86 points are given to a student if the student expressed his opinion on the formulated problem, argued it, accurately defining its content and components. The data of domestic and foreign literature, statistical information, information of a regulatory and legal nature are given. The student knows and possesses the skill of independent research work on the research topic; methods and techniques for analyzing the theoretical and/or practical aspects of the field under study. There are no factual errors related to understanding the problem; Graphically, the work is designed correctly
2. 85-76 points - the work is characterized by semantic integrity, coherence and consistency of presentation; No more than 1 mistake was made in explaining the meaning or content of the problem. For argumentation, the data of domestic and foreign authors are given. Research skills and abilities are demonstrated. There are no factual errors related to understanding the problem. One or two mistakes were made in the design of the work
3. 75-61 points - the student conducts a fairly independent analysis of the main stages and semantic components of the problem; understands the basic foundations and theoretical justification of the chosen topic. The main sources on the topic under consideration are involved. No more than 2 mistakes were made in the meaning or content of the problem, the design of the work
4. 60-50 points - the work is a retold or completely rewritten source text without any comments, analysis. The structure and theoretical component of the topic are not disclosed. Three or more than three mistakes were made in the semantic content of the problem being disclosed, in the design of the work.

Assessment tools for current assessment

The current certification of students in the discipline "Preventive Medicine" is carried out in accordance with the local regulations of FEFU.

The current certification in the discipline "Preventive Medicine" is carried out in the form of testing.

When working with tests, you are asked to choose one answer option from three or four proposed.

Tests are designed for both individual and collective solutions. They can be used in the process of classroom training 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 certification or according to the "pass" - "non-test" system. An "excellent" grade is given with the correct answer to more than 90% of the tests offered by the teacher. A score of "good" - with the correct answer to more than 70% of the tests. A "satisfactory" score – with the correct answer to 50 % of the proposed tests.

- 1. The purpose of the Concept of Public Health Protection of the Russian Federation is:**
 - a) **stabilization of health indicators of the population of the Russian Federation +**
 - b) reduction of overall mortality rates
 - c) Reducing mortality rates from cardiovascular diseases
 - d) Reduction of mortality rates from external causes
- 2. What contingents is the Concept of Health of the Healthy aimed at?**
 - a) Children of all age groups.
 - b) Youth.
 - c) Elderly
 - d) **All of the above +**
- 3. The health information system should include:**
 - a) **Official medical statistics and special studies +**
 - b) Only official medical statistics
 - c) Only data from special studies
- 4. What indicators of official medical statistics are necessary for a comprehensive assessment of the burden of disease in the population?**

- a) **mortality, disability, mortality, morbidity, temporary disability +**
 - b) mortality, disability, morbidity, temporary disability
 - c) mortality, mortality, morbidity, temporary disability
 - d) mortality, disability, morbidity, temporary disability
- 5. Scans are aimed at:**
- a) detection of diseases in the early stages.
 - b) Identification of diseases and risk factors +**
 - c) Identification of risk factors and health factors
- 6. What is the principle of the WHO recommendation on the development of a system for monitoring risk factors in countries?**
- a) Comprehensive Health Assessment
 - b) FromP Growth to Complex +**
 - c) Health Resource Assessments
 - d) Health Index Scores
- 7. The Center for Medical Prevention is key in carrying out preventive work on:**
- a) Individual level
 - b) population level +**
- 8. Health promotion (as defined by WHO) is**
- a) a process that empowers people to take greater control of their health, and a process of empowering individuals and communities to increase their control over the determinants of health and thereby improve health+**
 - b) a process that allows people to take greater control of their health.
 - c) the process of empowering individuals and communities to increase their control over the determinants of health and thereby improve health.
- 9. The basic principles of health promotion are:**
- a) intersectoral cooperation, citizen orientation, community participation
 - b) decision-makers' conviction, intersectoral cooperation, citizen orientation, local community participation +**
 - c) orientation to citizens, participation of the local community.
- 10. Primary prevention is**
- a) a set of medical measures aimed at preventing the development of deviations in the state of health and diseases
 - b) a set of non-medical measures aimed at preventing the development of deviations in the state of health and diseases
 - c) a set of medical and non-medical measures aimed at preventing the development of deviations in the state of health and diseases +**
- 11. Secondary prevention is**

1. a set of medical measures aimed at early detection and prevention of exacerbations, complications and chronicity of diseases
2. a set of social measures aimed at early detection and prevention of exacerbations, complications and chronicity of diseases
3. a set of medical, sanitary, hygienic and psychological measures aimed at early detection and prevention of exacerbations, complications and chronicity of diseases
4. **a set of medical, social, sanitary, hygienic and psychological and other measures aimed at early detection and prevention of exacerbations, complications and chronicity of diseases +**
12. **Rehabilitation is aimed at:**
 - a) **elimination or compensation of life limitations, lost functions +**
 - b) elimination of the disease
 - c) elimination of unhealthy factors
13. **What is the most promising strategy for prevention and health promotion, according to WHO experts?**
 - a) high-risk strategy B) population strategy (mass prevention)
 - b) **A combination of the above strategies. +**
14. **The main groups of these factors underlying the creation of the WHO Concept of Health Promotion and Prevention of Health Disorders are as follows:**
 - a) factors of legislative policy of informing the population, factors of public participation.
 - b) **factors of social and legislative policy, factors of the health care system, factors of education and public information, factors of public participation. +**
 - c) factors of social policy, factors of the health system, factors of education and public information, factors of public participation.
15. **The risk of which diseases and health disorders of the following is more dependent on an unhealthy lifestyle?**
 - a) Cardiovascular
 - b) **Herbsm and accidents +**
 - c) Diseases of the nervous system
 - d) Neoplasms
 - e) Diseases of the digestive system