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

SCHOOL OF BIOMEDICINE

" AGREED BY"
«General medicine» educational program
Supervising person

Yu.S. Khotimchenko

« 14 » of January 2021

" APPROVED BY"
Clinical Medicine
Department Director

B.I. Geltser

« 14 » of January 2021

WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)
«Health and Safety»
Education program
Specialty 31.05.01 «General medicine»
Form of study: full time

year 2, semester 4
lectures 18 hours
practical classes 18 hours
laboratory works not provided
total amount of in-classroom works 72 hours
independent self-work 36 hours
control works is not provided
pass-fail exam at the year 2, semester 4
exam is not provided

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of clinical medicine. Protocol No. 5, 14 of January 2021.

Authors: professor Usov V.V., professor Rusakova E.Yu.

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 "Health and Safety" is purposed for students enrolled in the educational program 31.05.01"General medicine".

Discipline is implemented on 2nd year as a basic discipline.

Development of the working program of the discipline was made in accordance to the Federal state educational standard of higher education in the specialty 31.05.01 "General medicine" and the curriculum of training students.

The total complexity of the discipline is 72 hours, 2 credits.

The curriculum provides 18 hours of lectures, 18 hours of practical training and independent work of the student (36 hours.).

Development of students ' conscious understanding of the relationship of human health with the environment, factors and living conditions, emergencies, work is a necessary prerequisite for their active participation in the conduct of evidence-based and effective therapeutic measures, disease prevention, promotion of healthy lifestyles.

The study of life safety is of particular importance in the formation of medical activity, in solving the list of problems for the prevention of diseases listed in the Federal state educational standard, in the development of clinical thinking of students.

A special feature in the construction and content of the course is the use of active learning methods, software and hardware, Fund methodical, evaluation and electronic means of discipline.

Discipline " life safety "logically and meaningfully associated with courses such as" Philosophy"," Biology"," Human Anatomy", "Basic nursing."

The course program is based on the basic knowledge gained by students:

- ability to abstract thinking, analysis, synthesis;
- ability and willingness to implement ethical and deontological principles in professional activity;
- the capacity for the assessment of morphological and physiological states and

pathological processes in the human body for solving professional tasks;

- the willingness to ensure care for sick people and primary pre-hospital care;

- the willingness to deliver medical first aid in case of sudden acute diseases and conditions, exacerbation of a chronic disease, which are not life-threatening and do not require emergency medical assistance;

- the willingness to assist at the delivering emergency medical care for the patients in the conditions, requiring urgent medical participation;

- the willingness to do a medical assistance in emergency situations, as well as in medical evacuation

Course objective:

Formation of students ' knowledge aimed at safe and comfortable human interaction with the natural, man-made and biological-social environment, reducing mortality and health problems from adverse factors of natural, man-made and biological-social nature in war and emergency situations.

Tasks:

1. Gain an understanding of the risks caused by the impact of various types of emergencies;

2. Acquisition of theoretical knowledge about the nature and development of emergencies, catastrophes, accidents, as well as structural components of the Russian system of prevention and elimination of consequences of emergency situations (RSChS);

3. The acquisition of knowledge of the system of health care in emergency situations and the ability to organize the provision of medical assistance to the population in emergency situations.

4. Formation of readiness to participate in the activities of protection of the population and medical personnel in emergency situations; - the ability and readiness to organize health care for the population in the aftermath of emergencies;-the ability to justify decisions from a security point of view;

5. Formation of motivation and ability of independent decision-making specialist in the organization of health care in the aftermath of an emergency.

As a result of studying this discipline the following universal competences are formed:

Code and formulation of competence	**Stages of competence formation**	
UC-8.1 Identifies dangerous and harmful factors, predicting the possible consequences of their impact in everyday life, in production activities, in emergency situations	Knows	the characteristics and signs of dangerous and harmful factors, the possible consequences of their interaction
	Able to	establish cause-and-effect relationships between danger and the possible consequences of exposure, assess the potential risk
	Possesses	methods for identifying dangerous and harmful factors, predicting the possible consequences of their impact in various fields of activity, including in emergency situations
UK-8.2 Offers means and methods for preventing hazards and maintaining safe living conditions to preserve the natural environment and ensure the sustainable development of	Knows	methods for identifying dangerous and harmful factors, predicting the possible consequences of their impact in various fields of activity, including in emergency situations

society	Able to	select and apply specific means and methods of protection to ensure security in various given situations
	Possesses	tools and methods to prevent exposure to hazards and maintain safe living conditions.
UC-8.3 Develops measures to protect the population and personnel in the conditions of realization of dangers, including in the event of emergencies and military conflicts	Knows	the main measures necessary to protect a person from dangerous and harmful production factors, as well as in the event of natural, man-made emergencies and military conflicts
	Able to	develop measures necessary to ensure the safety of the object of protection in the conditions of the implementation of hazards
	Possesses	the ability to independently develop and justify measures to protect a person in specific conditions of the implementation of dangers, including in the event of emergencies and military conflicts

The following methods of active/interactive learning are used for the formation of the above competencies within the discipline "life Safety":

1. It is envisaged to conduct practical classes using computer training programs.

2. For the organization of independent work, it is offered to prepare essays and reports for presentation in the student group and at the student conference; as

well as preparation for practical classes, work with additional literature, preparation of abstracts, lesson-conference.

The share of practical training conducted in interactive forms is 10% of classroom time; independent extracurricular work - 42% of the whole time.

I. THE STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE (18 HOURS)

Module I. General questions of safety

Theme 1. Methodological and legal basis of human life safety (4 hours)

Brief historical outlines of the subject of life. Human and habitat: right to life, rest, health protection. The principle of mandatory external influence. The law of conservation of life according to Y.N.Kulakovskiy. The evolution of the system "Man-habitat", the transition to the technosphere. Increase of anthropogenic and technogenic influence on the natural environment in the XX century. The causes of the doctrine of life safety. Place and role of knowledge about life safety in the modern world. Security measures. The reasons for application of the Belarusian Railways doctrine in Russia.

Theme 2. The impact of environment on the safety of human life. (4 hours)

The concept of "habitat". Types of habitat: natural, human-made. The concept of the biosphere. The concept of technosphere. Modern views on the main principles of the Belarusian Railways (4 principles: the principle of anthropocentrism, the principle of the existence of external influences on a person, the principle of the possibility of the human safe environment, the principle of choosing the ways of implementation of safe human interaction with environment). Wording of the term "danger". The concept of "danger field". Dangers 1st, 2nd, 3th and following circles. Source of danger. Basics of human interaction with environment: the flow of mass, energy, information, etc. Concept of comfortable, acceptable, dangerous, extremely dangerous accommodation.

Theme 3. Health and safety in health care organizations. (4 hours)

Characteristics of threats for life and health of medical personnel. The system of labor protection and safety in medical organizations. Basic requirements for the safety of medical and maintenance personnel. Fundamentals of medical and preventive care of medical personnel. Features of occupational safety of medical staff (technological discipline, fire, chemical, radiation, biological).

Theme 4. Life safety and healthy lifestyle. (6 hours)

Basics of healthy lifestyle as a factor of life safety. Social and demographic characteristics of healthy lifestyle. Healthy lifestyle and its components. A healthy lifestyle is a necessary condition for life safety.

II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE

Practical classes (18 hours)

Lesson 1. Methodological and legal basis of human life safety (4 hours)

1. Analysis of concepts: Human and habitat, the right to life, rest, health protection.
2. The principle of mandatory external influence. The law of conservation of life according to Y.N.Kulakovskiy.
3. The evolution of the system "human-habitat", the transition to the technosphere. Increase of anthropogenic and technogenic influence on the natural environment in the XX century.
4. The causes of the doctrine of life safety. Place and role of knowledge about life safety in the modern world. Security measures.
5. The reasons for the application of the Belarusian Railways doctrine in Russia.

Lesson 2. The influence of the environment on the safety of human life (6 hours)

1. The concept of "habitat". Types of habitat: natural, man-made.
2. The concept of the biosphere. The concept of technosphere. Modern views on the main principles of the Belarusian Railways (4 principles: the principle of anthropocentrism, the principle of the existence of external influences on a person, the principle of the possibility of the human safe environment, the principle of choosing the ways of implementation of safe human interaction with environment).
3. Wording of the term "danger". The concept of "danger field". Dangers 1st, 2nd, 3rd and following circles. Sources of danger.
4. Fundamentals of human interaction with environment: the flow of mass, energy, information, etc.

5. Concepts of comfortable, acceptable, dangerous, extremely dangerous accommodation. Provide examples.

Lesson 3. Health and safety in health care organizations (4 hours)

1. Characteristics of threats for life and health of medical personnel.
2. The system of labor protection and safety in medical organizations.
3. Basic requirements for the safety of medical and maintenance personnel. Fundamentals of medical and preventive care of medical personnel.
4. Features of occupational safety of medical staff (technological discipline, fire, chemical, radiation, biological).

Lesson 4. Life safety and healthy lifestyle (4 hours)

1. Basics of healthy lifestyle as a factor of life safety.
2. Social and demographic characteristics of healthy lifestyle.
3. Healthy lifestyle and its components.
4. Healthy lifestyle is a necessary condition for life safety.

III. TRAINING AND METHODOLOGICAL SUPPORT INDEPENDENT SELF-WORK OF STUDENTS

The main content of the topics, evaluation tools are presented in the WPAD: terms and concepts necessary for mastering the discipline.

During the mastering the course “Life safety”, the student will have to do a large amount of independent self-work, including preparation for seminars and writing an essay.

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

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

Before starting to study the topic, it is necessary to familiarize yourself with the basic questions of the practical training plan and the list of recommended literature.

Starting the preparation for the practical lesson, first of all it is necessary 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 the recommended sources.

In the process of studying the recommended material it is necessary to understand the construction of the topic being studied, highlight the main points, trace their logic and thereby get into the essence of the problem being studied.

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

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

At a practical lesson, each participant should be ready to speak on all the questions posed in the plan, to be as active as possible in their consideration. The speech should be convincing and reasoned, and simple reading of an essay is not allowed. It is important to show own attitude to what is being said, express your personal opinion, understanding, substantiate it and draw the right conclusions from what has been said. Student can refer to notes of references 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 a prepared summary to the teacher for verification and, if necessary, answer the teacher's questions on the practical lesson to get a credit score on this topic.

The teaching and methodological support of students' independent work in the discipline "Life safety" is presented in Appendix 1 and includes:

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

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

- criteria for assessment of execution of the independent self-work.

IV. MONITORING THE ACHIEVEMENT OF THE COURSE OBJECTIVES

Competence and its code		**Stages of competence formation**			
No.	Controlled sections / discipline themes	Codes and stages of competence formation		Evaluation tools	
				Current control	Interim certification / exam
1	**Module I.** General questions of safety	UC-8.1 Identifies dangerous and harmful factors, predicting the possible consequences of their impact in everyday life, in production activities, in emergency situations	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Masters	OA-3 Report	OA-2 Colloquium
2	**Module I.** General questions of safety	UC-8.2 Offers means and methods for preventing hazards and maintaining safe living conditions to preserve the natural environment and ensure the sustainable development of society	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Masters	OA-3 Report	OA-2 Colloquium
3	**Module I.** General questions of safety	UC-8.3 Develops measures to protect the population and personnel in the conditions of realization of dangers, including in the event of emergencies and military conflicts	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Masters	OA-3 Report	OA-2 Colloquium

Approximate types of assessment tools: interview on situational tasks, written or computer testing, standard calculations, individual tasks, abstract, essay, etc.

V. A LIST OF TEXTBOOKS AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

Main literature

1. Safety of Health IT / Springer International Publishing Switzerland 2016 https://link.springer.com/book/10.1007/978-3-319-31123-4#editorsandaffiliations
2. Health and Safety Measures / Springer-Verlag 2008 https://link.springer.com/referenceworkentry/10.1007/978-1-4020-5614-7_1467
3. Safety in Health / BioMed Central 2015 https://link.springer.com/journal/40886

Additional literature

1. Resident's Handbook of Medical Quality and Safety / Springer International Publishing Switzerland 2016 https://link.springer.com/book/10.1007/978-3-319-24190-6#editorsandaffiliations
2. Health Information Systems / Springer International Publishing Switzerland 2016 https://link.springer.com/book/10.1007/978-3-319-26612-1#authorsandaffiliationsbook

Electronic resources

1. Safety lectures in the terms and definitions / http://isi.sfu-kras.ru/sites/is.institute.sfu-kras.ru/files/BZhD._Konspekt_lekciy..pdf
2. Protection of population and territories in epidemics http://studall.org/all-158011.html

3. Protection of the population from emergency situations / http://pnu.edu.ru/media/filer_public/a3/8b/a38bbf5e-d837-4a5d-95d1-c4160d11200f/bzhd_practicum-michenko.pdf

4. Organization of protection and livelihoods in emergencies http://bgdstud.ru/podborka-lekczij-po-bzhd/22-organizaciya-zashhity-naseleniya-ot-chrezvychajnyx/1111-organizaciya-zashhity-i-zhizneobespecheniya-2.html

5. Labour protection. Information resource / http://ohrana-bgd.ru/bgdpravo/bgdpravo1_123.html

LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE

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.

In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs

VI. GUIDELINES FOR LEARNING OF THE DISCIPLINE

In the process of studying the discipline "Life safety" various methods and tools for learning the educational content are offered: lecture, practical exercises, tests, testing, independent work of students.

The lecture is the main active form of performing the classroom studies, explaining the fundamental and most difficult theoretical sections of human anatomy, which involves intense mental activity of student and this is especially difficult for first-year students. A lecture should always be informative, educational, and organizing. Lecture notes help to learn the theoretical material of the discipline. Listening to a lecture it is necessary to take note of the most important and preferably by student's own formulations, which allows to memorize the material better. Synopsis is useful when it is written by a student. Student can develop his/her own word reduction scheme. The name of the paragraphs can be highlighted with colored markers or pens. In a lecture the teacher gives only a small fraction of the material on one or other topics that are given in textbooks. Therefore, when working with the lecture notes, it is always necessary to use the main textbook and additional literature that are recommended in this discipline. It is such serious work of a student with lecture material that allows him to achieve success in mastering new knowledge. For the presentation of the lecture course on the discipline "Life safety", the following forms of active learning are used: lecture-conversation, lecture-visualization, which are made on the basis of knowledge obtained by students in interdisciplinary disciplines: "Human Anatomy", "Normal Physiology" "Pathological anatomy", "Pathological physiology". Presentations, tables, charts on a blackboard are used to illustrate the verbal information. In the course of the presentation of the lecture material posed questions or questions with elements of discussion.

Lecture – visualization

Lecture is accompanied by tables, slideshows, which contributes to a better perception of the material. Lecture - visualization requires certain skills - verbal presentation of the material must be accompanied and combined with visual form. The information presented in the form of diagrams on the board, tables, slides,

allows you to form problematic issues, and contributes to the development of professional thinking of future specialists.

Lecture - conversation.

Lecture-conversation, or it is also called in pedagogy a form of education “dialogue with the audience,” is the most common form of active learning and allows you to involve students in the learning process, as there is direct contact with the teacher audience. Such contact is achieved in the course of the lecture, when students are asked questions of a problem or informational matter, or when invite students to ask the questions themselves. Questions are offered to the entire audience, and any of the students can offer their own answer, another can complement it. At the same time, from lecture to lecture it is possible to identify more active students and try to activate students who are not participating in the work. This form of lecture allows teacher to engage students in work, increase their attention, thinking, gain collective experience, learn how to formulate questions. The advantage of the lecture-conversation is that it allows to attract the attention of students to the most important issues of the topic, to determine the content and pace of presentation of educational material.

Lecture - press conference

At the beginning of the lesson, the teacher announces the topic of the lecture and invites students to ask him in writing questions on this topic. Each student must formulate the most interesting questions on the topic of the lecture within 2-3 minutes, write them on a piece of paper and pass the note to the teacher. The teacher within 3-5 minutes sorts the questions according to their semantic content and begins to give a lecture. The presentation of the material is presented in the form of a coherent disclosure of the topic, and not as an answer to each question asked, but during the lecture the corresponding answers are formulated. At the end of the lecture, the teacher conducts a final assessment of the questions, revealing the knowledge and interests of the students.

Practical classes in the discipline "Life safety"

Practical classes is a collective form of consideration of educational material. Seminars, which are also one of the main types of practical classes designed for in-depth study of the discipline, held interactively. At the workshop on the topic of the seminar, questions are sorted out and then, together with the teacher, they hold a discussion, which is aimed at consolidating the material under discussion, developing skills to debate, develop independence and critical thinking, the students' ability to navigate through large information flows, develop and defend their own position on problematic issues academic disciplines. As active learning methods are used in practical classes: a press conference, a detailed conversation, a dispute. A detailed conversation involves preparing students for each issue of the lesson plan with a uniform list of recommended and additional literature recommended for all. Reports are prepared by students on pre-proposed topics.

Dispute in the group has several advantages. The dispute may be called by the teacher during the course of the lesson or planned by him in advance. In the course of the controversy, students form resourcefulness, quick thinking reaction.

Press conference. The teacher instructs 3-4 students to prepare short reports. Then one of the participants from this group makes a report. After the report, students ask questions that are answered by the speaker and other members of the expert group. Based on the questions and answers, a creative discussion takes place along with the teacher.

VII. MATERIAL AND TECHNICAL MAINTENANCE OF DISCIPLINE

Health and Safety	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	Multimedia audience

Appendix1

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

SCHOOL OF BIOMEDICINE

TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT WORK OF STUDENTS

on discipline «Health and Safety»

Direction of training (specialty) 31.05.01 General medicine
Form of training: full-time

Vladivostok
2021

Independent self-work includes:

1) library or homework with educational literature and lecture notes,

2) preparation for practical classes,

3) preparation for testing and control interview (credit)

The procedure for the performance of independent self-work by students is determined by the schedule for the performance of independent self-work on the discipline.

Schedule of independent work on the discipline

No.	Date / Deadline	Type of independent work	Estimated norms of time for execution (hour)	Form of control
1	2-3 week	Essay	18	OR-3-Report
2	4-15 week	Presentation on the essay topic	12	POA-3-Report
3	17-18 week	Preparation for credit	24	OA-1-Interview PW-1 - Test

Topics for reports and essays

There are 54 hours of independent work within the discipline, within the framework of these hours 2 oral reports are must be carried out on the proposed topics:

1. Methodological and legal basis of human life safety
2. The impact of environment on the safety of human life
3. Health and safety in health care organizations
4. The system of labor protection and safety in medical organizations.
5. Features of occupational safety of medical staff.
6. Life safety and healthy lifestyle.
7. Healthy lifestyle and its components.
8. Healthy lifestyle is a necessary condition for life safety.
9. General principles of the first aid.

10. The sequence of the first aid.
11. Rules for the treatment of victims.
12. Types and methods of the bandage application.
13. Stopping bleeding (classification, tools).
14. Russian national security.
15. Components of the national security of Russia.
16. Emergency situation.
17. The stage of development of emergency.

Guidelines for writing and design of an essay

Essay is a creative activity of the student reproducing in its structure the research activities to solve theoretical and applied problems in a particular branch of scientific knowledge. That is why the course certification work is an essential component of the educational process in higher education.

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

Essay 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 their actions, conscientiousness, competence - personality traits that characterize the subject of research activities corresponding to the ideals and norms of modern science.

The essay is an independent educational and research activity of the student. The teacher assists in a consultative manner and assesses the process and the results of the activity. Teacher provides an approximate topic of the essay work, specifies

the problem and topic of research with a student or intern, helps to plan and organize research activities, assigns time and a minimum number of consultations.

The teacher receives the text of the essay for verification at least ten days before the defense.

Generally there is a certain structure of the essay, the main elements of which in order of their location are the following:

1. Title page.
2. Goal.
3. Table of Contents
4. List of abbreviations, symbols and terms (if necessary).
5. Introduction.
6. Main part.
7. Conclusion.
8. Reference list.
9. Appendixes.

The title page contains educational institution, graduating department, author, teacher or supervisor, research topic, place and year of the essay.

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

The table of contents (content) reflects the names of the structural parts of the essay and the pages on which they are located. The table of contents should be placed at the beginning of work on one page.

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

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

essay can 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 essay, name the authors, whose works constituted the theoretical basis of the study. A review of the literature on the topic should show the author's thorough acquaintance with special literature, his ability to systematize sources, critically examine them, highlight the essential and determine the most important in the up-to-date state of knowledge of the topic.

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

The introduction ends with a statement of the general conclusions about the scientific and practical significance of the topic, the degree of its knowledge and sources, and the hypothesis being put forward.

The main part describes the essence of the problem, reveals the topic, determines the author's position, factual material is given as an argument and for display of further provisions. The author must demonstrate the ability to consistently present the material while analyzing it simultaneously. Preference is given to the main facts, rather than small details.

The essay ends with the final part called "conclusion". Like any conclusion, this part of the essay serves as a conclusion due to the logic of the study which is a form of synthesis accumulated in the main part of scientific information. This synthesis is a consistent, coherent presentation of the results obtained and their relation to a common goal and specific tasks set and formulated in the introduction. At this place there is a so-called "output" knowledge, which is new in relation to the original knowledge. The conclusion may include suggestions of practical matter, thereby increasing the value of theoretical materials.

So, the conclusion of the essay should contain: a) presents the conclusions of the study; b) theoretical and practical significance, novelty of the essay; c) indicated the possibility of applying the results of the study.

After conclusion it is acceptable to place the reference list of the literature used throughout. 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 made either in alphabetical order (by the name of the author or the name of the book), or in the order in which the references appear in the text of the prepared work. In all cases, the full title of the work, the names of the authors or the editor of publication are indicated if the writing team involved a group of authors, data on the number of volumes, the name of the city and publisher in which the work was published, year of publication, number of pages.

Methodical recommendations for the presentation preparation

For preparation of presentation it is recommended to use: PowerPoint, MS Word, Acrobat Reader, LaTeX-bev package. The simplest program for creation of presentations is Microsoft PowerPoint. To prepare a presentation, it is necessary to process the information collected while writing the essay.

The sequence of preparation of the presentation:

1. Clearly state the purpose of the presentation.

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

3. Select the entire content of 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 specificity 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.

The types of visualization include illustrations, images, charts, tables. The illustration is a representation of a real-life visual. The images - as opposed to illustrations - are metaphor. Their purpose is to cause an emotion and create an attitude towards it, to influence the audience. With the help of well-designed and presented images, information can remain permanently in a person's memory. Chart is visualization of quantitative and qualitative relationships. They are used for convincing data demonstration, for spatial thinking in addition to the logical one. Table is a specific, visual and accurate data display. Its main purpose is to structure information, which sometimes facilitates the perception of data by the audience.

Practical hints on preparing a presentation

- printed text + slides + handouts are prepared separately;
- slides -visual presentation of information that should contain a minimum of text and maximum of images that bring a meaning, to look visually and simply;
- 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: the subject, surname and initials of the speaker; message plan; brief conclusions from all that has been said; list of sources used;
- handouts should be provided with the same depth and coverage as the live performance: people trust more what they can carry with them than disappear images, words and slides are forgotten, and handouts remain a constant tangible reminder; handouts are important to distribute at the end of the presentation; Handouts should be different from slides, should be more informative.

Methodical instructions on preparation for practical classes

Control of the results of the independent self-work is performed in the course of practical training, oral interviews, interviews, solving case study tasks, control work, including testing.

1. For practical training student must prepare: repeat the lecture material, read the desired section on the topic in the textbook.

2. The lesson begins with a quick frontal oral questioning on a given topic.

3. In classroom students work with lecture notes, slides.

4. For classes it is necessary to have a notebook for writing theoretical material, a textbook.

6. At the end of the lesson the homework is given on a new topic and is invited to make tests on the material just studied in the classroom (summary).

7. Performances and activity of students are evaluated by the current assessment.

Guidelines for the preparation of the report

1. Students have independent choice of the topic of the report.

2. Selection of literary sources on the selected topic from the recommended main and additional literature is offered in the working program of the discipline, as well as work with the resources of the information and telecommunication network "Internet" specified in the working program.

3. Working with the text of scientific books textbooks must not be reduced to the reading of material, it is also necessary to analyze the selected literature, compare the presentation of the material on the topic in different literary sources, choose materials, so that the disclose the topic of the report.

4. The analyzed material is to be summarized, the most important thing is that it should not be just a conscientious rewriting of the source texts from selected literary sources without any comments and analysis.

5. On the base of analysis and synthesis of literature data, student makes a plan of the report, on the base of which the text of the report is prepared.

6. The report should be structured logically, the material is presented integrally, coherently and consistently, conclusions must be made. It is desirable that the student could express his/her opinion on the formulated problem.
7. The report takes 7-10 minutes. The report is told, not read on paper.

Guidelines for working with literature

1. We need to make an initial list of sources. The basis can be a list of literature recommended in the working program of the course. For convenience, you can create your own card file of selected sources (author's name, title, characteristics of the publication) in the form of a working file in the computer. This electronic file has the advantage, because it allows you to add sources, replace the need for one to the other, to remove those that were not relevant to the subject. The initial list of literature can be supplemented using the electronic catalogue of the FEFU library, and do not hesitate to ask for help from the library staff.
2. Working with literature on a particular topic, it is necessary not only to read, but also to learn the method of its study: to make a brief summary, algorithm, scheme of the read material, which allows you to understand it faster, remember. It is not recommended to rewrite the text verbatim.

Criteria for evaluation of the oral report

Oral report on the discipline "Life safety" are evaluated by the grade system: 5, 4, 3.

"grade 5" is given to a student if he expressed the opinion on the formulated problem, reasoned it, having its contents and components precisely defined, able to analyze, generalize material and draw correct conclusions using the main and additional literature, freely answers questions that testifies that he knows and owns material.

"grade 4" is designated to a student, if he/she presents material on the chosen topic coherently and consistently, gives arguments to prove a particular position in

the report, demonstrates the ability to analyze the main and additional literature, but admits some inaccuracies in the wording of concepts.

"grade 3" is given to the student if he/she had performed independent analysis of the main and additional literature, however those or other provisions of the report are not always enough reasoned, mistakes are allowed at the presentation of material and not always fully answers additional questions on the subject of the report.

Evaluation criteria for essays.

The stated understanding of the essay as a holistic copyright text defines the criteria for its evaluation: the novelty of the text; the validity of the source choice; the degree of disclosure of the issue essence; compliance with the requirements for registration.

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

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

The validity of the source choice: a) evaluation of the used literature: whether the most famous works on the research topic are involved (including recent journal publications, recent statistics, reports, references, etc.)

Compliance with the requirements for registration: a) how true are the references to the used literature, quotes; b) assessment of literacy and presentation

culture (including spelling, punctuation, stylistic culture), knowledge of terminology; c) compliance with the requirements for the volume of essay.

The reviewer should clearly state the remarks and questions, preferably with references to the work (possible on specific pages of the work), to research and evidence that the author did not take into account.

The reviewer may also indicate: whether student has addressed the topic earlier (essays, written works, creative works, olympic works, etc.) and whether there are any preliminary results; how the graduate has conducted the work (plan, intermediate stages, consultation, revision and processing of the written or lack of a clear plan, rejection of the head recommendations).

The student submits an essay 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 the teacher from the students. For an oral presentation a student needs about 10–20 minutes (approximately as long as he answers with tasks for the exam).

Grade 5 is given if all the requirements for writing and defending an essay are fulfilled: the problem is indicated and its relevance is justified, a brief analysis of different points of view on the problem under consideration is made and one's own position is logically presented, conclusions are formulated, the topic is fully disclosed, the volume is met, external requirements are met design, given the correct answers to additional questions.

Grade 4 is given if the basic requirements for the essay and its defense are met, but there are some shortcomings. In particular, there are inaccuracies in the presentation of the material; or there is no logical sequence in the judgments; not sufficient volume of the essay; there are omissions in the design; additional questions for the defense are accompanied with incomplete answers.

Grade 3 is given if there are significant deviations from the requirements for referencing. In particular: the topic is covered only partially; factual errors in the content of an essay or when answering additional questions; there is no output c.

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

Grade 1 - student's essay is not presented.

Appendix 2

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

SCHOOL OF BIOMEDICINE

ASSESSMENT FUND
on discipline «Health and Safety»

Direction of training (specialty) 31.05.01 General medicine
Form of training: full-time

Vladivostok
2021

Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Competence and its code	**Stages of competence formation**	
UC-8.1 Identifies dangerous and harmful factors, predicting the possible consequences of their impact in everyday life, in production activities, in emergency situations	Knows	the characteristics and signs of dangerous and harmful factors, the possible consequences of their interaction
	Able to	establish cause-and-effect relationships between danger and the possible consequences of exposure, assess the potential risk
	Possesses	methods for identifying dangerous and harmful factors, predicting the possible consequences of their impact in various fields of activity, including in emergency situations
UC-8.2 Offers means and methods for preventing hazards and maintaining safe living conditions to preserve the natural environment and ensure the sustainable development of society	Knows	methods for identifying dangerous and harmful factors, predicting the possible consequences of their impact in various fields of activity, including in emergency situations
	Able to	select and apply specific means and methods of protection to ensure security in various given situations
	Possesses	tools and methods to prevent exposure to hazards and maintain safe living conditions.
UC-8.3 Develops measures to protect the population and personnel in the conditions of realization of dangers, including in the event of emergencies and military conflicts	Knows	the main measures necessary to protect a person from dangerous and harmful production factors, as well as in the event of natural, man-made emergencies and military conflicts
	Able to	develop measures necessary to ensure the safety of the object of protection in the conditions of the implementation of hazards
	Possesses	the ability to independently develop and justify measures to protect a person in specific conditions of the implementation of dangers, including in the event of emergencies and military conflicts

MONITORING THE ACHIEVEMENT OF THE COURSE OBJECTIVES

Competence and its code		**Stages of competence formation**			
No.	Controlled sections / discipline themes	Codes and stages of competence formation		Evaluation tools	
				Current control	Interim certification / exam
1	**Module I.** General questions of safety	UC-8.1 Identifies dangerous and harmful factors, predicting the possible consequences of their impact in everyday life, in production activities, in emergency situations	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Possesses	OA-3 Report	OA-2 Colloquium
2	**Module I.** General questions of safety	UK-8.2 Offers means and methods for preventing hazards and maintaining safe living conditions to preserve the natural environment and ensure the sustainable development of society	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Possesses	OA-3 Report	OA-2 Colloquium
3	**Module I.** General questions of safety	UC-8.3 Develops measures to protect the population and personnel in the conditions of realization of dangers, including in the event of emergencies and military conflicts	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Possesses	OA-3 Report	OA-2 Colloquium

The scale of assessment the level of formation of competences

Code and formulation of competence		**Stages of competence formation**			
No.	Controlled sections / discipline themes	Codes and stages of competence formation		Evaluation tools	
				Current control	Interim certification / exam
1	**Module I.** General questions of safety	UC-8.1 Identifies dangerous and harmful factors, predicting the possible consequences of their impact in everyday life, in production activities, in emergency situations	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Masters	OA-3 Report	OA-2 Colloquium
2	**Module I.** General questions of safety	UK-8.2 Offers means and methods for preventing hazards and maintaining safe living conditions to preserve the natural environment and ensure the sustainable development of society	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test
			Masters	OA-3 Report	OA-2 Colloquium
3	**Module I.** General questions of safety	UC-8.3 Develops measures to protect the population and personnel in the conditions of realization of dangers,	Knows	OA-1 Interview	Credit questions 4 semester - 1-20
			Able to	PW-1 Test	PW-1 Test

		including in the event of emergencies and military conflicts	Masters	OA-3 Report	OA-2 Colloquium

Scale of assessment of the level of competence formation

Competence and its code	Stages of competence formation		criteria	indicators	points
UC-8.1 Identifies dangerous and harmful factors, predicting the possible consequences of their impact in everyday life, in production activities, in emergency situations	Knows (threshold level)	Basic methods of the first aid, methods of protection in emergency situations	The ability to use the basic methods of the first aid, methods of protection in emergency situations	Ability to use the basic methods of the first aid, methods of protection in emergency situations	65-71
	Able to (advanced)	use the basic methods of the first aid, methods of protection in emergency situations	Knowledge of the basic methods of the first aid, methods of protection in emergency situations	Ability to list and apply the basic methods of the first aid, methods of protection in emergency situations	71-84
	Masters (high)	main methods of the first aid, methods of protection in emergency situations	Ability to use the basic methods of the first aid, methods of protection in emergency situations	Ability to use the basic methods of the first aid, methods of protection in emergency situations	85-100
UK-8.2 Offers means and methods for preventing hazards and maintaining safe living conditions to preserve the natural	Knows (threshold level)	basic methods of the first aid, methods of protection in emergency situations	Knowledge of the basic methods of the first aid, methods of protection in emergency situations	Ability to correctly use the basic methods of the first aid, methods of protection in emergency situations	65-71

environment and ensure the sustainable development of society	Able to (advanced)	- explain the need for the first aid, methods of protection in emergency situations	Ability to explain the emergence of the reasons for which there is a need for the first aid and protection in emergency situations	Ability to apply skills in the first aid, methods of protection in emergency situations	71-84
	Masters (high)	- first aid skills, methods of protection in emergency situations	Ability to provide first aid, knowledge of methods for protection in emergency situations	Ability to determine the need for first aid, possession of methods of protection in emergency situations	85-100
UC-8.3 Develops measures to protect the population and personnel in the conditions of realization of dangers, including in the event of emergencies and military conflicts	Knows (threshold level)	General principles and methods of the first aid, methods of protection in emergency situations	Able to provide the first aid and apply protection methods in emergency situations	Ability to provide the first aid and protection in emergency situations	65-71
	Able to (advanced)	Analyze information on the need for the first aid and the use of methods of protection in emergency situations	Able to collect, analyze information about the need for the first aid and the use of methods of protection in emergency situations	Ability to work with literary sources and electronic databases of tests to provide information on the first aid and the use of methods of protection in emergency situations	71-84
	Masters (high)	First aid techniques and methods of protection in emergency situations	Able to provide the first aid and apply protection methods in emergency situations	Ability to confidently deliver reports and presentations , use of multimedia	85-100

				and projection technology in public presentation of information	

Questions to assess preliminary competencies

1. The concept of the environment.
2. The concept of internal environment
3. Mechanical, physical and chemical environmental factors
4. Biological factors of environmental impact on the human body
5. Basics of the anatomical structure of the human body.
6. The concept of metabolism as a mechanism of the human body functioning
7. Tissues of the human body, their structure and function
8. CNS as an integrating system of the human body
9. Features of the central nervous system.

Questions for the credit of the discipline "Health and Safety"

1. Human and habitat: right to life, rest, health protection.

2. The principle of mandatory external influence. The law of conservation of life according to Y.N. Kulakovskiy.

3. The evolution of the system "Human-habitat", the transition to the technosphere. Increase of anthropogenic and technogenic influence on the natural environment in the XX century.

4. The causes of the doctrine of life safety. Place and role of knowledge about life safety in the modern world.

5. Security measures. The reasons for the emergence of the Belarusian Railways doctrine in Russia.

6. The concept of "habitat". Types of habitat: natural, human-made.

7. The concept of the biosphere. The concept of technosphere.

8. Modern views on the main principles of the Belarusian Railways (4 principles:

the principle of anthropocentrism, the principle of the existence of external influences on a person, the principle of the possibility of human safe environment, the principle of choosing the ways of implementation of safe human interaction with environment).

9. Wording of the term "danger". Source of danger.

10. Fundamentals of human interaction with the environment: the flow of mass, energy, information, etc.

11. Concepts of comfortable, acceptable, dangerous, extremely dangerous accommodation.

12. Characteristics of threats to the life and health of medical personnel.

13. The system of labor protection and safety in medical organizations.

14. Basic requirements for the safety of medical and maintenance personnel.

15. Fundamentals of medical and preventive care of medical personnel.

16. Features of occupational safety of medical staff (technological discipline, fire, chemical, radiation, biological).

17. Fundamentals of healthy lifestyle as a factor of life safety.

18. Social and demographic characteristics of healthy lifestyle.

19. Healthy lifestyle and its components.

20. Healthy lifestyle is a necessary condition for life safety.

Evaluation tools for current certification

Control tests are designed for students studying the course " Health and safety ". Tests are necessary for both the control of knowledge in the process of the current interim certification, and for the assessment of knowledge, the result of which can be set off.

When working with tests, the student is asked to choose one answer out of three or four proposed. At the same time, the tests vary in their complexity. There are tests among the proposed ones containing several options for correct answers. The student must provide all correct answers.

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

Results of performance of the test tasks are evaluated by a teacher using a five-grade scale for certification or on system "credit" - "no credit". Grade "excellent" is given if the number of correct answers is more than 90% of the tests offered by the teacher. Grade "good" is given if the number of correct answers is more than 70% of the tests. Grade "satisfactory" is given if the number of correct answers is more than 50% of the tests offered to the student.

Examples of the test tasks

1. What is the name of the outer shell of the Earth?

A) biosphere +
B) hydrosphere
B) atmosphere
D) lithosphere

2. The biosphere transformed by human economic activity -

A) noosphere
B) technosphere +
B) atmosphere
D) hydrosphere

3. What hazards are man-made?

A) a flood

B) industrial accidents on a large scale +
B) air pollution
D) natural disasters

4. Economic hazards include

A) natural disasters
B) floods
B) earthquakes
D) environmental pollution +

5. The state in which the flows correspond to the optimal conditions for interaction

A) a dangerous state
B) acceptable state
B) an extremely dangerous condition
D) comfortable state +

6. A condition in which flows in a short period of time can cause injury, lead to death

A) optimal state
B) extremely dangerous condition+
B) comfort
D) acceptable state

7. What is the desired state of the protected objects?

A) safe +
B) acceptable
B) extremely dangerous
D) dangerous

8. Low level of risk that does not affect the environmental or other indicators of the state, industries, enterprises

A) individual risk
B) social risk
C) acceptable risk +
d) safety

9. Analyzers

A) subsystems of the central nervous system that provide in the receipt and primary analysis of information signals +
B) compatibility of complex adaptive reactions of a living organism, aimed at eliminating the action of factors of the external and internal environment that violate the relative dynamic constancy of the internal environment of the organism
C) compatibility of factors that can have a direct or indirect impact on human activity

D) the value of human functional capabilities

10. External Analyzers:

A) vision+

B) pressure

C) special analyzers

D) internal analyzers

11. Pressure analyzer receptors:

A) eye

b) tongue

B) muscles +

12. Contrast sensitivity is a function of the analyzer:

a) hearing

B) special

B) vision +

D) temperature

13. The ability to perceive the shape, size and brightness of the object in question is characteristic of:

A) a special analyzer

B) vision analyzer +

B) hearing analyzer

D) smell analyzer

14. The olfactory analyzer is intended for:

A) for human perception of any smells +

B) for the ability to establish the location of the sound source

C) the ability to be ready to perceive information at any time

D) contrast sensitivity

15. Spatial comfort

A) need for food, oxygen, water

B) the need for communication, family

C) the need for a spatial room +

D) is achieved due to the temperature and humidity of the room

16. What is the compatibility of factors that can have a direct or indirect impact on human activity, his health and offspring?

A) activities

B) vital activity

B) safety

D) living environment +

17. Working capacity is characterized by:

A) the amount of work done

B) the amount of work performed
C) quantity and quality of work performed
D) the quantity and quality of work performed for a certain time +
18. How many phases of working capacity are there?
A) 3+
B) 2
IN 1
D) 10
19. The first phase of working capacity:
A) high performance
B) fatigue
C) working out (increase in working capacity) +
D) average performance
20. Which phase of working capacity does not exist?
A) fatigue (decreased performance)
B) high working capacity
C) average working capacity +
D) increase in working capacity
21. Hypothermia of the body can be caused by:
A) an increase in temperature
B) a decrease in humidity
B) with a decrease in heat transfer
D) with a decrease in temperature and an increase in humidity +
22. Unexpected release of the potential energy of the earth's interior, which takes the form of shock waves?
A) an earthquake+
B) landslides
B) a hurricane
D) tornado
23. Earthquakes of how many points do not pose a particular danger?
A) 7
B) 1-6+
AT 8
D) 9
24. Downward displacement under the action of gravity of large soil masses that form slopes, rivers, mountains, lakes
A) landslides +
B) earthquakes
B) snow avalanches

D) tornado

25. The dangers of the lithosphere include:

A) a hurricane

B) tornado

B) an earthquake+

D) flood

26. A hurricane is classified as a hazard in:

A) lithosphere

B) atmosphere +

B) is not a hazard

D) hydrosphere

27. A cyclone, in the center of which there is very low pressure, and the wind has a high speed and destructive force, is:

A) hurricane+

B) snow avalanches

B) an earthquake

D) landslides

28. At what point does a hurricane pose no particular danger?

A) 1-6 +

B) 7

AT 9

D) 10

29. What are the dangers in the hydrosphere?

A) strong drifts and snowstorms

B) floods+

B) snow avalanches

D) landslides

30. The protective structures of civil defense include:

A) forest belts.

B) forests.

B) ravines.

D) residential premises +

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MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
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SCHOOL OF BIOMEDICINE

GLOSSARY

on the discipline «Life safety»

Specialty – 31.05.01 «General medicine» (specialty level)

Vladivostok
2021

ABILITY - capacity to perform certain actions with good quality and successfully cope with activities that include these actions.

ACT - consciously committed by man and controlled by the will of the action, coming from certain beliefs.

ACTIVITY is a specific type of human activity aimed at creative transformation, improvement of reality and oneself.

AMNESIA - memory disorders that occurs in various local brain lesions.

ANALOGY (gr. analogos-corresponding, proportionate) - similarity between objects in some respect.

ANALYSIS (gr. analysis-decomposition, dismemberment) - the process of dismemberment of the whole into parts; included in all acts of practical and cognitive interaction of the organism with the environment.

ANALYZER is a concept proposed by I. p. Pavlov denoting to a set of afferent and efferent nerve structures involved in the perception, processing and response to stimuli.

BEHAVIOR - inherent in living beings interaction with the environment, mediated by their external (motor) and internal (mental) activity.

CLIMATE of SOCIAL and PSYCHOLOGICAL (gr. klima (klimatos) – slope) - the qualitative side of interpersonal relations, manifested in the form of a set of psychological conditions that contribute to or hinder productive joint activities and the comprehensive development of the individual in the group.

COHESION is a psychological characteristic of the unity of the team members, manifested in the unity of opinions, beliefs, traditions, the nature of interpersonal relationships, moods and other components of the psyche, as well as in the unity of practical activity.

CONFLICT (lat. conflictus – collision) – the collision of oppositely directed goals, interests, positions, opinions or views of opponents or subjects of interaction.

COOPERATION – the human desire for a coherent, coordinated work with people. Willingness to support and assist them.

CROWD is a structureless gathering of people deprived of a clearly understood commonality of goals, but connected with each other by the similarity of the emotional state and the common object of attention.

DECISION-MAKING is an act of volitional action and at the same time the stage of the management cycle, when a person on the basis of processed information, as a rule, as a result of the struggle of motives comes to the need to preserve one of them as the leading, main, sense-forming, to which it subordinates its specific activities.

DEVIANT BEHAVIOR (from lat. deviatio – deviation) – the behavior with a deviation from accepted in the society of legal or moral norms (the principal of such behavior is a crime and not a criminal offense of moral turpitude).

EUPHORIA (Greek. euphoria) - a state of excessive gaiety, usually not caused by any objective circumstances.

EXPERIENCE - the result of sensory empirical reflection in the human psyche of objective reality, expressed in the unity of knowledge, skills, abilities.

FUNCTIONAL SYSTEM (lat. functio – execution and systema – whole connection) is a sophisticated physiological system that provides a consistent experience physiological and psychological processes involved in the regulation of holistic behavioral acts.

GENERALIZATION – a general selection from a variety of private events. Transfer of once formed knowledge and skills to new tasks and situations (see abstraction).

HALLUCINATIONS (lat. hallucinatio-delirium, vision) - unreal, fantastic images that occur in humans during diseases that affect the state of his mind (see also autism, delirium).

HOMEOSTASIS (gr. homoios-like, statis-standing) - the normal state of equilibrium of organic and other processes in the living system.

IDENTIFICATION (lat. Identificare - identify) - in psychology-the establishment of the similarity of one person with another, aimed at his recollection and own development of the person identified with him.

IMPULSIVENESS is a characteristic feature of a person, manifested in his tendency to hasty decisions, ill-considered actions and deeds.

INSTINCT (lat. instinctus – motivation) – congenital, barely changable form of behavior that ensure the organism's adaptation to typical conditions.

INTENTION is a conscious desire, the willingness to do that either.

IRRITANT is any factor that affects the body and can cause any reaction in it.

LARGE GROUP – a significant quantitative composition of people social association of formed on the basis of any abstracted (see abstraction) socio-demographic characteristics: gender, age, nationality, professional affiliation, social or economic status, etc.

LEADER (eng. leader-a leading) - a member of groups, whose authority implicitly recognized the rest members of, prepared to follow him. The group recognizes the right of the leader to make responsible decisions in significant situations.

LEADERSHIP STYLE (LEADERSHIP STYLE) (gr. stylos-letters. rod for writing and English. leader – leading, leader) is typical for a leader (chief) system of methods of influence on the slave (subordinate); ways and means used by the leader (supervisor) to provide the desired impact on dependent people.

MANAGEMENT – the process of influence of the subject on a particular system, ensuring its purposeful development, preservation or modification of the structure, maintenance or change of the mode of activity, implementation of programs and goals.

MANAGER – a person who is officially entrusted with the functions of team management and organization of its activities.

MANIPULATION (lat. manipulatio – hand technique, action) – committing any action, actions with the aim of achieving their intentions, interests, needs, at the expense of another (or to the detriment of another person) in a hidden, veiled form. In the works of D. Carnegie is popularized as the most rational method in the process of interaction with people.

MASS COMMUNICATION (lat. communicatio-message, transmission) - means of information transmission, designed for a mass audience: print, radio, television, etc.

MEMORY - the processes of memorization, preservation, reproduction and processing of various human information.

MOOD – emotional state of human, associated with loosely expressed positive or negative trumps emotion and the existing in for a long time.

MOTIVATION-motives that cause the activity of the body and determine its direction.

MOTIVE (FR. motif – a reason for action) is internal stable psychological reason for the behavior or act of man.

NEED - state of needs organism, individual's, personality in than the, necessary for their normal existence.

NEGATIVISM (lat. negatio-denial) - demonstrative opposition of a person to other people, rejection of reasonable advice from other people.

NERVOUS SYSTEM (gr. neuron-nerve and systema-a whole made up of parts) - a set of nerve formations in animals and humans, through which the perception of the stimuli acting on the body, the processing of the resulting excitation pulses, the formation of responses.

OBJECT OF RESEARCH is the object on which the scientific research is carried out (for example, a person or a group of people).

PANIC (gr. panikon-unaccountable horror) - a mass phenomenon of the psyche, characterized by the emergence of simultaneously many people in contact with each other, a sense of fear, anxiety, as well as random, chaotic movements and ill-considered actions (one of the types of crowd behavior).

PROTECTIVE MECHANISMS - psychoanalytic concept denoting a set of unconscious techniques by which a person protects himself from psychological trauma and unpleasant experiences, while seeking to preserve the integrity of the existing "I" – image.

PSYCHOLOGICAL COMPATIBILITY of PEOPLE – the ability of people to find common ground, establish business and personal contacts, to cooperate with each other.

PUBLIC OPINION is an aggregate value judgment that expresses the attitude of the collective, social community (or a significant part of them) to various events and phenomena of the surrounding reality affecting common interests.

RAM is a form of memory designed to store information for a certain amount of time required to perform an action or operation.

REACTION (lat. re-against, actio-action) - the body's response to changes in the external or internal environment.

REACTION TIME - the time interval between the beginning of any stimulus and the appearance in the body of a certain reaction to it.

REFLEX (lat. reflexus-reflection) - a natural response of the body to the stimulus mediated by the nervous system.

RELIABILITY - one of the quality criteria of the scientific method of research relating to the accuracy of psychological measurements.

SELF-CONTROL – the ability of a person to maintain inner peace, to act reasonably and carefully in difficult situations.

SITUATION (FR. situation - situation) - a system of conditions external to the subject, encouraging and mediating its activity.

SKILL - formed, automatically carried out action that does not require conscious control and special volitional efforts to perform it.

SMALL GROUP is a small number of people, including 2-3 to 20-30 people engaged in a common cause and having direct personal contacts with each other.

SOCIAL ROLE-a set of norms, rules and forms of behavior that characterize the typical actions of a person occupying a certain position in society.

SPEECH is a system of sound signals, written signs and symbols used by a person to represent, process, store and transmit information.

STATUS (lat. status – state, condition) – the position of the subject in the system of interpersonal relations that determines rights, duties and privileges, the degree of credibility in the eyes of the rest of the band.

STRESS (eng. stress-pressure, tension) - a state of mental (emotional) and behavioral disorders associated with the inability of a person to expediently and reasonably act in this situation.

SUBJECT (lat. subjectum-subject) – an individual or a group as a source of knowledge and transformation of reality; a carrier of activity.

SURVEY is a method of psychological study, during the application of which the subjects are asked questions and based on the answers they are judged on the personal characteristics of these people.

TEAM (lat. collectivus-collective) - a group of people united by common goals and objectives, achieved in the process of socially valuable joint activities of a high level of development.

TEAM PERFORMANCE (lat. effectivus-giving a certain result, effective) - productivity and quality of collaboration of people in a small group.

TEST (eng. test-test, experience, test) - a system of tasks that allow you to measure the level of development of a certain psychological quality (properties) of the person.

UNCONDITIONED REFLEX (lat. Reflexus - reflection) - a hereditary stereotype form of response to biologically significant effects of the outside world or changes in the internal environment of the body.

VALUES – what a person especially appreciates in life, to which he gives a special, positive meaning of life.

VERBAL (lat. verbalis-verbal) - relating to the sound of human speech.