

MINISTRY OF HEALTH OF UKRAINE
KHARKIV NATIONAL MEDICAL UNIVERSITY
Department of Public Health and Health Management
academic year 2024-2025

SYLLABUS OF THE EDUCATIONAL COMPONENT

«PUBLIC HEALTH AND COMMUNITY NURSING»
(name of the discipline)

Selective educational component

Form of education Full-time
(full-time; correspondence; remote)

Branch of knowledge 22 «Health care»
(code and name of the field of knowledge)

Specialty 223 «Nursing»
(code and name of the field of knowledge)

Educational and professional program «Nursing»

First (bachelor's) level of higher education


Course 4-th

Syllabus of the educational component was approved at the meeting of the department public health and health management


Approved by the methodical commission of KhNMU on public health problems

Protocol from
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“01”september 2021 № 2

Head of Department


(signature) prof. V.A. Ohniev
(surname and initials)

Head


(signature) prof. V.A. Ohniev
(surname and initials)

SYLABUS DEVELOPERS:

Ohniev V.A. – d. med. s., professor, head of the Department of Public Health and Health Management

Usenko Svetlana Georgievna – associate professor of the department, candidate of medical sciences, associate professor,

Myakina Alexander Vladimirovich – associate professor of the department, candidate of medical sciences, associate professor,

Grigorov Nikolay Nikolaevich, assistant of the department

Data on teachers who teach educational component

Name, father's name, surname of teacher	Nesterenko Valentina Gennadiievna , Associate Professor of the Department of Public Health and Healthcare Management, Ph.D
Professional interests, links to the teacher's profile (on the university website. Departments, in the Moodle system and other	Public health, healthcare management, project management; University website: http://www.knmu.kharkov.ua/index.php?option=com_content&view=article&id=232%3A2011-05-19-08-08-34&catid=7%3A2011-05-05-09-09-08&Itemid=27&lang=uk ACY: http://31.128.79.157:8080/profile Moodle: http://distance.knmu.edu.ua/user/profile.php?id=1039 ORCID : 0000-0002-3773-9525
Contact phone	+38-095-30-71-170, 057-707-73-20
Corporate mail of the teacher	vh.nesterenko@knmu.edu.ua
Lessons schedule	According to the schedule of the educational department
Consultations	Thursday 15.30-17.00
Location	Audience of the Department of Public Health and Health Management

Teacher's surname, name and patronymic	Podpriadova Anna Anatoliivna , Associate Professor of Public Health and Healthcare Department, PhD in Medicine
Professional interests, teacher's profile (at the university (department's) site, in the MOODLE system, etc.	Public Health, Basics of Public Health, Evidence-Based Medicine with the elements of Epidemiology, Biostatistics University Site: http://www.knmu.kharkov.ua/index.php?option=com_content&view=article&id=232%3A2011-05-19-08-08-34&catid=7%3A2011-05-05-09-09-08&Itemid=27&lang=uk ORCID: https://orcid.org/0000-0001-9847-3057 ACY: http://31.128.79.157:8080//profile/self/general-info MOODLE: http://distance.knmu.edu.ua/user/profile.php?id
Contact phone numbers	+38-063-762-23-94
E-mail:	aa.podpriadova@knmu.edu.ua
Schedule	
Consultations	Tuesday 15.30-17.00
Location	Room at Public Health and Healthcare Department (build. A, third floor, room 13)

INTRODUCTION

Syllabus of the educational component «Public Health and Community Nursing» is compiled in accordance with the educational and professional program (hereinafter referred to as the EPP) "Nursing" and the Standard of Higher Education of Ukraine (hereinafter referred to as the Standard), first (bachelor's) level, branches of knowledge 22 "Healthcare", specialties 223 "Nursing"

Description of the educational component (annotation). In the process of studying the educational component "Public Health and Community Nursing," applicants must study the basic concepts and categories of public health and community nursing, its role and significance in the modern world, find out the essence of health and the main determinants that determine it, become familiar with the essence and significance of demographic factors for public health processes, morbidity and master the skills of their study and analysis, study approaches and methods for implementing a comprehensive assessment of public health, as well as study and master the features of strategic leadership in the interests of the health and well-being of the population, the content and features of certain areas of activity in the field of healthcare, in particular prevention, intersectoral collaboration, health promotion, advocacy, communication and social mobilization in the field of public health.

The subject of study of the educational component are theoretical and practical foundations of public health and public nursing, its components, factors that influence it and directions for ensuring the public health system.

Interdisciplinary links: The educational component "Public Health and Community Nursing" is closely related to the issues, competencies and skills that education applicants acquire when studying educational components such as "Healthcare Organization",

"Biostatistics", "Organization of anti-epidemic measures", "Surveillance and assessment of the state of health and well-being of the population", "Ethical standards in public health", as well as

"Globalization and its impact on social processes and public health", "Human ecology, toxicology, physiology and biochemistry of environmental stress factors",

"Prevention, valeology", "Health Policy", "Health Management", "Communications in the field of public health", "Informatization in the field of public health", "Formation of a healthy lifestyle" of the population."

Prerequisites: features of the formation and development of the public healthcare system in Ukraine and the world, current trends, strategic leadership and operational functions in public health; the essence of health, approaches to its definition and the main determinants of health; foundations of a surveillance system and assessment of the health and well-being of the population; essence and methods of comprehensive assessment of population health; the essence and features of demographic processes and the demographic situation, methods of their assessment and analysis; importance in the public health system; methods for studying and assessing factors affecting public health; the essence of morbidity as a medical and social problem and methods for studying and assessing morbidity rates, medical and social aspects of disability and the methodological basis for studying the severity of diseases; essence and analysis of characteristics of physical development;

Postrequisites: operate with basic concepts and categories in the field of public health; comprehensively and systematically consider the public health system, understanding its infrastructure, development trends, operational functions, components and factors influencing it and study and analyze it as a whole and its components from these positions of complexity and consistency; apply methods of comprehensive assessment of population health, operate with relevant categories and indicators when studying population health; apply methods for studying and assessing the demographic situation and demographic processes; study and analyze demographic indicators and apply them in identifying public health problems and interventions; carry out study, assessment and analysis of factors affecting public health; apply these skills in professional activities in public health

1. PURPOSE OF THE COURSE AND TASKS OF THE COURSE

1.1. The purpose of studying the educational component "Public Health and Community Nursing" is for higher education applicants to acquire modern basic knowledge on the theoretical

foundations of public health, as well as practical skills in their application in research, analysis, organization and management in the field of public health in general and in individual projects in the field public health.

1.2. The main objectives of studying the educational component are:

- gain knowledge on the theoretical foundations of public health: essence, terminology, operational functions, public health system;
- study the history of creation and the current state and prospects for the development of the public health system in Ukraine and in the world;
- to form an understanding of the essence of the public health system, its tasks, infrastructure and operating features;
- ensure the formation of comprehensive knowledge, skills and abilities in the study and analysis of demographic processes, their medical and social problems, significance for the public health system and impact on them;
- study the essence of morbidity as a medical and social problem and master the methods of its definition and analysis;
- to develop knowledge and skills of comprehensive assessment of population health and the use of appropriate methods and indicators in public health;
- to form an understanding of modern approaches to management in the field of public health, to study the features of providing strategic leadership in the interests of health and well-being and the problems of social inequality in relation to health and its protection;
- obtain basic knowledge regarding certain key areas of modern public health, in particular environmental public health, public health emergencies, bioterrorism, as well as the impact of stress and conflict on public health;
- to form a comprehensive understanding of the prevention and promotion of health, their role in the public health system;

1.3 Competence and learning outcomes, the formation of which is facilitated by the educational component.

In accordance with the requirements of the educational component standard, ensures that applicants acquire **competencies**:

– **integral:**

The Bachelor of Nursing is able to solve complex specialized problems and practical problems in the field of nursing or in the learning process, which involves the application of certain theories and methods of the relevant science and is characterized by complexity and uncertainty of conditions.

– **general:**

01. The ability to realize one's rights and responsibilities as a member of society, to understand the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms.

02. The ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, to use various types and forms of active physical activity relaxation and healthy lifestyle

03. Ability for abstract thinking, analysis and synthesis

04. Ability to apply knowledge in practical situations

05. Domain knowledge and understanding

10. Ability to make informed decisions

11. Ability to work in a team

12. Interpersonal skills

– **special (professional, subject):**

02. Ability to recognize and interpret signs of health and changes in health, disease or disability (assessment/diagnosis), disability, and identify patient problems with various diseases and conditions.

03. Ability to meet the needs of the patient/client throughout various periods of life (including the dying process) by planning, assisting and executing nursing interventions, assessing and adjusting

individual care plans created in collaboration with the patient/client and family caregivers. e and other medical and social workers.

04. The use of professional skills (abilities), medical devices, interventions and actions to ensure the patient/client is treated with dignity, in particular (intimacy), confidentiality, protection of his rights, physical, psychological and spiritual needs based on transcultural nursing, tolerant and non-responsible behavior.

05. Ability to effectively apply a combination of nursing skills, medical devices, interventions and care activities based on a holistic approach, taking into account the needs of the patient for comfort, nutrition, personal hygiene and the ability of the individual to meet his daily needs.

11. The ability to carry out medical and social rehabilitation in order to restore the health of the population.

1.3.3. The study of the educational component ensures that education applicants acquire subsequent **program learning outcomes:**

PLO 1. Conduct a nursing subjective and objective examination of various organs and systems of the patient and evaluate the data obtained.

In the conditions of healthcare institutions (303) and at home, through communication with patients of different ages, their relatives or loved ones from the environment of the sick child and his parents, be able to collect complaints, anamnesis of the disease, anamnesis of life. allergy history; epidemiological history; evaluate anamnestic data.

PLO 2. Perform nursing diagnostics: identify and evaluate patient problems.

In the conditions of the 303 home, the expected circumstances, be able to identify the patient's actual problems, assess their priority and establish a nursing diagnosis.

PLO 3. Plan nursing interventions.

In the conditions of health care, at home and under unforeseen circumstances, be able to draw up a plan of nursing interventions to solve actual and related problems of patients of all ages.

PLO 4. Monitor the work of junior medical personnel and the condition of equipment.

In conditions 303, in accordance with job responsibilities, in order to comply with the sanitary and anti-epidemic regime, be able to:

- conduct training for junior medical staff in the performance of functional duties and labor protection; monitor compliance with safety regulations by junior medical personnel;
- supervise the work of junior medical staff; monitor compliance with internal regulations by staff and patients; monitor compliance with sanitary and hygienic measures in wards and medical offices.

PLO 5. Perform nursing administration.

In conditions 303, in order to implement organizational and managerial competencies, be able to:

- make management decisions and ensure their implementation based on the use of nursing leadership models;
- ensure the execution of orders and regulations on health issues;
- master the functional responsibilities of the head of nursing services;
- know the procedure for licensing and accreditation of medical institutions, laboratories of various profiles, etc.

PLO 9. Medical procedures should be performed to ensure the patient's personal hygiene.

PLO 18. Organize and provide education to patients and their families on medical issues.

PLO 19. Conduct health and hygiene propaganda.

1.3.2. Studying the educational component ensures that education applicants acquire the following **soft skills:**

- **Social skills**
- **Leadership skills**
- **Ways of thinking.**

Training allows you to acquire social skills both through professional educational components, which include social elements for work in the field of public health, a block of selective educational components (which contribute to the development and improvement of ways of thinking, professional,

ideological, social qualities, moral and ethical values), and through undergoing industrial (managerial) practice, during which applicants for education learn to demonstrate tolerance, empathy, the ability to establish cooperation with a patient/client, colleagues, demonstrate leadership qualities, work in critical conditions and think logically and systematically.

2. INFORMATION SCOPE OF THE EDUCATIONAL COMPONENT

The name of indicators	Branch of knowledge, speciality and education level, EPP	Characteristics of the discipline	
		full-time education	
Number of credits – 3	Branch of Knowledge: 22 «Healthcare »	Selective	
The total number of hours – 90	Specialty: 223 «Nursing»	Year of preparation:	
		4-th	-th
		Semester	
		8-th	-th
Hours for full-time education: classrooms – 34. independent work of the education applicant – 56	Education level: the first (bachelor's) level EPP “Nursing”	Lectures	
		12 h.	- h.
		Practical, seminar	
		22 h.	- h.
		Independent work	
		56 h.	h.
		Individual task: h.	
Type of control: credit			

2.1. Description of the discipline

2.2.1. Lections

№	Name	Hours	Types of lectures
1	Public health, functions and services.	2	Introductory
2	Population health: main determinants.	2	Thematic
3	Medical and social problems of demographic processes	2	Thematic
4	Population morbidity as a medical and social problem.	2	Thematic
5	Analysis of characteristics of physical development.	2	Thematic
6	Medical and social aspects of disability Methodology for calculating and analyzing the characteristics of disability.	2	Thematic
	Total hours	12	

2.2.3. Practical lessons

№	Name	Hours	Methods of studying	Forms of control

1	Comprehensive assessment of population health.	4	Presentation, conversation, story - explanation, business game, process modeling, case method	Oral and written survey, test control, individual assignments Final control: credit
2	Methodology for studying and assessing factors influencing public health.	4	Presentation, conversation, explanatory story, business game, process modeling, case method	Oral and written survey, test control, individual assignments
3	Methodology for studying and assessing the main demographic indicators of the natural population movement. Analysis of the demographic situation	4	Presentation, conversation, explanatory story, business game, process modeling, case method	Oral and written survey, test control, individual assignments Final control: credit
4	Methodology for studying and evaluating indicators of general morbidity.	4	Presentation, conversation, explanatory story, business game, process modeling, case method	Oral and written survey, test control, individual assignments Final control: credit
5	Methodology for studying and assessing incidence rates of the most important socially significant diseases.	4	Presentation, conversation, explanatory story, business game, process modeling, case method	Oral and written survey, test control, individual assignments. Final control: credit
6	Methodology for studying and assessing morbidity rates with temporary loss of ability to work.	2	Presentation, conversation, explanatory story, business game, process modeling, case method	Oral and written survey, test control, individual assignments Final control: credit
	Total hours	22		

2.2.5. Independent work

№	Name	Hours	Methods of studying	Forms of control
1	Public health, functions and services.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit

2	Surveillance and assessment of population health and well-being.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
3	Population health: main determinants.	2	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
4	Medical and social problems of demographic processes	2	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
5	Methodology for studying and assessing the main demographic indicators of the natural population movement. Analysis of the demographic situation.	2	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
6	Analysis of the population composition by age, gender, place of residence.	2	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
7	Population aging. Analysis of characteristics of life safety and demographic overload.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
8	Life as a value. Attitude to death and dying as a moral problem.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
9	Research methodology and assessment of infant mortality characteristics.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit

10	Methodology for studying and assessing factors influencing public health.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
11	Population morbidity as a medical and social problem.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
12	Methodology for studying and assessing general morbidity indicators.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
13	Methodology for studying and assessing morbidity rates of the most important socially significant diseases.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
14	Methodology for studying and assessing morbidity rates with temporary disability.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
15	Medical and social aspects of disability Methodology for calculating and analyzing the characteristics of disability.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
16	Comprehensive assessment of population health.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
17	Analysis of characteristics of physical development.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit

18	Stress and conflicts. Mechanisms for protecting people from stress.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
19	Health promotion. Types, forms and methods. The importance of prevention in the public health system and the role of the nurse in disease prevention	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
20	Organization of medical care to the population at different levels of its provision. Family doctor and nurse in primary care.	3	Lecture, presentations	Oral and written survey, test control, individual assignments Final control: credit
	Total hours	56		

Teaching methods: lecture, illustration, demonstration, presentation, videos, videos, discussion, business, role-playing, simulation game, modeling of processes and situations, delegation of authority, case method, project method, debate.

Control methods:

Current control: oral survey (individual and frontal); written survey; test control; creative tasks; individual tasks; abstracts; annotations; report; speech on the topic.

Final control: credit.

3. EVALUATION CRITERIA

3.1. Assessment of current educational activities (CEA)

The current educational activities of higher education applicants are monitored by the teacher of the academic group after the applicants have mastered each topic of the educational component and grades are given using a 4-point (national) system. For applicants for part-time studies, current grades also include the grade for the completed individual assignment. At the end of the semester, the teacher automatically receives the average grade (accurate to hundredths) on the CEA using the electronic journal of the ASD system.

Assessment of current and general educational activities (CEA, GEA):

Evaluation of applicants for higher education is carried out in accordance with the "Instructions for assessing the educational activities of applicants for higher education in KhNMU" (Order of KhNMU №181 from 21.08.2021).

The final score for the GEA in the semester is determined as the arithmetic average of national grades for each lesson, rounded to 2 decimal places. The amount of points for the research work also includes the assessment for the individual work done. According to the specified Instructions, the recalculation of the average grade for general educational activity (GAL) into a multi-point scale for the educational component ending with a test is carried out in accordance with Table 1.

Table 1

Recalculation of the average grade for the current activity into a multi-point scale (for disciplines ending with credit)

4-бальна шкала	200-бальна шкала	4-бальна шкала	200-бальна шкала	4-бальна шкала	200-бальна шкала
5	200	4.22-4,23	169	3.45-3,46	138
4.97-4,99	199	4.19-4,21	168	3.42-3,44	137
4.95-4,96	198	4.17-4,18	167	3.4-3,41	136
4.92-4,94	197	4.14-4,16	166	3.37-3,39	135
4.9-4,91	196	4.12-4,13	165	3.35-3,36	134
4.87-4,89	195	4.09-4,11	164	3.32-3,34	133
4.85-4,86	194	4.07-4,08	163	3.3-3,31	132
4.82-4,84	193	4.04-4,06	162	3.27-3,29	131
4.8-4,81	192	4.02-4,03	161	3.25-3,26	130
4.77-4,79	191	3.99-4,01	160	3.22-3,24	129
4.75-4,76	190	3.97-3,98	159	3.2-3,21	128
4.72-4,74	189	3.94-3,96	158	3.17-3,19	127
4.7-4,71	188	3.92-3,93	157	3.15-3,16	126
4.67-4,69	187	3.89-3,91	156	3.12-3,14	125
4.65-4,66	186	3.87-3,88	155	3.1-3,11	124
4.62-4,64	185	3.84-3,86	154	3.07-3,09	123
4.6-4,61	184	3.82-3,83	153	3.05-3,06	122
4.57-4,59	183	3.79-3,81	152	3.02-3,04	121
4.54-4,56	182	3.77-3,78	151	3-3,01	120
4.52-4,53	181	3.74-3,76	150	Менше 3	Недостатньо
4.5-4,51	180	3.72-3,73	149		
4.47-4,49	179	3.7-3,71	148		
4.45-4,46	178	3.67-3,69	147		
4.42-4,44	177	3.65-3,66	146		
4.4-4,41	176	3.62-3,64	145		
4.37-4,39	175	3.6-3,61	144		
4.35-4,36	174	3.57-3,59	143		
4.32-4,34	173	3.55-3,56	142		
4.3-4,31	172	3.52-3,54	141		
4,27-4,29	171	3.5-3,51	140		
4.24-4,26	170	3.47-3,49	139		

Conducting and assessing the final lesson.

The final lesson (FL) is held as scheduled, during the last lesson. The final lesson involves test tasks that are submitted to the software and must be reviewed in full during practical classes with an explanation of their educational essence, etc.

Assessment of the development of practical skills, given in Table 2 “Criteria for assessing the learning outcomes of education applicants by educational components”, in particular the assessment of applied practical skills.

Table 2

Criteria for assessing the results of educational activities applicants by educational component

Grade	Evaluation criteria
"Great"	The education applicant displays special creative abilities, knows how to independently acquire knowledge, finds and processes the necessary information without the help of a teacher, knows how to use acquired

	knowledge and skills to make decisions in non-standard situations, convincingly argues answers, and independently reveals his own talents and inclinations.
"Very good"	The education applicant is fluent in the amount of material he has studied, applies it in practice, freely solves exercises and problems in standard situations, and independently corrects mistakes, the number of which is insignificant.
"Fine"	The education applicant is able to compare, summarize, and systematize information under the guidance of a teacher; in general, independently apply it in practice; control your activities; correct errors, including significant ones, select arguments to confirm opinions
"Satisfactorily"	The education applicant reproduces a significant part of the theoretical material, reveals knowledge and understanding of the main provisions; with the help of a teacher, can analyze educational material, correct errors, among which there are a significant number of significant
"Enough"	The education applicant has educational material at a level above the primary level, a significant part of it is reproduced at the reproductive level
"Unsatisfactory" with the possibility of re-compiling a semester control	The education applicant has the material at the level of individual fragments, constituting an insignificant part of the educational material.
"Unsatisfactory" with mandatory re-study of the credit	The education applicant has material at the level of elementary recognition and reproduction of individual facts, elements, objects

When assessing the applicant's knowledge included in the final lesson (FL), a grade is given on a national scale, which is considered as a grade according to the GEA. (Table 3)

Table 3

Grading scale at KhNMU

Grading on a 200 point scale	ECTS score	Grading on a four-point (national) scale
180–200	A	Great
160–179	B	Fine
150–159	C	Fine
130–149	D	Satisfactorily
120–129	E	Satisfactorily
Less 120	F, Fx	Unsatisfactory

A grade for the educational component will only be given to applicants who are enrolled in all classes, including the final class.

3.2. Questions for credit:

1. Public health, functions and services.
2. Targeted approaches to defining the concept of "health". Population health indicators. Burden of disease.
3. Leading groups of factors influencing public health, their classification. Surveillance and assessment of population health and well-being.
4. The subject and content of demography, the importance of demographic data for health care practice. Sources of information, main characteristics.
5. Fertility rates, indicators in Ukraine. Factors influencing the birth rate.
6. Mortality. Methodology for calculating general and special indicators. Features and causes of mortality in different population groups. Infant mortality. Leading causes, factors influencing its formation. Medical and social aspects of reducing infant mortality.
7. Average life expectancy (ALE), relationship with the Jewish Potential Development Index (JDP). Trends in the dynamics of HHS in different regions of the world, individual countries and

Ukraine. Taking into account the impact of the “burden of disease” on the health of life.

8. Morbidity, its medical and social significance. Study methods, their advantages and capabilities. International statistical classification of diseases, injuries and causes of death, the principle of its construction and significance.
9. General morbidity, sources of study. Indicators of general morbidity, characteristics of urban and rural populations.
10. Infectious morbidity: the feasibility of special recording, main characteristics.
11. Incidence of the most important socially significant diseases: list of nosological forms, main indicators.
12. Hospitalized morbidity: concept, main characteristics.
13. Morbidity with temporary disability, main characteristics.
14. The concept of types of pathology in the population. Their trait. Leading non-infectious diseases: diseases of the circulatory system, malignant neoplasms, diabetes, chronic obstructive pulmonary diseases, their medical and social significance.
15. Leading risk factors for non-communicable diseases: tobacco use, alcohol, low physical activity, poor nutrition, metabolic risk factors.
16. Tuberculosis as a medical and social problem.
17. HIV infection/AIDS as a medical and social problem.
18. Injuries, medical and social significance.
19. Physical development. Criteria for studying biological and morpho-functional development. Modern trends in the characteristics of physical development.
20. Disability: main causes of disability, groups of disabilities, factors influencing it. Definition and assessment of disability characteristics.
21. International health. Bioterrorism.
22. Inequalities in public health and its protection. Identification and reduction.
23. Environmental public health. Ensuring the protection of public health, incl. environmental, labor, food safety
24. Prevention and intersectoral cooperation in the public health system. Types of prevention. Preventive programs in healthcare. Screening.
25. Health promotion. Outreach activities (advocacy) as an integral part of medical prevention.
26. Communication and mobilization for health.
27. Objectives and content of the work of public health centers, their structural divisions for prevention and promotion of a healthy lifestyle, interaction with other health care institutions.
28. Moral and moral aspects of interventions in healthcare.
29. Informatization of public health. Medical information systems.
30. Ensure strategic management for health and well-being.

3.1. Control questions:

Topic 1. Assessing the health and well-being of the population.

1. Explain the concept of social well-being (individual and public).
2. History of the formation of the concept of social well-being.
3. How do you understand the social state and its essence?
4. The role and significance of economic approaches in the formation of social well-being.
5. Structural components of social well-being.
6. What is meant by integral, systemic, comprehensive methods for assessing “social well-being”? List the main ones.
7. Human Development Index (HDI), its indicators, assessment.
8. International Happiness Index (Happy Planet Index).
9. Regional characteristics of the state of social well-being in the world. Factors determining social well-being.
10. The role of health, success and happiness of the population in ensuring social well-being.
11. Basic provisions of the methodology for assessing the quality of life of the population.
12. The concept of social cohesion and its main purpose.
13. Human success and its role in social well-being.

14. A person's idea of happiness.
15. What defines social well-being as a strategic goal of society. Define what social medicine and healthcare organization is and what sections does it include?
16. History of the emergence and development of social medicine. Outstanding figures in social medicine and health care organizations.
17. Formation and development of social medicine and healthcare in Ukraine.
18. Methods of social medicine and healthcare organization, its role in the study of public health and the healthcare system.
19. The purpose of social medicine and healthcare organization, its role in the study of public health and the healthcare system.
20. What are the main tasks of social medicine?
21. Sections of social medicine and healthcare organization as a teaching subject.
22. The current state of the educational component "Social medicine" as a science and subject of teaching.

Topic 2. Comprehensive assessment of population health.

1. Definition of the concept of personal, group, regional and population health.
2. the main ways to study the health status of the population.
3. What is meant by a comprehensive method of studying the state of "health" of the population?
4. What is meant by integral methods of studying the state of "health" of the population? List the main integral methods.
5. Name the sources of population health research.
6. Regional features of the health status of the population of Ukraine.
7. Assessment of the health status of the population based on the vitality coefficient.
8. Human Development Index (HDI), its indicators and assessment.
9. Life indicator of the population up to a certain age (up to 1, 5, 15, 45 and 65 years).
10. The essence of assessing population health based on the "DALY" Index.
11. Basic provisions of the methodology for assessing the quality of life of the population.
12. Medical and social significance of infant mortality and its role in assessing population health.
13. Medical and social significance of the average future life expectancy of the population and its role in assessing population health.
14. Name the risk factors involved in the formation of public health. Their classification.
15. Name the health groups of the population, the significance of identifying health groups for practical healthcare.
16. General trends in the main health indicators of the population of Ukraine.
17. Name the criteria for achieving a certain level of health for the population of Ukraine, determined by WHO experts.
18. Define "physical development"
19. What criteria relate to biological development?
20. What are the standards of biological development?
21. What criteria relate to morpho-functional development?
22. What are the standards of morpho-functional development?
23. What methods are used to analyze the obtained data?
24. What are the patterns of physical development of the child population of Ukraine?
25. What is the reason for the deterioration in physical development indicators?
26. How can these indicators be improved?
27. How did the acceleration process manifest itself in the second half of the 20th century?
28. How have the timing of puberty changed?
29. How have the processes of ossification changed?
30. What acceleration processes are discussed?
31. What problems does the acceleration process itself pose for modern doctors?

Topic 3. Methodology for studying and assessing basic demographic indicators (population statistics).

1. What is demography, its main sections?

2. What characterizes population statics?
3. How is a population census conducted and the basic requirements for its organization and conduct?
4. What are the main features of the population in the world and Ukraine?
5. Density and regional features.
6. Gender and age characteristics of the population in the world and Ukraine.
7. Type of age structure, procedure for determining it.
8. Features of population distribution by place of residence.
9. Population aging and its significance for healthcare.
10. "Demographic overload" indicator. Calculation method
11. What is urbanization?
12. What are the demographic features in Ukraine?
13. The importance of statics for healthcare.

Topic 4. Research methodology and assessment of the main demographic characteristics of the natural population movement (population dynamics). Analysis of the demographic situation. Research methodology and assessment of infant mortality characteristics.

1. What is demography, its main sections?
2. What characterizes population dynamics?
3. What is "migration" and what types of migrations?
4. How is migration processes analyzed?
5. What is natural population movement?
6. What indicators characterize the natural movement of the population?
7. Depopulation as a medical and social problem of society.
8. Sources for studying the characteristics of natural movement.
9. Fertility and methods for determining birth rates, their types.
10. special characteristics of fertility and their significance for the analysis of demographic actions.
11. Factors influencing the birth rate.
12. How and on the basis of what documents is registration of born citizens of Ukraine carried out?
13. Trends characteristic of the birth rate in Ukraine.
14. General and special mortality rate of the population. Method of their calculation.
15. How and on the basis of what documents is registration of deceased citizens of Ukraine carried out?
16. Causes of mortality in different age and sex groups of the population.
17. Natural increase (natural decline) of the population, features of the analysis of demographic processes based on natural increase (natural decline).
18. Average life expectancy, its regional and national characteristics.
19. Characteristics of the current demographic situation in Ukraine.
20. Define infant mortality.
21. What are the periods of infant mortality?
22. What factors influence the formation of the infant mortality rate?
23. What is perinatal mortality?
24. What types of perinatal mortality?
25. Describe neonatal and early neonatal mortality.
26. Characterize late neonatal and postneonatal mortality.
27. What are the causes of death of a baby?
28. Name the causes of death of children in the 1st month of life.
29. How is the infant mortality rate calculated?
30. What are the types of infant mortality?
31. Which type of infant mortality rate is better and why?
32. Describe the mortality rate of boys and girls in the first year of life.
33. What are the regional characteristics of infant mortality?
34. Describe the dynamics of infant mortality in Ukraine.
35. Describe the mortality rate of children under 5 years of age and the value of this coefficient.

36. Define the concept of “infant mortality”.
37. Define maternal mortality.
38. Types of maternal mortality.
39. What are the main causes of maternal mortality?
40. What concepts does WHO propose to take into account to improve the recording of deaths from obstetric causes?
41. Describe the regional characteristics of maternal mortality.

Topic 5. Methodology for studying and assessing population morbidity rates (methods for studying morbidity).

1. Medical and social significance of population morbidity.
2. Methods of studying population morbidity, their properties.
3. Advantages and disadvantages of each method.
4. Study of morbidity based on the population’s appeals to medical institutions.
5. Study of morbidity based on data from preventive examinations.
6. Study of morbidity based on data on causes of death.
7. Study of morbidity using the survey method.
8. Study of morbidity using special sample studies.
9. Types of morbidity in the population.

Topic 6. Methodology for studying and assessing morbidity indicators (types of morbidity and ICD-10).

1. Medical and social significance of population morbidity.
2. Methods of studying population morbidity, their properties.
3. Advantages and disadvantages of each method.
4. Study of morbidity based on the population’s appeals to medical institutions.
5. Study of morbidity based on data from preventive examinations.
6. Study of morbidity based on data on causes of death.
7. Study of morbidity using the survey method.
8. Study of morbidity using special sample studies.
9. Types of morbidity in the population.
10. Medical and social significance of population morbidity.
11. Types of morbidity in the population.
12. History of the emergence and improvement of the International Statistical Classification of Diseases and Related Health Problems (ICD-10).
13. Principles of construction of ICD-10.
14. Distinctive features of ICD-10 from ICD-9.
15. Features of the ICD-11 revision process

Topic 7. Methodology for studying and assessing incidence rates of the most important socially significant diseases.

1. Define the concept of individual, group, regional and population health.
2. Name the main ways to study the health status of the population.
3. What is a comprehensive method for studying the health status of the population?
4. What are integral methods of studying the state of public health? List them.
5. Name the sources of population health research.
6. What are the regional features of the health status of the population of Ukraine?
7. Assessment of the condition of the population based on the vitality coefficient.
8. Human Development Index (HDI), its indicators, assessment.
9. Life indicator of the population up to a certain age (up to 1, 5, 15, 45 and 65 years)
10. The essence of assessing population health based on the “DALY” index.
11. Basic provisions of the methodology for assessing the quality of life of the population.
12. Name the health groups for the adult population, the significance of identifying health groups for practical healthcare.
13. Name the health groups for the child population, the significance of identifying health groups for practical healthcare.

14. General trends in the main health indicators of the population of Ukraine
15. Name the criteria for achieving a certain level of health of the population of Ukraine, determined by WHO experts.
16. Define the concept of socially significant diseases and the history of its occurrence.
17. Characterize the “non-epidemic” and “epidemic” types of pathology of the population.
18. Name the main features of the concept of “socially significant disease”.
19. What determines the medical and social significance of socially important diseases?
20. Name the factors causing the problem of socially significant diseases.
21. List the main socially important diseases.
22. Characterize diseases of the circulatory system as a medical and social problem.
23. Characterize malignant neoplasms as a medical and social problem.
24. Describe the problem of injuries.
25. Describe the problem of diabetes mellitus.
26. Describe the problem of obesity.
27. Describe the problem of mental disorders.
28. Describe the problem of tuberculosis.
29. Describe the problem of HIV infection/AIDS.
30. Describe the problem of drug addiction.
31. Describe the problem of alcoholism.
32. Describe the problem of nicotine addiction.
33. Name measures to reduce the social significance of diseases.
34. Name the Global Goals in accordance with the WHO Global Action Plan for the Prevention and Control of Noncommunicable Diseases 2013-2020.

Topic 8. Health promotion. Types, forms and methods.

1. Define the concept of “health promotion” and its main strategies.
2. Name the main priorities for promoting public health in accordance with the WHO Ottawa Charter.
3. Name the main priorities for promoting public health in accordance with the WHO Jakarta Declaration.
4. Describe health promoting hospitals and their goals.
5. Describe schools that contribute to the preservation of children’s health, WHO expert criteria for these schools.
6. Areas of healthcare and medical prevention, their features, types, etc.
7. Describe medical examinations, their types and purposes.
8. Types of preventive programs to ensure public health;
9. Main types (models) of preventive programs.
10. Sanitary education and prevention: their characteristics and types.
11. Describe medical examinations, their types and purposes.
12. Define the system of promoting a healthy lifestyle.
13. Goals and objectives of promoting a healthy lifestyle.
14. List and describe the principles of promoting a healthy way life.
15. Describe the target groups by age, health status and others criteria for differentiated implementation of healthy lifestyle.
16. Name the institutions included in the system of promoting a healthy lifestyle, their structure, functions.
17. Organizational structure of the healthy lifestyle promotion system.
18. List and give a brief description of the main methods of promoting a healthy lifestyle.
19. List the main forms of personal sanitary and educational propaganda. Their trait.
20. List the main forms of group sanitary and educational propaganda. Their trait.
21. List the main forms of mass sanitary and educational propaganda. Their trait.
22. List the main groups of means of sanitary education.
23. What is the difference between a lecture, report and conversation?
25. Basic requirements for organizing and conducting a health education lecture among the

population.

26. Features of organizing the promotion of a healthy lifestyle by doctors in the clinic.

27. Features of organizing the promotion of a healthy lifestyle by doctors in hospitals.

28. Define the concept of “sanitary culture”.

29. Are the concepts of “hygienic knowledge”, “hygienic skills”, and sanitary culture the same in meaning? Justify your answer.

Topic 9. Medical and social aspects of disability. Methodology for calculating and analyzing the characteristics of disability.

1. Define the concept of “disability”.

2. Medical and social significance of disability?

3. List the reasons contributing to the increase in disability?

4. Define the concept of “disabled person.”

5. What is a “disability limitation”?

6. What are the degrees of disability?

7. What is “social disadvantage”?

8. What are the disability groups and their characteristics?

9. Types of disability depending on the cause

10. What are the most important indicators of disability?

11. Main trends in disability indicators in Ukraine among the adult population and working age.

12. Childhood disability as a medical and social problem of modern society.

13. Reasons that form childhood disabilities.

14. What is the age structure of disabled children?

15. What are the main trends in the characteristics of childhood disability?

3.2. Individual tasks.

Individual work of applicants for higher education under the guidance of a teacher in the educational component “Public Health and Community Nursing” is carried out during the semester in the form of: studying literary sources recommended for mastering topics and problems and preparing notes, presentations, reports on them; study of regulatory documents in the field of public health recommended for studying various topics of the educational component; solving situational problems and practical exercises on various topics of the educational component.

Individual creative work (ICW) is carried out by the applicant independently, with consultations from the teacher provided they are necessary. The work involves the search and processing by the applicant of theoretical, analytical and statistical material on research, its study and systematization, generalization of the results obtained, the implementation of generalizations and the formulation of substantiated conclusions. The task for individual creative work is selected by the applicant from the list proposed by the teacher. Individual work is performed in the form of a presentation with a mandatory presentation (defense) in practical classes. Individual creative work must be structured, deeply reveal the research topic and meet established design requirements.

3.3. Rules for appealing the grade

The rules of appeal are prescribed in the Regulations on the appeal of the results of the final control of education applicants of the Kharkiv National Medical University No. 35/2020 dated September 30, 2020.

Appeal – appeal by education applicants against the results of the final control.

Appealing the results of the final control of knowledge of education applicants is an integral part of the organizational support of the educational process.

The appeal is considered to examine the objectivity of the assessment. The main task of the appeal procedure is to overcome elements of subjectivity when assessing the knowledge of education applicants, avoiding misunderstandings and controversial situations, creating receptive conditions for the development and real provision of the legal rights and interests of students.

The regulations regulate the procedure for creating an appeal commission, define the principles of work, and the appeal procedure.

The Appeal Commission works on the basis of democracy, creating the most favorable

conditions for development and truly ensuring transparency, objectivity and openness in accordance with the legislation of Ukraine.

Applicants for higher education have the right to appeal the final grade awarded in the education component.

Unsatisfactory grades received by an education applicant in the absence of a final test without a good reason (in accordance with the procedure established at the university) are not subject to appeal.

Controversial issues regarding the assessments obtained during the certification process are considered by the examination committee.

Procedure for creation and composition of the appeal commission

The appeal commission is created to resolve controversial issues that arose during the final control and consideration of the appeal of KhNMU education applicants.

The appeal commission is created by order of the rector of KhNMU in the event of a written application from an education applicant to appeal the results of the final control.

On behalf of the rector, the head of the relevant dean's office, institute, head of graduate school, doctoral studies and clinical residency prepares a draft order on the creation of an appeal commission; the draft determines the chairman of the commission, deputy chairman of the commission, members of the commission, and the secretary of the commission.

The appeal commission includes the vice-rector for scientific or scientific-pedagogical work, the director of the educational and scientific institute for the quality of education, the head of the educational and methodological department, the head of the corresponding dean's office, the institute, the head of graduate school, doctoral studies and clinical residency, the guarantor of the educational program, scientific and pedagogical workers who are involved in the implementation of the relevant educational program (including those teaching the educational component, the assessment of which is controversial, but did not conduct the final control of this applicant), representatives of student government. The appeal commission consists of at least 5 people.

Procedure for filing an appeal

Before the start of the final control, the head of the relevant dean's office, institute, head of graduate school, doctoral studies and clinical residency brings to the attention of applicants for education the contents of this Regulation.

The application for appeal (hereinafter referred to as the application) is submitted by the education applicant personally in writing no later than the next day after the announcement of the results of the final control. (A sample application for appeal is given in Appendix 2 to these Regulations).

The applicant for education submits an application to the appropriate dean's office, institute, department of graduate school, doctoral studies and clinical residency in which he is studying. The head of this unit registers the application in the educational and methodological department and provides the education applicant with the date and place of the meeting of the appeal commission.

If an education applicant who disputes the results of the final control wishes to add additional documents to the application, then he must do this when submitting the application (no additional written work is provided).

The application must be considered at a meeting of the appeal commission no later than the next two working days after its submission.

Procedure for consideration of the application

Applications are considered at a meeting of the appeal commission. Several applications may be considered at one meeting of the appeal commission.

The education applicant who has submitted an application has the right to attend all meetings of the appeal commission when considering his application. In the event of his absence, the secretary of the commission must make a corresponding entry in the minutes of the meeting.

To consider the application by the head of the relevant dean's office, institute, head of graduate

school, doctoral studies and clinical residency, the original written work of the education applicant for the final control, a printed version of computer testing, journals of work by the academic group, etc. are submitted to the appeal commission.

When considering an application for final control, which was carried out in writing, repeated or additional questioning of the education applicant by the appeal commission is prohibited. The appeal committee reviews and analyzes the written work based on the assessment criteria for the relevant educational component.

When considering an application regarding the final control, which was carried out orally, the education applicant, by decision of the appeal commission, may be given the opportunity to re-compile the final control during a meeting of the appeal commission for a new ticket, from a set of tickets from the educational component. For the sake of objectivity and transparency, the ticket on which the applicant first compiled the final control is removed from the set.

Decisions of the appeal commission are made by a majority vote of the total composition of the commission. With an equal number of votes "for" and

“Against” is a decision supported by the chairman of the commission.

The result of consideration of the application is the adoption by the appeal commission of one of two decisions:

- the preliminary assessment of the education applicant’s knowledge at the final control corresponds to the level of quality of his knowledge in this educational component and does not change;
- the preliminary assessment of the education applicant’s knowledge at the final control does not correspond to the level of quality of his knowledge in this educational component and deserves a different assessment (a new assessment is indicated in accordance with the current assessment scale for the results of the final control at KhNMU), but not lower than that obtained at the final control, according to which an application has been submitted.

If, as a result of consideration of the application, the appeal commission decides to change the preliminary results of the final control, a new assessment of the education applicant’s knowledge is set in accordance with the scale for assessing the results of the final control of KhNMU, first in the minutes of the meeting of the appeal commission, and then changed by proofreading - in written work, in the information success and grade book (individual curriculum) of the education applicant).

4. POLICY OF EDUCATIONAL COMPONENT

The policy of the educational component is to comply with the Code of Ethics concluded by the university community, which defines the basic moral principles (the KNMU Code of Corporate Ethics is presented on the website <http://knmu.edu.ua>)

According to the current “Instructions for assessing educational activities under the European Credit and Transfer System for organizing the educational process,” higher education applicants must receive an assessment for each topic of the educational component. If an applicant misses a training session, he must work it out in accordance with the “Regulations on the procedure for education applicants at the Kharkov National Medical University to complete training sessions.” Workouts are carried out daily by the department teacher on duty.

If the applicant does not submit an individual task on time for a valid reason, it is necessary to inform the teacher about this situation and set a new due date. If the applicant does not have time to complete an individual task, he can ask the teacher to postpone the deadline with justification for the reason for late completion (the teacher decides in each specific situation whether it makes sense to extend the deadline and for how long).

In case of failure to complete assignments during class sessions or failure to complete part of such a class, the teacher issues an unsatisfactory grade, which the applicant must transfer to the teacher in the free time of the teacher and the applicant, which should be pre-assigned.

During a lecture class, applicants for higher education are advised to take notes from the class and maintain a sufficient level of silence.

During practical classes, applicants are expected to have a sufficient level of preparedness for them and to actively participate in the work and fulfillment of the tasks assigned by the teacher. In particular, active participation is expected during classroom discussions; applicants must be prepared to understand the material in detail, ask questions, express their point of view, and debate. During classes it is important:

- respect for colleagues, politeness and good manners,
- tolerance towards others and their experiences,
- sensitivity and impartiality,
- the ability to disagree with an opinion, but respect the personality of the opponent,
- careful argumentation of your opinion and the courage to change your position under the influence of evidence,
- I-statement, when a person avoids unnecessary generalizations, describes his feelings and formulates his wishes based on his own thoughts and emotions,
- mandatory familiarity with primary sources, preparedness for the lesson.

Creativity in its various forms is encouraged. Applicants for higher education are expected to be interested in various scientific and communication activities in their subject area.

Successful completion of the course requires adherence to academic virtue, knowledge and skill to use in preparing for classes and completing tasks. educational publications and teaching aids, availability of text borrowings..

Behavior in the audience

Basic "yes" and "no"

It is important for applicants to higher education to adhere to the rules of appropriate behavior at the university. These rules are common to everyone, they also apply to all teaching staff and employees, and do not fundamentally differ from generally accepted norms. During classes, applicants must wear medical gowns (professional clothing).

During classes it is allowed:

- leave the classroom for a short time if necessary and with the permission of the teacher;
- drink water;
- take photographs of presentation slides;
- actively participate during the lesson.

forbidden:

- eat (except for persons whose special medical condition requires another - in this case medical confirmation is required);
- smoke, drink alcoholic and even low-alcohol drinks, drinks other than water, as well as drugs;
- use obscene language or use words that insult the honor and dignity of colleagues and teaching staff;
- play gambling;
- cause harm to the material and technical base of the university (spoil inventory, equipment; furniture, walls, floors, litter rooms and territories);
- make noise, shout or listen to loud music in classrooms and even in the corridors during classes.

Occupational safety and health

At the first lesson of the course, the basic principles of labor protection will be explained through appropriate instruction. Everyone is expected to know where the emergency exit is closest to the audience, where the fire extinguisher is located, and how to use it.

5. ACADEMIC INTEGRITY

General provisions

The Code of Academic Virtue of the Kharkov National Medical University (hereinafter referred to as the University) was developed to support the idea of virtue and decent relations between participants in the academic process; promoting the importance of academic virtue; resolved issues on improving the quality of higher education; promoting the development of a positive reputation; increasing the rating of

teachers and the competitiveness of university graduates; developing skills for conscientious and correct work with sources of information; compliance with the requirements of scientific ethics and respect for the intellectual property of others; enhancing independence and individuality when creating their works, as well as increasing responsibility for violating generally accepted citation rules.

The main objectives of implementing a policy of academic virtue at the University are: preventing and eliminating cases of academic fraud among education applicants and University teachers, fostering a negative attitude towards plagiarism, and carrying out constant targeted work to develop academic virtue among applicants.

This Code establishes the principles of academic virtue in the educational process, the rights and obligations of participants in the academic process, types of violations of academic virtue and the procedure for their elimination.

Teachers, researchers and students of education who demonstrate a commitment to academic virtue should become role models and raise the standard of educational and scientific activities in general. Violations of the rules of academic integrity must not adversely affect the reputation of the University or diminish the value of educational and scientific degrees earned at the University.

The Code was developed based on the requirements of the current legislation: on the basis of the Constitution of Ukraine, the Laws of Ukraine “On Education”, “On Higher Education”, “On Scientific and Scientific-Technical Activities”, “On Copyright and Related Rights”, “On the Prevention of Corruption” . When forming the document, the regulatory framework of the Cabinet of Ministers of Ukraine, information on international publications of the Council of Europe were used; the recommendations of the Ministry of Education and Science of Ukraine on the introduction of ethical codes in Ukrainian educational institutions were taken into account.

The purpose of this Code, within the framework of the educational process and scientific activities, is to popularize the principles of academic virtue among employees and applicants for higher education.

The basic principles of academic virtue in the educational process are:

Legality. In your activities, comply with the Constitution of Ukraine, laws and regulations.

Scientificity. Objectively cover scientific facts, concepts, scientific achievements, and introduce scientific methods.

Honesty and integrity. Avoid the use of false statements.

Mutual trust. Free exchange of ideas and information.

Courtesy and tolerance. Treat others, their thoughts, views, and beliefs with respect and kindness.

Fairness and objectivity. An impartial attitude towards each other, an objective assessment of the results of educational, research and work activities, an impartial consideration of controversial issues, without personal preferences or benefits.

Competence and professionalism. Requires analytical abilities, moral qualities, internal culture, emotional intelligence, knowledge of business etiquette, and high work organization.

Integrity and responsibility. Take responsibility for the results of your activities and fulfill your obligations.

Partnership and mutual assistance. Perception of all participants in the educational process as equal parties.

Safety and well-being. The activities of participants in the educational process should not lead to threats to their lives, health and property of the University.

Social justice and equality. Equal access to education regardless of race, gender, gender identity, sexual orientation, political, religious beliefs, ethnic, social origin, or health status.

Democratic governance. Management of the higher education system and the University must be carried out with the involvement of all relevant participants in the educational process, with the university management morally fulfilling its powers at all levels.

Quality education. Self-improvement and improvement of the education system. All participants in the academic process support the idea of the highest possible quality of education, making every effort to continuously improve the educational system, including through their own professional development.

6. RECOMMENDED LITERATURE

Basic

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16. Програмні тестові питання з соціальної медицини та організації охорони здоров'я.
17. Тернопіль : Укрмедкнига, 2001. – 316 с. Соціальна медицина і організація охорони здоров'я (для студентів стоматологічних факультетів вищих медичних навчальних закладів України IV рівня акредитації. – К.: Книга плюс, 2010. – 328 с.
18. Щорічна доповідь про стан здоров'я населення, санітарно-епідемічну ситуацію та результати діяльності системи охорони здоров'я України. 2016 рік / МОЗ України, ДУ «УІСДМОЗ України». – Київ, 2017. – 516 с.

7. INFORMATION RESOURCES

1. World Health Organization www.who.int
2. State Scientific and Pedagogical Library of Ukraine named after V.O. Sukhomlynskyi -- <http://www.dnppb.gov.ua/>
3. European database "Health for all" - www.euro.who.int/ru/home
4. British Medical Journal - www.bmj.com
5. Journal of Evidence-Based Medicine - www.evidence-basedmedicine.com
6. Canadian Center for Evidence in Health Care - www.cche.net
7. Cochrane Library - www.cochrane.org
8. Cochrane Center for Evidence-Based Medicine - www.cebm.net
9. Population of Ukraine. Demographic yearbook. - К.: Derzhkomstat of Ukraine. (access mode: www.ukrstat.gov.ua).
10. Scientific library of Kharkiv National Medical University - <http://libr.knmu.edu.ua/>
11. Scientific pedagogical library named after K.D. Ushinsky Russian Academy of Education -- <http://www.gnpbu.ru/>
12. National Library of Ukraine named after V.I. Vernadsky -- <http://www.nbuv.gov.ua/>
13. US National Library of Medicine - MEDLINE www.ncbi.nlm.nih.gov/PubMed
14. National Scientific Medical Library of Ukraine -- <http://www.library.gov.ua/>
15. Ukrainian database of medical and statistical information "Health for all": <http://medstat.gov.ua/ukr/news.html?id=203>
16. Kharkiv State Scientific Library named after V.G. Korolenko - <http://korolenko.kharkov.com/>
17. Public Health Center of the Ministry of Health of Ukraine - www.phc.org.ua
18. Center for Disease Control and Prevention - www.cdc.gov
19. Central Library of the Pushchinsky Scientific Center of the Russian Academy of Sciences -- <http://cbp.iteb.psn.ru/library/default.html>
20. Central scientific medical library of the First Moscow State Medical University named after I.M. Sechenov -- <http://elibrary.ru/defaultx.asp>
21. U.S. National Library of Medicine - <http://www.nlm.nih.gov/>

8. OTHER

Useful links:

1. Provisions on the prevention, prevention and settlement of cases related to sexual harassment and discrimination at KhNMU http://files.knmu.edu.ua:8181/upload/redakt/doc_uchproc/polog-sex.doc
2. Regulations on academic integrity and ethics of academic relationships at the Kharkiv National Medical University
http://files.knmu.edu.ua:8181/upload/redakt/doc_uchproc/polog_ad_etyka_text.pdf
3. The procedure for conducting classes on in-depth study by students of the Kharkiv National Medical University of certain disciplines beyond the scope of the curriculum http://files.knmu.edu.ua:8181/upload/redakt/doc_uchproc/nak-poriad-pogl-vyv-dysc.docx
4. Provisions on the Commission on Academic Integrity, Ethics and Conflict Management of KhNMU http://files.knmu.edu.ua:8181/upload/redakt/doc_uchproc/polog_komis_ad_text.pdf
5. Regulations on recognition of the results of non-formal education at the Kharkiv National Medical University http://files.knmu.edu.ua:8181/upload/redakt/doc_uchproc/polog_neform_osv.pdf
6. INCLUSIVE EDUCATION:
http://www.knmu.kharkov.ua/index.php?option=com_content&view=article&id=7108%3A2021-03-10-14-08-02&catid=12%3A2011-05-10-07-16-32&Itemid=33&lang=en

7. ACADEMIC INTEGRITY:

http://www.knmu.kharkov.ua/index.php?option=com_content&view=article&id=2520%3A2015-04-30-08-10-46&catid=20%3A2011-05-17-09-30-17&Itemid=40&lang=enhttp://files.knmu.edu.ua:8181/upload/redakt/doc_uchproc/kodex_AD.docx