Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Service-learning

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

General Medicine

higher education programme profile/specialisation title

2025

1. COURSE GOAL(s)

The discipline "Service-learning" is part of the Bachelor's program "General Medicine" in the field 31.05.01 "General Medicine" and is studied in the 1st semester of the 1st year. The discipline is implemented by the Department of Public and Municipal Administration. The discipline consists of 6 sections and 25 topics and aims at studying project activities through the implementation of a socially-oriented project using specialized knowledge and skills acquired in the educational process.

The goal of mastering the discipline is the development of citizenship, practical experience in applying acquired academic knowledge for positive social changes.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline "Service-learning" is aimed at developing the following competencies in students (parts of competencies):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-1	Capable of conducting research, critically analyzing and synthesizing information, applying a systematic approach to solving tasks	GC 1.1 Analyzes the task, identifying its basic components; GC-1.2 Defines and ranks the information required to solve the task; GC-1.3 Conducts information search for solving the task using various types of queries; GC-1.4 Works with scientific texts, distinguishes facts from opinions, interpretations, evaluations and justifies conclusions using philosophical concepts; GC-1.5 Analyzes and contextually processes information for solving tasks, forming own opinions and judgments; GC-1.6 Proposes solutions to the task, analyzes possible consequences of their usage; GC-1.7 Analyzes ways to solve worldview, moral, and personal problems based on the use of basic philosophical ideas and categories in their historical development and socio-cultural context;
GC-2	Able to define the range of tasks within the set goal and select optimal ways to solve them, based on current legal norms, available resources, and constraints	GC-2.1 Formulates the problem, the solution of which is directly related to achieving the project goal; GC-2.2 Determines the links between the set tasks and the expected results of their solution; GC-2.3 Within the set tasks, identifies available resources and constraints, as well as applicable legal norms; GC-2.4 Analyzes the project implementation plan as a whole and selects the optimal way to solve the set tasks, taking into account the applicable legal norms and available resources and constraints; GC-2.5 Monitors the progress of the project implementation, adjusts the implementation plan in accordance with the control results.

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-3	Capable of conducting social interaction and fulfilling one's role in a team	GC-3.1 Determines their role in the team based on the collaboration strategy to achieve the set goal; GC-3.2 Formulates and takes into account the characteristics of group behavior of people selected depending on the set goal in their activities; GC-3.3 Analyzes the possible consequences of personal actions and plans their actions to achieve the set result; GC-3.4 Exchanges information, knowledge, and experience with team members; GC-3.5 Argues their point of view regarding the use of ideas from other team members to achieve the set goal; GC-3.6 Participates in teamwork to carry out assignments;
GC-5	Capable of perceiving the multicultural diversity of society in social, historical, ethical, and philosophical contexts	GC-5.1 Interprets the history of Russia in the context of global historical development; GC-5.2 Finds and uses information about the cultural characteristics and traditions of different social groups in social and professional communication; GC-5.3 Takes into account historical heritage and socio-cultural traditions of different social groups, ethnic groups, and denominations, including world religions, philosophical, and ethical teachings in social and professional communication on a given topic; GC-5.4 Collects information on a given topic taking into account the ethnic groups and denominations most widely represented in research locations; GC-5.5 Justifies the specifics of project and team activities with representatives of other ethnic groups and (or) denominations; GC-5.6 Adheres to the principles of non-discriminatory interaction in personal and mass communication in order to fulfill professional tasks and enhance social integration;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the elective* component of (B1) block of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Compet ence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-3	Capable of engaging in social interaction and fulfilling one's role within a team		Public health and healthcare, health economics;
GC-2	Capable of defining a set of tasks within a given goal and selecting optimal ways to solve them based on current legal norms, available resources, and constraints		Public health and healthcare, health economics; Fundamentals of medical law; Evidence-based medicine;
GC-5	Capable of perceiving intercultural diversity in society within social-historical, ethical, and philosophical contexts		Bioethics **; History of medicine; Rhetoric **; Foreign language **; Foreign language (optional); Russian language for foreign students; Teaching methodology of Russian as a foreign language; Fundamentals of translation; Psychology of ethnic conflict **; Public health and healthcare, health economics.
GC-1	Capable of conducting research, critically analyzing and synthesizing information, and applying a systemic approach to solve the tasks at hand		Hygiene; Public health and healthcare, health economics; Epidemiology; Propaedeutics of internal diseases; Medical informatics; Evidence-based medicine; Bioorganic chemistry; History of medicine; Clinical pharmacology; Economics **;

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (__full-time training)__**

Type of academic activities		Total academic hours	Semesters/training modules
			1
Contact academic hours		36	36
including:			
Lectures (LC)		4	4
Lab work (LW)		0	0
Seminars (workshops/tutorials) (S)		32	32
Self-studies		27	27
Evaluation and assessment (exam/passing/failing grade)		9	9
Course workload	academic hours	**72**	**72**
	credits	**2**	**2**

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1. Introduction to social project design.	Topic 1.1. Reflection.	LC
	Topic 1.2. Survey.	LC
Module 2. Analysis of the situation and problem definition.	Topic 2.1. Reflection.	S
	Topic 2.2. Self-assessment.	S
	Topic 2.3. Peer assessment.	S
	Topic 2.4. Supervisor assessment.	S
Module 3. Development of a hypothesis for project solution.	Topic 3.1. Reflection.	S
	Topic 3.2. Self-assessment.	S
	Topic 3.3. Peer assessment.	S
	Topic 3.4. Supervisor assessment.	S
Module 4. Development and defense of the project passport.	Topic 4.1. Defense of the project passport.	S
	Topic 4.2. Reflection.	S
	Topic 4.3. Self-assessment.	S
	Topic 4.4. Peer assessment.	S
	Topic 4.5. Supervisor assessment.	S
	Topic 4.6. Community assessment.	S
Module 5. Implementation of a public project.	Topic 5.1. Self-assessment.	S
	Topic 5.2. Peer assessment.	S
	Topic 5.3. Supervisor assessment.	S
	Topic 5.4. Community assessment.	S
	Topic 5.5. Reflection.	S
Module 6. Defense of results, summarizing and reflecting on activities.	Topic 6.1. Defense of project implementation results.	S
	Topic 6.2. Community assessment.	S
	Topic 6.3. Evaluation of the project report.	S
	Topic 6.4. Reflection.	S

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture		
Seminar		
Self-studies		

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Обучение служением: Методическое пособие / Под редакцией О.В. Решетникова, С.В. Тетерского. — М.: АВЦ, 2020. — 216 с.

2. Гаете Сепулведа М.А. Обучение служением через проектно-прикладную деятельность Методические рекомендации для университетов / АНО «Агентство социальных инвестиций и инноваций», отв. ред. М.Ю. Славгородская. - М.: Грифон, 2022 г. - 90 с.

Additional readings:

1. Белановский Ю.С., Ширшова И.В. Мир социального волонтерства. – М.: ГБУ города Москвы «Мосволонтёр», 2018. – 96 с.

2. Доклад к XXIV Ясинской (Апрельской) международной научной конференции по проблемам развития экономики и общества, Москва, 2023 г. / Д. И. Земцов, А. П. Метелев, А. В. Яшина [и др.]. – Москва : Национальный исследовательский университет "Высшая школа экономики", 2023. – 24 с. – ISBN 978-978- 5-7598-2788-7. – EDN QIPQVB.

3. Организация добровольческой (волонтерской) деятельности и взаимодействие с социально ориентированными НКО: учебник / А.П. Метелев, Ю.С. Белановский, Н.И. Горлова и др.; отв. ред. И. В. Мерсиянова; Нац. исслед. ун-т «Высшая школа экономики».— М.: НИУ ВШЭ, 2022. — 456 с.

4. Проектное обучение: практики внедрения в университетах / Под ред. Л.А. Евстратовой, Н.В. Исаевой, О.В. Лешукова. – М., 2018. https://publications.hse.ru/pubs/share/direct/376211321.pdf

5. Проектное обучение по образовательной программе «Организация работы с молодежью» : учебное пособие / М. А. Бедулева, Л. Н. Боронина, Е. В. Зверева [и др.] ; под общ. редакцией З. В. Сенук ; М-во науки и высш. образования РФ.— Екатеринбург : Изд-во Урал. ун-та, 2021. — 260 с. https://elar.urfu.ru/bitstream/10995/103650/1/978-5-7996- 3300-4_2021.pdf

6. Основы проектной деятельности: учеб. пособие / С. Г. Редько [и др.]. –СПб., 2018. –84c. https://elib.spbstu.ru/dl/2/s18-134.pdf/view

7. Применение проектного метода обучения в инженерном вузе: Учебное пособие/Павлова И. В., Шагеева Ф. Т., Хацринова О. Ю., Сангер Ф. А., Сунцова М. С.–В 2 частях, на русском и английском языке. – Казань: РИЦ «Школа», 2019. https://moodle.kstu.ru/pluginfile.php/276579/mod_resource/content/0/Учебное%20п особие_КНИТУ.pdf

8. Основы проектной деятельности : учебно-методическое пособие / сост. И. М. Дудина; Яросл. гос. ун-т им. П. Г. Демидова. — Ярославль : ЯрГУ, 2019. http://www.lib.uniyar.ac.ru/edocs/iuni/20190601.pdf

9. Основы проектной деятельности : учебное пособие для обучающихся в системе СПО / Б. Р. Мандель. Москва ; Берлин : Директ-Медиа, 2018 https://r1.nubex.ru/s645-1e6/f10872_9a/Основы%20проектной%20деятельности.pd f

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
 2. Databases and search engines:
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

Training toolkit for self- studies to master the course *:

1. The set of lectures on the course "Service-learning"
* The training toolkit for self- studies to master the course is placed   on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.
* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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