

**Federal State Budgetary Educational Institution of Higher Education
"North Ossetian State Medical Academy" of the Ministry of Health of the Russian Federation
Department of Health Care Organization with Psychology and Pedagogy**

APPROVED

minutes of the meeting of the Central
Coordination Educational and Methodological
Council dated May 23, 2023 No. 5

EVALUATION MATERIALS

In the discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

**of the main professional educational program of higher education – the specialist
program in the specialty 31.05.01 General Medicine,
approved on 24.05.2023**

For 2__ year students____
31.05.01 General Medicine

**Reviewed and approved at the meeting of the department
dated June 16, 2023 (Minutes No. 11)**

Head of the Department, Ph.D.,
Associate Professor



I.B. Tuaeva

Vladikavkaz 2023

STRUCTURE OF EVALUATION MATERIALS

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**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ «СЕВЕРО-ОСЕТИНСКАЯ
ГОСУДАРСТВЕННАЯ МЕДИЦИНСКАЯ АКАДЕМИЯ» МИНИСТЕРСТВА
ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**

**РЕЦЕНЗИЯ
на оценочные материалы**

**по дисциплине РАЗРАБОТКА СОЦИАЛЬНЫХ ПРОГРАММ И ПРОЕКТОВ, частично
реализуемая на английском языке для студентов
2 курса лечебного факультета по специальности 31.05.01 Лечебное
дело частично реализуемая на английском языке**

Оценочные материалы составлены на кафедре Организации здравоохранения с психологией и педагогикой на основании рабочей программы дисциплины **«Разработка социальных программ и проектов»** основной профессиональной образовательной программы высшего образования – программы специалитета по специальности 31.05.01 Лечебное дело и соответствует требованиям ФГОС 3++ Оценочные материалы утверждены на заседании Центрального координационного учебно-методического совета.

Оценочные материалы включает в себя:

- вопросы к модулю
- вопросы к зачету
- эталоны тестовых заданий, (с титульным листом и оглавлением),
- экзаменационные билеты к зачету.

Банк тестовых заданий включает в себя следующие элементы: тестовые задания для входного контроля проверки знаний, варианты тестовых заданий, шаблоны ответов.

Все задания соответствуют рабочей программе дисциплины **«Разработка социальных программ и проектов»**, формируемым при ее изучении компетенциям, и охватывают все её разделы. Сложность заданий варьируется. Количество заданий по каждому разделу дисциплины достаточно для проведения контроля знаний и исключает многократное повторение одного и того же вопроса в различных вариантах. Эталоны содержат ответы ко всем тестовым заданиям.

Количество экзаменационных билетов достаточно для проведения зачета и исключает неоднократное использование одного и того же билета во время зачета в течение одного дня. Экзаменационные билеты/билеты к зачету выполнены на бланках единого образца по стандартной форме, на бумаге одного цвета и качества. Экзаменационный билет/билет к зачету включает в себя 2 вопроса. Формулировки вопросов совпадают с формулировками перечня вопросов, выносимых на экзамен/зачет. Содержание вопросов одного билета относится к различным разделам рабочей программы дисциплины, позволяющее более полно охватить материал дисциплины. Сложность вопросов в экзаменационных билетах/билетах к зачету распределена равномерно.

Замечаний к рецензируемым оценочным материалам нет.

В целом, оценочные материалы по дисциплине **«Разработка социальных программ и проектов»** способствуют качественной оценке уровня владения обучающимися универсальными/общепрофессиональными/ профессиональными компетенциями.

Рецензируемые оценочные материалы по дисциплине Разработка социальных программ и проектов могут быть рекомендованы к использованию для текущего контроля успеваемости и промежуточной аттестации на лечебном факультете у студентов 2 курса/года обучения.

Рецензент:

Председатель ЦУМК

естественно-научных и математических дисциплин
с подкомиссией экспертизы оценочных материалов,
доцент кафедры химии и физики



Н.И. Боцьева

**ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ УЧРЕЖДЕНИЕ ЗДРАВООХРАНЕНИЯ
"ПОЛИКЛИНИКА №1" МИНИСТЕРСТВА ЗДРАВООХРАНЕНИЯ РЕСПУБЛИКИ
СЕВЕРНАЯ ОСЕТИЯ – АЛАНИЯ**

**РЕЦЕНЗИЯ
на оценочные материалы**

**по дисциплине РАЗРАБОТКА СОЦИАЛЬНЫХ ПРОГРАММ И ПРОЕКТОВ, частично
реализуемая на английском языке для студентов
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Оценочные материалы составлены на кафедре Организации здравоохранения с психологией и педагогикой на основании рабочей программы дисциплины **«Разработка социальных программ и проектов»** основной профессиональной образовательной программы высшего образования – программы специалитета по специальности 31.05.01 Лечебное дело и соответствует требованиям ФГОС 3++

Оценочные материалы утверждены на заседании Центрального координационного учебно-методического совета и включает в себя: вопросы к модулю; вопросы к зачету; эталоны тестовых заданий, (с титульным листом и оглавлением), экзаменационные билеты к зачету.

Банк тестовых заданий включает в себя следующие элементы: тестовые задания для входного контроля проверки знаний, варианты тестовых заданий, шаблоны ответов.

Все задания соответствуют рабочей программе дисциплины **«Разработка социальных программ и проектов»**, формируемым при ее изучении компетенциям, и охватывают все её разделы. Сложность заданий варьируется. Количество заданий по каждому разделу дисциплины достаточно для проведения контроля знаний и исключает многократное повторение одного и того же вопроса в различных вариантах. Эталонные содержат ответы ко всем тестовым заданиям.

Сложность заданий варьируется. Количество заданий по каждому разделу дисциплины достаточно для проведения контроля знаний и исключает многократное повторение одного и того же вопроса в различных вариантах. Банк содержит ответы ко всем тестовым заданиям и задачам.

Количество экзаменационных билетов к зачету составляет 20, что достаточно для проведения зачета и исключает неоднократное использование одного и того же билета во время зачета в одной академической группе в один день. Экзаменационные билеты/билеты к зачету выполнены на бланках единого образца по стандартной форме, на бумаге одного цвета и качества. Экзаменационный билет/билет к зачету включает в себя 2 вопроса, формулировки вопросов совпадают с формулировками перечня вопросов, выносимых на зачет. Содержание вопросов одного билета относится к различным разделам программы, позволяющее более полно охватить материал учебной дисциплины.

Сложность вопросов в экзаменационных билетах/билетах к зачету распределена равномерно. Замечаний к рецензируемым оценочным материалам нет.

В целом, оценочные материалы по дисциплине **«Разработка социальных программ и проектов»** способствуют качественной оценке уровня владения обучающимися универсальными/общепрофессиональными/ профессиональными компетенциями.

Рецензируемые оценочные материалы по дисциплине **Разработка социальных программ и проектов** могут быть рекомендованы к использованию для текущего контроля успеваемости и промежуточной аттестации на лечебном факультете у студентов 2 курса/года обучения.

Рецензент:

Главный врач ГБУЗ «Поликлиника №1»

МЗ РСО Алания



З.В. Мецаева

**Passport of Evaluation Materials for the Discipline
"Development of Social Programs and Projects"**

№п/п	Name of the discipline/module to be monitored	Code of the competency (stage) to be formed	Name of the valuation material
1	2	3	4
Type of control	Ongoing Progress Monitoring / Intermediate Assessment		
1	Theoretical and methodological foundations of planning, development and implementation of social projects and programs in health care and the system of higher professional education in accordance with the Federal State Educational Standards, competency-based approach.	УК-1 УК-2 УК-3 УК-4 ОПК-1	Test Questions and Test Assignments
2	Health Psychology and Preventive Medicine as a Mandatory Component of Social Programs and Projects	УК-1 УК-2 УК-4 УК-5 УК-6 ОПК-1 ОПК-2	Test Questions and Test Assignments
3	Methodology, Theory and Practice of Social Programs and Projects in Health Care and the System of Higher Professional Education.	УК-1 УК-2 УК-3 ОПК-2	Test Questions and Test Assignments
4	Личность специалиста в системе здравоохранения и в профессиональной подготовки как основной компонент реализации социальных программ и проектов.	УК-1 УК-2 УК-3 УК-4 УК-6 ОПК-1 ОПК-2	Test Questions and Test Assignments
5	Основы конфликтологии, управление персоналом и межличностное взаимодействие при выполнении основных видов профессиональной деятельности в медицинских специальностях.	УК-1 УК-2 УК-3 УК-5 УК-6 ОПК-1	Test Questions and Test Assignments
6	Patient is a patient-oriented model of professional medical care in the health care system at all stages and levels. Information and communication component.	УК-1 УК-2 УК-3 УК-4 УК-5 УК-6 ОПК-1	Test Questions and Test Assignments
7	Methodology and practice of developing projects and programs in the field of healthcare.	УК-1 УК-2 УК-6 ОПК-2	Test Questions and Test Assignments
8	Key and priority programs and projects in the field of healthcare at the federal and regional levels.	УК-1 УК-2 УК-3 УК-4 УК-6 ОПК-2	Test Questions and Test Assignments

Questions about the module

Questions for Module 1

1. The importance of personnel to the successful implementation of projects, programs, and portfolios in an organization.
2. Main approaches and problems in this area.
3. Features of the staff involved in health care. Risks related to personnel.
4. Organizational Structures and Their Impact on the Formation of the Concept of Personnel Management in Project Activities.
5. Project Team: Concept, Structures, Features. Interaction of projects with functional units. Allocate resources to the project.
6. Types of project teams: traditional, virtual, mixed. Factors influencing the success of the project team.
7. Formation of the project team. Key members of project teams.
8. Stages of team development. Methods for determining staffing requirements for project teams.
9. Methods and tools for selection and criteria for the selection of participants for project activities.
10. Assessment of personnel involved in projects: concept, content, features.
11. Modern Methods and Tools for Assessing Personnel Involved in Project Planning
12. Building a system for evaluating the personnel of project teams based on process and project criteria. Personnel motivation in projects: concept, content, features.
13. Project motivation and motivation in functional units. Specifics of motivation of personnel involved in project activities.
14. Financing of social programs and projects.
15. The main tools of material incentives and their use in project activities. Non-financial incentives.
16. The importance and benefits of non-financial motivation for the project and its participants.
17. The main tools of non-financial incentives and their use in project activities.
18. Conditions for the effective work of the project team.
19. Group dynamics and its application for effective team development.
20. Stages of the project team's existence, their features. Training and development of project team personnel.
21. Main types and forms of education.
22. Formal and informal roles of project team members, peculiarities of working with them
23. Typological features of project team members.
24. Methods and techniques for identifying different types of project team members.
25. Methods and tools for maintaining the team's performance at the stage of project execution.
26. Project Manager Leadership: Concept, Content, Features. Leadership vs.
27. Management: The Main Differences.
28. Profession – project manager and its characteristics, domestic and foreign experience.
29. Efficiently shut down the project team.
30. Theory and Practice of Project Implementation in Healthcare: Requirements of Competence of Specialists.

Questions for Module 2

1. Managing conflicts and crises in the project.
2. Causes and significance of conflicts. Ways to overcome conflicts and get out of them.
3. Ways to prevent conflicts. The main competencies of a project manager are in managing conflicts and crises in a project. F
4. Foreign and domestic experience and scientific research in the field of competence of project participants.
5. International and Domestic Standards for Project Management: Systems and Structure of Competencies.
6. Development of personnel competencies in the field of project management: basic approaches, methods and tools.
7. The main stages of the process of developing competence in the field of project and program management in healthcare.
8. Elements of Behavioral Competence as a Success Factor in Project Management.
9. Personal Effectiveness of a Project Manager: Concept, Content, Features.
10. Factors influencing the effectiveness of the project manager (external and internal). National Projects and Programs in Health Care in Russia: Requirements for Competent
11. Formation and development of project teams (on the example of a healthcare project/program).
12. Formation of teams for the implementation of national healthcare projects in Russia: good experience and lessons learned.
13. Human Resource Management in Projects (Case Study of a Health Care Project).
14. Foreign experience in the formation and development of project teams in the implementation of healthcare projects and programs.
15. Motivation of personnel in the project team: mistakes and how to avoid them (on the example of a healthcare project).
16. A system for evaluating personnel involved in projects (on the example of a health care project).
17. Modern approaches and tools of personnel management in projects (on the example of a healthcare project).
18. Tasks of providing qualified personnel for healthcare organizations in Russia for the implementation of projects and programs.
19. What are the conditions for effective communication?
20. What helps and what hinders the interlocutors to understand each other.
21. What are the character traits and behaviors that contribute to conflicts?
22. What is mental health?
23. What is the relationship between "mental health" and "spiritual health"?
24. What are the main qualities of a mature person?
25. What is the WHO's positive definition of health?
26. What are its components? What is mental health?
27. What is the relationship between "mental health" and "spiritual health"?
28. What are the criteria for mental health? An engineering model of the doctor-patient relationship.
29. A paternalistic model of the doctor-patient relationship.
30. Collegial model of doctor-patient relationships.

Questions for the test

1. The importance of personnel to the successful implementation of projects, programs, and portfolios in an organization.
2. Main approaches and problems in this area. Features of the staff involved in health care. Risks related to personnel.
3. Organizational Structures and Their Impact on the Formation of the Concept of Personnel Management in Project Activities.
4. Project Team: Concept, Structures, Features. Interaction of projects with functional units.
5. Allocate resources to the project.
6. Types of project teams: traditional, virtual, mixed.
7. Factors influencing the success of the project team.
8. Formation of the project team. Key members of project teams.
9. Stages of team development.
10. Methods for determining staffing requirements for project teams.
11. Методы и инструменты подбора и критерии отбора участников для проектной деятельности.
12. Assessment of personnel involved in projects: concept, content, features.
13. Modern methods and tools for assessing personnel involved in project activities.
14. Building a system for evaluating the personnel of project teams based on process and project criteria.
15. Personnel motivation in projects: concept, content, features.
16. Project motivation and motivation in functional units.
17. Specifics of motivation of personnel involved in project activities.
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31. Efficiently shut down the project team.
32. Theory and Practice of Project Implementation in Healthcare: Requirements of Competence of Specialists.
33. Managing conflicts and crises in the project. Causes and significance of conflicts.
34. Ways to overcome conflicts and get out of them. Ways to prevent conflicts.
35. The main competencies of a project manager are in managing conflicts and crises in a project.
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37. International and Domestic Standards for Project Management: Systems and Structure of Competencies.
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39. The main stages of the process of developing competence in the field of project and program management in healthcare
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49. Tasks of providing qualified personnel for healthcare organizations in Russia for the implementation of projects and programs.
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51. What helps and what hinders the interlocutors to understand each other. What are the character traits and behaviors that contribute to conflicts?
52. What is mental health? What is the relationship between "mental health" and "spiritual health"?
53. What are the main qualities of a mature person?
54. What is the WHO's positive definition of health? What are its components?
55. What is mental health?
56. What is the relationship between "mental health" and "spiritual health"? What are the criteria for mental health?

№ ЛД-21

Federal State Budgetary Educational Institution of Higher Education
"North Ossetian State Medical Academy" of the Ministry of Health of the Russian Federation

Department of Health Care Organization with Psychology and Pedagogy

Test Item Standards

In the discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
of the main professional educational program of higher education – the specialist program in
the specialty 31.05.01 General Medicine, approved on 24.05.2023.

For 2__ year students____
31.05.01 General Medicine

Vladikavkaz 2023

Contents

№	Name of the supervised section (topic) of the discipline/module	Количество тестов (всего)	page с _11_ по _22_
1	2	3	4
Вид контроля	Ongoing Progress Monitoring / Intermediate Assessment		
1.	Input control of the level of training of students Theoretical and methodological foundations of planning, development and implementation of social projects and programs in health care and the system of higher professional education in accordance with the Federal State Educational Standards, competency-based approach.	20	12-13
2.	Health Psychology and Preventive Medicine as an Indispensable Component of Social Programs and Projects.	10	14-15
3.	Methodology, Theory and Practice of Social Programs and Projects in Health Care and the System of Higher Professional Education.	10	16
4.	The personality of a specialist in the health care system and in professional training as the main component of the implementation of social programs and projects.	10	17
5.	Основы конфликтологии, управление персоналом и межличностное взаимодействие при выполнении основных видов профессиональной деятельности в медицинских специальностях.	10	18-19
6.	Пациент - ориентированная модель оказания профессиональной медицинской помощи в системе здравоохранения на всех этапах и уровнях. Информационно-коммуникативный компонент.	10	20
7.	Methodology and practice of developing projects and programs in the field of healthcare.	10	21

8.	Key and Priority Programs and Projects in the Healthcare Sector at the Federal and Regional Levels	10	22
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STANDARDS OF TEST TASKS IN PSYCHOLOGY AND PEDAGOGY

TEST TASKS IN THE DISCIPLINE

"DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

FOR INCOMING CONTROL OF KNOWLEDGE TESTING.

1. Placebo effect is associated with: 1) Parameters of the drug substance; 2). Psychological attitude; 3). Duration of presentation of the stimulus; 4) Drug dependence; 5). Surprise factor;
2. Based on the subject of study, psychology is a science 1). 2). Natural; 3). Pedagogical; 4). Medical; 5). Humanitarian;
3. A person's ability to develop intelligence and be able to use it; The ability to acquire objective knowledge and put it into practice refers to: 1) The spiritual potential of a person; 2). Body potential; 3). The potential of the mind; 4). The potential of the senses;
4. Carcinophobia is: 1) Obsessive fear of getting cancer; 2) Obsessive fear of getting sick with any cancer; 3). The super-valuable idea that a person has a cancerous tumor; 4) Delusional idea that a person has a cancerous tumor; The dominant idea that a person has a cancerous tumor;
5. Which philosopher of antiquity combined in his conception of the soul two opposite philosophical trends, materialism and idealism: 1) Plato; 2). Aristotle; 3). Democritus; 4). Socrates;
6. The concept of a harmonious personality includes all of the following, with the exception of: 1) Kindness; 2). Responsibility; 3). Self-sufficiency; 4). Morality; 5). Autonomy;
7. The parameters of harmonious character include all of the following, with the exception of: 1) Maturity; 2). Sanity; 3). Autonomy; 4). Flexibility of self-assessment; 5). Morality;
8. Iatrogenic diseases are the following diseases: 1). Caused by pathological forms of imagination; 2). Arising under the influence of a careless word of a doctor; 3). Arising from the underdevelopment of the speech system; 4) Occurring in case of disturbances in the dynamics of mental activity;
9. In the depths of which science psychology was born: 1) Political science; 2). Biology; 3). Philosophy; 4). Sociology;
10. The following information is most firmly stored in memory: 1) Meaningful; 2). Sermet; 3). Unfamiliar; 4). Unreflective;
11. A special systemic social quality of an individual, which he acquires in the process of age-related development when interacting with his social environment. 1) Individuality; 2) Personality; (3) Individual; 4) Emotional maturation
12. COMMUNICATIVE COMMUNICATION IS PROVIDED BY: 1) means of verbal communication; 2) reflexive component; 3) means of teaching; (4) knowledge; 5) Empathy
13. NON-VERBAL COMMUNICATION INCLUDES: 1) oral speech; 2) written language; 3) body language; (4) expressions of sympathy; 5) Expression of dissatisfaction.
14. Empathy is: 1) a stress response; (2) feelings of guilt; 3) empathy; 4) emotional response.
15. Maslow's "pyramid of needs" consists of "floors" arranged in ascending order as follows: 1) Physiological needs; 2) The need for security; 3) The need for belonging; 4) Needs for love and recognition; 5) The need for self-actualization.
16. What factors were decisive for the formation of consciousness? 1) the emergence of a state society; 2) manufacture of tools; 3) unfavorable natural conditions; 4) the emergence of language and speech.
17. Empathy, comprehension of the emotional state, penetration into the experiences of another person is called: 1) relaxation; 2) reflection; 3) empathy; 4) Initiation.
18. Choose active listening techniques between the doctor and the patient. 1) Wordless; 2) verbal; 3) non-judgmental; 4) Irrefutable; 5) evaluative.
19. The techniques and methods of persuasion of the doctor and the patient include: 1) the method of choice; (2) the method of authority; 3) the scarcity method; 4) the method of self-solution; 5) the method of authoritarianism.

20. The main forms of psychological interaction between the doctor and the patient. 1) leadership; (2) directiveness; 3) cooperation; 4) Loyalty

21. The method of project-based learning is an educational technology that: contributes to the development and formation of professional competencies. focused on the development of analytical thinking, focused on the development of research functions, communicative and social skills of students;

22. Проектная технология является: одной из образовательных тактик, которая активизирует познавательную деятельность; развивает познавательные способности студентов в процессе обучения; побуждает студента проявлять способность к самообразованию и самоорганизации, к осознанию своей деятельности через ценностный подход; к интеграции и обобщению информации из разных источников.

23. Wem gehört das Prinzip des "learning by doing": 1. J. Dewey; 2. S.T. Schazki; 3.V.N.Shulgin 4. E. Dewey; 5. H. Kilpatrick; 6. N. Pirogov 7. E. Collings.

24. Who developed the method, which is called the method of problems and was associated with the ideas of the humanistic trend in philosophy and education: 1. I. Sechenov; 2. E.Dewey; 3. J. Dewey; 4. V.N.Shulgin; 5. W.H., Kilpatrick; 6. E. Collings.

25. How did Kilpatrick propose to build the educational process? the educational process as an organization of the child's activity in the social environment, focused on the enrichment of his individual experience; transfer of ready-made knowledge regardless of the real needs and life needs of students; inclusion of school curricula, classroom system

26. Under whose leadership was a small group of collaborators organized in 1905 to try to actively use project-based methods in teaching practice? 1. H. Kilpatrick; 2. S. Botkin 3. S.T. Shatsky 4.I. Sechenov

27. Who are the proponents of the project method in Soviet Russia? 1. V.N.Shulgin; 2. H. Kilpatrick; 3. S. Botkin; 4. M.V.Krupenina; 5. B.V.Ignatiev; 6. S.T. Shatsky

28. What method has been proclaimed to be the only means of transforming the school of learning into a school of life, by which the acquisition of knowledge has been effected on the basis of, and in connection with, the work of the pupils? 1. Project method; 2. Problem method; 3. The Intelligent Learning Method

29. Modern researchers of the history of pedagogy identify the following reasons for a sharp decline in the level of general education: the lack of trained teachers capable of working with projects; Lack of intellectual development, hypertrophy of the project method to the detriment of other teaching methods

30. The project method is a pedagogical technology that includes a set of methods: 1. scientific; 2. Empirical; 3. Research; 4. Theoretical; 5. Searching; 6. Problematic

31. A social program is: a set of activities united by a common goal, a social project or a set of social projects, the conditions for their implementation, developed according to a certain technology and used in solving various kinds of social problems; A program of life sewn into a person, which determines predominantly (or exclusively) the main direction, the main way, and the way of life: the way of life, thoughts and bodies; Algorithm of actions in order to achieve what you want and get rid of what you don't want

32. Any type of project is characterized by a life cycle, i.e. a period of time from the moment of its inception to the end of its practical implementation. The life cycle of a project can be divided into phases, which are defined microcycles. Put these microcycles in the right order: 1. Concept development; 2. Project development; 3. Intent; 4. Summing up; 5. Analysis of the problem; 6. Evaluation of results;

33. The implementation of a social project requires a certain set of works, which include: summarizing the results of the project; Formulation of a clear and as "narrow" problem as possible that the project is going to solve; study of public opinion and determination of the relevance of the problem; adoption and approval of a social project; its implementation (realization) and making the necessary adjustments along the way

34. The main goal is determined on the basis of pre-project analysis and is reflected in: formulation of a clear and as "narrow" problem as possible; the formulation of the goal(s); Making the necessary adjustments

35. What is the planning of a social project? In the identification of specific developers with the establishment of tasks and deadlines for the upcoming development of the project. Definition of project goals and objectives Development of a project evaluation system

36. What does the development of a social project consist of? in determining the list of activities and responsible executors; in the formation of public opinion; In the conclusion of contracts for the performance of work, the supply of materials, equipment, etc

37. The result of the development is: implementation of planned activities; obtaining the necessary resources; a specific social programme or plan; Corresponding calculations for calendar periods

38. Summing up the results of the implementation of the social project is based on: carrying out planned activities; accounting of reporting and control information; the statement of the goal.

39. The works that support the social project are grouped into the following types: 1. informational, 2. coordinating, 3. legal, 4. financial, 5. commercial, 6. educational and educational, 7. propagandistic.

40. The social orientation of social programs presupposes a certain specificity, which is manifested in the following: the ability to evaluate the final results of the program without taking into account the impact of external factors; The development of social programs presupposes public participation, which means the development of an organizational mechanism, this is the participation of the provider. It is necessary to develop special methods for determining their effectiveness

41. Who became the founder of the school of hygiene at the end of the 19th century? 1. V.A. Uglova; 2. A.A. Minkh; 3. F.F. Erisman; 4. A.P. Dobroslavin.

42. Founders of Russian hygiene: 1. F.F. Erisman; 2. A.A. Minkh; 3. A.P. Dobroslavin; 4. F.F. Erisman.

43. What are the main criteria for quality treatment? 1. Treatment should not only reduce the symptoms of the disease, but also prevent its progression; 2. Treatment should contribute to the prolongation of active longevity; 3. The treatment should not cause harm to the patient; 4. Treatment should be inexpensive

44. Which of these health axioms is wrong? 1. There are absolutely healthy people; 2. There are suitable and unsuitable living conditions for a particular person

45. What are the main approaches to defining health? 1. Quantitative 2. needs and values; 3. Adaptive; 4. Normative 5. Cultural and Anthropological

46. It is recommended to use the following indicators to assess public health: 1. the nutritional status of children and adolescents; 2. access to primary health care; 3. the level of vaccination of the population; 4. Personal health status of each individual

47. Which of these factors has a major impact on a person's health? 1. Quality of medical care; 2. environmental situation; 3. lifestyle and social conditions; 4. genetic factors; 5. environmental situation; 6. Level of the health care system

48. The main elements of a healthy lifestyle are: 1. rational nutrition; 2. Optimal physical activity; 3. Hygienic measures; 4. Giving up bad habits; 5. Prevention of infectious diseases 6. реабилитационные мероприятия.

49. The formation of a healthy lifestyle according to Lisitsyn does not include: 1. overcoming risk factors; 2. Prevention of the population; 3. Creation and development of health factors

50. What hidden infectious disease epidemic(s) have WHO found in developing countries? 1. Cardiovascular diseases; 2. HIV and AIDS 3. Respiratory diseases
51. Understanding the norm (according to Perret and Braumani). What are the types? 1. Functional; 2. Perfect; 3. statistical; 4. Objective
52. What losses does society suffer from the disease? 1. indirect; 2. Direct
53. Which of these is a normative approach? 1. From the point of view of this approach, the disease is seen as a form of deviant behavior; 2. Within the framework of this approach, illness is considered as a person's reaction to the conditions of existence created by society mediated by personal variables; 3. From the standpoint of this approach, health is considered as a biological phenomenon that is specifically manifested in a certain cultural environment
54. What are the characteristics of public health? 1. Fertility 2. Mortality 3. the state of health of the group of individuals; 4. Average life expectancy
55. According to the target groups for which the prevention program is carried out, a distinction is made: 1. public; 2. population; 3. group; 4. Individual
56. Which federal law defines health, disease, treatment, and prevention? 1. Federal Law of the Russian Federation dated December 29, 2012 No. 273-FZ 2. Federal Law of the Russian Federation dated November 21, 2011 No. 323-FZ
57. What principles should be followed in the development of social programs? 1. the principle of scientific justification; 2. the principle of realism and feasibility; 3. The principle of complexity; 4. The Principle of Social Reproduction Value
58. When developing a social program, it is also necessary to adhere to the following priorities: 1. priority of the individual over the group; 2. There is no need to improve the qualifications of participants; 3. Use of local self-government in the implementation of social programs at the local level
59. What social programs are differentiated by type? 1. Organizational; 2. Social; 3. Legal; 4. Technical
60. What are the three most important logical procedures for justifying a target decision when setting goals? 1. Setting a goal based on an ideal vision of the future; 2. Formation of goals based on real existing problems; 3. Setting goals based on personal experience
60. What methods of collecting information are used to develop a social program? 1. Montessori methodology; 2. Methodology of general discussion; 3. Brainstorming Techniques
61. When developing a social program, what rules should be guided by? 1. Resources; 2. Time; 3. context; 4. Locations.
62. Which of the rules should be followed when setting goals? 1. Unattainable tasks can be used as a goal; 2. Goals must be realistic, otherwise psychologically they lose their meaning as motivators
63. What social programs are differentiated by class? 1. Monoprograms 2. multi-programs; 3. Polyprograms
64. What kind of social programs are distinguished? 1. Educational; 2. Research 3. Entertaining 4. Innovative 5. Combined.
65. In what order is the brainstorming technique implemented? 1. Production of ideas; 2. Selection of ideas; 3. Fundraising for implementation; 4 implementation of the idea; 5. Formation of a group; 6 Summing up.
66. For a conflict to occur, the following components must be present: 1. potential tension in a given conflict system caused by the existing object of the conflict; 2. the object of the conflict; 3. transition

of potential tension into real tension; 4. the emergence of a conflict situation on this basis; 5. Awareness by individuals or social groups of the opposition of their interests and the formation of the subject of the conflict

67. There are four main groups of causes of conflict. 1. Objective (general) 2. Structural-managerial (organizational). 3. Gender. 4. Subjective 5. Socio-psychological

68. Examples of objective causes of conflict. 1. External circumstances; 2. Education 3. Stereotypes of behavior; 4. The social status of the individual, 5. Lifestyle

69. Subjective (or personal) reasons depend on: 1. Education; 2. Perceptions and forms of behavior, psyche. 3. Evaluation of the behavior of another individual, 4. Ability to communicate.

70. Parties (groups) of intergroup conflicts in organizations: 1. Administration; 2. Labor collective; 3. Trade union; 4. Patients; 5. Relatives

71. The most commonly observed causes of social conflict are: 1. Different or completely opposite perceptions of people's goals, values, interests and behavior; 2. Discord between people's expectations and actions; 3. Speech mistakes and difficulties in the process of communication; 4. Lack of information or provision of distorted, incorrect information

72. There are three main psychological components of the conflict: 1. Motives, goals, and needs that motivate the participant in the conflict; 2. Intonation and speech defects in communication; 3. Methods and tactics of the participant's behavior in conflict interaction

73. The main elements of conflict interaction are: _____ - It is not always on the surface, sometimes it is not sufficiently clear even to the parties to the conflict, but it is a central component of conflict interaction. 1. the object of the conflict; 2. the subject of the conflict; 3. parties to the conflict; 4. Controversy

74. The main elements of conflict interaction are _____, which is present throughout the conflict situation and forces opponents to enter into a fight. 1. the object of the conflict; 2. Subject of the conflict;

3. parties to the conflict; 4. Controversy

75. Stages (or stages) of the conflict: 1. Pre-conflict stage (latent stage); 2. The stage of open conflict; 3. Stage of analysis of the situation; 4. The stage of the end of the conflict; 5. Post-conflict stage (normalization stage)

76. At this stage, there is a contradiction between the subjects or a problematic situation, which, once realized by the parties, triggers certain actions. These actions are aimed at a conflict-free resolution of the problematic situation. Participants argue their goals, determine their position in relation to the other participant in the situation 1. Pre-conflict stage (latent stage); 2. The stage of open conflict; 3. Stage of analysis of the situation; 4. The stage of the end of the conflict; 5. Post-conflict stage (the stage of normalization of relations).

77. At this stage, there are direct actions of the opposing participants who make up the conflict interaction. The stage begins with a clash of the parties - an incident, and then continues with a mutual exchange of conflict actions. 1. Pre-conflict stage (latent stage); 2. The stage of open conflict; 3. Stage of analysis of the situation; 4. The stage of the end of the conflict; 5. Post-conflict stage (the stage of normalization of relations)

78. At this stage, the degree of confrontation weakens, the interaction becomes less intense and negatively colored. The parties to the conflict see that all their actions do not lead to the set goals and do not resolve contradictions, so they look for other ways to resolve the conflict situation. 1. Pre-conflict stage (latent stage); 2. The stage of open conflict; 3. Stage of analysis of the situation; 4. The stage of the end of the conflict; 5. Post-conflict stage (the stage of normalization of relations)

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79. This is the most emotionally intense and rapidly developing stage of conflict interaction. 1.

Confrontation; 2. Confrontation; 3. Escalation 4. Interpersonal conflict.

80. An open clash of individuals caused by the inconsistency and incompatibility of their goals at a particular moment in time or situation. 1. Confrontation; 2. Confrontation; 3. Escalation 4.

Interpersonal Conflict

81. An effective strategy of behavior, in which the positions of the parties are equated with the positions of allies and partners, so a constructive resolution of the conflict is possible. 1) Cooperation; 2) compromise; 3) Avoidance; 4) Fixture; 5) Rivalry.

82. This is the most common strategy in real life to quickly resolve a conflict. 1) Cooperation; 2) compromise; 3) Avoidance; 4) Fixture; 5) Rivalry.

83. A strategy for dealing with a conflict that sometimes has immediate positive consequences, but can also cause significant damage to one of the parties to the conflict. 1) Cooperation; 2) compromise; 3) Avoidance; 4) Fixture; 5) Rivalry

84. Conflicts in medicine occur at the following main levels of contradictions: 1. The health care system is society; 2. Health care system - city administration; 3. Health care institutions (administration) – medical personnel; 4. Medical Staff – Patients (and Their Relatives)

85. Types of conflicts. They arise on the basis of the patient's (his/her legal representatives') dissatisfaction with the doctor's professional or official actions. At the same time, dissatisfaction is justified and can be confirmed by experts. 1. Objective; 2. Subjective; 3. Unrealistic Conflicts

86. Types of conflicts. They are most often associated with the fact that the patient's expectations do not always coincide with the possibilities of modern medicine (for example, expressing dissatisfaction with the fact that the doctor cannot cure an incurable disease at this stage). 1. Objective; 2. Subjective; 3. Unrealistic Conflicts

87. This type of conflict is aimed at the open expression of accumulated negative emotions, resentment, hostility towards medical workers, when conflict interaction becomes not a means to achieve a specific result, but an end in itself. 1. Objective; 2. Subjective; 3. Unrealistic conflicts.

88. Organization of social interactions of individuals that exclude or minimize the possibility of conflicts between the subjects of society. 1. Conversations; 2. Prevention; 3. Socio-psychological attitudes; 4. Conflict-free criticism

89. It is categorically not worth it in a conflict situation (or in a conflict that has unfolded): 1. Be indifferent to the patient's problem; 2. Address as "you" (with the exception of children under 15 years of age); 3. Demonstrate one's superiority, behave arrogantly, arrogantly; 4. Evaluate the patient's behavior and emotions with words and facial expressions

90. A significant factor in reducing the likelihood of conflict situations. It consists in creating an optimal structure of interaction, establishing mechanisms of communication between the structural elements of the system, correlating functional requirements with the capabilities of subjects and the external environment, timely assessment of the results of activities and making adjustments. 1. Goal-rational management; 2. Implementation of agreements reached; 3. Stages of Mediation in a Conflict

91. Financing of social projects and programs. Sources of funding: 1. Funds from the budget; 2. Grants or targeted donations from charitable organizations; 3. Government donors; 4. Private Foundations 5.. Corporate Funds.

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Department of Health Care Organization with Psychology and Pedagogy

Faculty of Medicine 2

Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.1

1. Theoretical and Methodological Foundations of Planning, Development and Implementation of Social Projects and Programs in Health Care and the System of Higher Professional Education.
2. Tasks of Providing Qualified Personnel to Healthcare Organizations in Russia for the Implementation of Projects and Programs.

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.2

1. Methodology, Theory and Practice of Social Programs and Projects in Health Care and the System of Higher Professional Education.
2. Formation and development of project teams (on the example of a healthcare project/program).

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.3**

1. The personality of a specialist in the health care system and in professional training as the main component of the implementation of social programs and projects.
- 2 Factors influencing the effectiveness of the project manager (external and internal).

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.4**

1. Fundamentals of conflict management, personnel management and interpersonal interaction in the performance of the main types of professional activities in medical specialties.
2. The main stages of the process of developing competence in the field of project and program management in healthcare.

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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Faculty of Medicine 2

**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.5**

1. Methodology and practice of developing projects and programs in the field of healthcare.
2. Conflicts in medicine. Types and strategies of behavior in conflict.

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.6**

1. Formation of teams for the implementation of national healthcare projects я.
2. Human Resource Management in Projects.

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.7**

1. Key and Priority Programs and Projects in the Healthcare Sector at the Federal and Regional Levels.
2. Typological features of project team members. Methods and techniques for identifying different types of project team members.

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.8**

1. Patient is a patient-oriented model of professional medical care in the health care system
2. Managing conflicts and crises in the project.

Head. Head of the Department, Candidate of Medical Sciences, Associate Professor Tuaeva I.B

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.9**

- 1 Principles, priorities and classification of social projects and programs.
2. Setting the goals of the social program.

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**Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.10**

1. Classification of Social Programs.
2. Typological features of project team members. Methods and techniques for identifying different types of project team members.

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.11**

1. Methods of collecting information for the development of a social program. Methodology of general discussion, advantages and disadvantages.
2. Reveal the rules for developing a technology for preparing social programs.

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**Faculty of Medicine 2
Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"
Exam ticket for the test No.12**

1. Health Psychology and Preventive Medicine as an Indispensable Component of Social Programs and Projects.
2. Financing of social projects and programs, sources of financing: Funds from the budget;

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.13

1. Methods of collecting information for the development of a social program. Brainstorming methodology, advantages and disadvantages
2. Financing of social projects and programs, sources of funding: Grants or targeted donations from charitable organizations.

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.14

1. Key and priority programs and projects in the field of healthcare at the federal and regional levels.
2. **Financing of social projects and programs, sources of funding: State donors.**

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.15

1. The main stages of the process of developing competence in the field of project and program management in healthcare
2. The personality of a specialist in the health care system and in professional training as the main component of the implementation of social programs and projects.

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.16

1. The personality of a specialist in the health care system and in professional training as the main component of the implementation of social programs and projects.
2. Training and development of project team personnel. Main types and forms of education.

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.17

1. The main tools of material incentives and their use in project activities.
2. Types of project teams: traditional, virtual, mixed. Factors influencing the success of the project team.

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.18

1. Financing of social programs and projects.
2. History of the Project Method.

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.19

1. The concept of a social program and a project.
2. Organizational Structures and Their Influence on the Formation of the Concept of Personnel Management in Project Activities

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Discipline "DEVELOPMENT OF SOCIAL PROGRAMS AND PROJECTS"

Exam ticket for the test No.20

1. Formation of the project team. Key members of project teams. Stages of team development.
2. **Financing of social projects and programs, sources of funding: Private foundations and corporate funds.**

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