Syllabus

Work program of the subject " Public health and the foundations of evidence-based medicine "
Educational program 6B10115 "Medicine"

1.	General information about the subject		
1.1	Subject codes: PHFEBM 3219	1.6	Academic year: 2025-2026
1.2	Subject name: Public health and the foundations of evidence-based medicine	1.7	Year: 3
1.3	Prerequisites: introduction to specialty	1.8	Semester: 5
1.4	Postrequisites: Mandatory Social Health Insurance and Medical Law	1.9	Number of credits (ECTS): 5
1.5	Cycle: BD	1.10	Component: IC

2.	Subject description
Formation of knowledge on health protection policy, activities of health care structures, types of medical care, regulatory and legal aspects, ethics and deontology. The principles of evidence-based medicine, patient-centered approach, basics of prevention, sanitary-hygienic norms and sanitary-educational work to promote public health are mastered.	

3.	Summative assessment form		
3.1	Testing (MCQs) ✅	3.5	Coursework
3.2	Writing	3.6	Essay
3.3	Oral	3.7	Project
3.4	Assessment of practical skills ✅	3.8	Other (specify)

4.	Subject objectives
Mastering the basic concepts of public health and evidence-based medicine, developing the ability to make decisions based on scientific evidence and effectively apply them to improve public health.	

5.	Subject learning outcomes	
LO1	Understanding the most appropriate statistical procedures for describing medical research data. Knowledge of statistical methods for describing medical data on morbidity, disability and mortality, taking into account demographic and public health indicators.	
LO2	Use the ability to build hypotheses, set research goals and objectives, choose research methods and review literature, and understand the basics of scientific research to find information.	
LO3	Examines the basic terms and principles of evidence-based medicine; formulates an algorithm for searching information in electronic databases of evidence-based medicine: Medline, PubMed, Cochrane Library.	
LO4	It speaks clearly about the classification of epidemiological studies. There are different types of analytical, descriptive, and clinical studies. A clear statement of the rules and requirements for the organization and conduct of control and experimental studies.	
LO5	Using his knowledge of the principles of deontology, effectively applying the principles of ethics in the relationship between the patient and medical staff, he is capable of independent learning with medical legislation.	
5.1	Subject LO	The subject learning outcomes linked with educational program learning outcomes
	LO 1 LO 4	LO3. Promotes activities within the framework of the RK health legislation to ensure quality health care.
	LO 5	LO4. Communicates effectively with patients, their families and health care providers in an ethical, deontological and inclusive manner, resulting in effective information sharing and collaboration.
	LO 3	LO7. Observes the norms of public health protection, sanitary and hygienic regime and norms of labor safety in health care organizations, epidemiological safety of the environment.
	LO 2	LO14. Conducts sanitary and educational activities to strengthen the health of the population, preserve health and prevent diseases.

6.	Detailed about subjects				
6.1	Venue: Shymkent, South Kazakhstan Medical Academy (SKMA), 3 Al-Farabi Square, Academic Building No. 4, 2nd floor, Department of Social Health Insurance and Public Health, email: skmasmsoz@gmail.com.				
6.2	Number of hours	Lectures	Practical	SIWT	SIW

			classes		
	Public health	6	24	9	51
	Evidence-based medicine	4	16	6	34

6.3 Subject study plan

#	Week / day	Classroom lessons				Subject name
		Lectures	Pract. classes	SIWT	SIW	
1	1st day 1st week	1	3	1	6	Public health
2	2nd day 1st week	1	3	1	6	Public health
3	3rd day 1st week	1	4	1	6	Public health
4	4th day 1st week	1	3	2	6	Public health
5	5th day 1st week	1	3	1	6	Public health
6	6th day 2nd week	1	4	1	6	Public health
7	7th day 2nd week	1	3	1	5	Public health
8	8th day 2nd week	1	3	2	6	Evidence-based medicine
9	9th day 2nd week	1	4	1	6	Evidence-based medicine
10	10th day 2nd week	1	3	1	6	Evidence-based medicine
11	11th day 3rd week	-	3	1	6	Evidence-based medicine
12	12th day 3rd week	-	4	2	5	Evidence-based medicine

7. Information about teachers

№	Full name	Degrees, Position	Email
	Department "Social Medical Insurance and Public Health"		
1.	Magay Luybov Nikolaevna	Senior teacher, master degree	magai_luybov@mail.ru
2.	Kudyarova Saltanat Abatovna	Senior teacher, master degree	salta.deva@mail.ru
3.	Aidar Aliya	Senior teacher, master degree	turaidar_aa@mail.ru
4.	Khamza Aidana Batyrzhan	Senior teacher, master degree	aidanakhamza@mail.ru

8. Thematic plan

Day	Topic	Brief content	Subject LO	Number of hours	Forms/methods/technologies of teaching	Forms/methods of assessment
1.	**Lecture** Theoretical foundations and history of public health development	The concept of public health, its main objectives, stages of historical development, classical and modern definitions. The role of public health in science and medical practice.	LO 2	1	Introductory	Feedback questions
	Practical class Basic Concepts in Public Health and Health Measurement Indicators	Definition of public health Health indicators: mortality, morbidity, disability Analysis of demographic indicators Practical task: describing population structure	LO 1	3	Working in small groups	Oral questioning, Solving situational problems
	SIWT/SIW Historical stages of public health development *1. Describe 3 key events in the history of healthcare and analyze their significance.* *2. Write a short essay about the first sanitary-medical measures in Kazakhstan.*	Public health ideas from ancient civilizations to the present. The role of hygiene, vaccination, and sanitary movements. History of public health in Kazakhstan.	LO 1	1/6	Report, presentation, preparation of test tasks	Evaluation criteria for SIW/SIWT
2.	**Lecture** Population health indicators	Key health indicators: mortality, life expectancy, morbidity,	LO 1 LO 5	1	Overview	Feedback questions

	and methods of their assessment	disability, and demographic indicators. Methods for calculating and assessing them.				
	Practical class Socio-Economic Factors of Health and Social Inequality	Social determinants: income, education, working conditions Impact of social inequality on health Group analysis: real-life examples Preparing a "social health passport"	LO 4	3	Case-study	Solving situational problems
	SIWT/SIW Ethics and bioethics in healthcare *1. Collect arguments on the topic "Should vaccination be mandatory?".* *2. Provide an example of a bioethical case from global practice.* *3. Analyze the ethical aspects of sharing medical information on social media.*	Ethical issues in public health. Bioethical principles: justice, informed consent, non-maleficence. Ethical dilemmas in public health programs.	LO 1 LO 3	1/6	Report, presentation, quizzes and tests	Evaluation criteria for SIW/SIWT
3.	**Lecture** The impact of socio-economic factors on population health	Social determinants of health: income, education, working conditions, housing, environment. Social inequality and its impact on health.	LO 1	1	Overview	Feedback questions
	Practical class Types and Methods of Epidemiological Studies	Observational, cohort, cross-sectional studies Calculation of epidemiological indicators (incidence, prevalence) Solving situational problems Developing a plan for a small-scale study	LO 1 LO 3 LO 4	3	Working in small groups	Oral questioning, Solving situational problems
	SIWT/SIW Environment and population health *1. Describe an environmental problem in your region and assess its health impact.* *2. Develop a mini-project based on the "Green City" concept.* *3. Analyze a global ecological disaster and its impact on population health.*	Impact of environmental factors on human health. Quality of air, water, food, and disease spread. Urbanization and climate change.	LO 4	1/5	Report, presentation, preparation of test tasks	Evaluation criteria for SIW/SIWT
4.	**Lecture** Health promotion and preventive measures: levels of prevention	The foundations of preventive medicine, levels of prevention: primary, secondary, tertiary. Promotion of healthy lifestyles, vaccination, and screening programs.	LO 1	1	Overview	Feedback questions
	Practical class Practical Aspects of Health Care System Organization	Levels of health care system organization Models of financing and	LO 1 LO 3 LO 4	3	Case-study	Solving situational problems

		management Features of the health care system in Kazakhstan Comparative analysis with international experience				
	SIWT/SIW Health culture and healthy lifestyle *1. Analyze your daily routine from the perspective of health culture.* *2. Prepare a poster or leaflet promoting a healthy lifestyle.* *3. Design a small survey on the topic "Youth and harmful habits."* **Acceptance of the boundary control 1**	Concept of health culture. Components of a healthy lifestyle. Youth attitudes toward health.	LO 1 LO 3 LO 4	1/5	Report, presentation, quizzes and tests **Testing**	Evaluation criteria for SIWT/SIW
5	**Lecture** Modern strategies and programs in public health	Global and national health strategies. Programs aimed at strengthening public health.	LO 1	1	Overview	Feedback questions
	Practical class Preventive Medicine: Levels of Prevention	Primary, secondary, and tertiary prevention Vaccination and screening programs Group work: planning preventive activities Health promotion methods	LO 1 LO 3 LO 4	3	Working in small groups	Oral questioning, Solving situational problems
	SIWT/SIW Information technologies in public health *1. Review a health-related mobile app and evaluate its effectiveness.* *2. Describe the advantages and disadvantages of Big Data in public health.* *3. Make a forecast about the future of telemedicine.*	Role of telemedicine, e-health, and mobile applications. Big Data in healthcare. New media in public health communication.	LO 1 LO 3 LO 4	1/5	Report, presentation, preparation of test tasks	Evaluation criteria for SIW/SIWT
6.	**Lecture** Fundamentals of organization and management of the healthcare system	The structure of the healthcare system, organizational principles, management models. Methods of financing medical services.	LO 1	1	Overview	Feedback questions
	Practical class Risk Factor Assessment in Public Health	Smoking, alcohol, poor nutrition, physical inactivity Methods for studying risk factors (questionnaires, screening) Situational problems: analyzing risky behavior Drawing conclusions based on collected data	LO 1 LO 3 LO 4	3	Case-study	Solving situational problems
	SIWT/SIW International organizations	The role of WHO and other organizations.	LO 1 LO 3	1/5	Report, presentation,	Evaluation criteria for

	and global health *1. Analyze one WHO program and describe its outcomes.* *2. Give an example of projects of international organizations in Kazakhstan.* *3. Write an essay on "Global health threats."*	International programs: HIV/AIDS, tuberculosis, COVID-19. Kazakhstan's participation in global health initiatives.	LO 4		preparation of test tasks	SIW/SIWT
7	**Lecture.** Public health and healthcare as a science. Introduction to scientific research.	The main task of public health and healthcare. Modern problems of population health in the countries of the world.The concept of the term "Science" and its classification. Defining the purpose of science in cognition "Public health and healthcare".	LO2	1	Overview	Feedback questions
	Practical class Global and Contemporary Issues in Public Health	Global challenges (COVID-19, climate change) Impact of urbanization and migration on health Digital health (e-health, telemedicine) Analysis of current health problems in Kazakhstan	LO 1 LO 3 LO 4	3	Working in small groups	Oral questioning, Solving situational problems
	SIWT/SIW Leadership and management in public health *1. Research the work of a well-known public health leader.* *2. Describe a management model in a healthcare organization.* *3. Write a short essay on your own leadership qualities.* **Acceptance of the boundary control 2**	The role of a leader in healthcare. Management models in public health. Ways to develop leadership skills.	LO 1 LO 3 LO 4	2/6	Report, presentation, preparation of test tasks **Testing**	Evaluation criteria for SIW/SIWT
8.	**Lecture** Modern problems of demography in the Republic of Kazakhstan.	Demographic situation in Kazakhstan. Factors affecting demographic indicators. Population construction.	LO1 LO5	1	Overview	Feedback questions
	Practical class Healthcare systems in Kazakhstan. International cooperation in healthcare.	Health care in Kazakhstan. Structure of the health care system. Code of the Republic of Kazakhstan. On the health of the people and the health care system	LO3	3	Case-study	Solving situational problems
	SIW/SIWT Priority areas of public health protection. *The concept of diagnostics.* *The concept and types of treatment.* *The concept of etiology.* *The concept of a forecast.*	Priorities in health care. The strategy "Kazakhstan-2050".	LO5	1/5	Report, presentation, preparation of test tasks	Evaluation criteria for SIW/SIWT

9.	**Lecture** Population health, morbidity and methods of their study.	Indicators of morbidity. Methods of studying morbidity. Health index.	LO4	1	Overview	Feedback questions
	Practical class Methodology of calculation and analysis of medical and demographic indicators.	Indicators of natural population movement. Special demographic indicators.	LO4	3	Working in small groups	Oral questioning, Solving situational problems
	SIWT/SIW Demographic development of Kazakhstan. *Problem medications. Modern pharmacotherapy. The role of DM in the development of pharmacotherapy.*	Demographic security of Kazakhstan. Socio-demographic problems in Kazakhstan. Statistical processing of data.	LO1 LO3	1/5	Report, presentation, quizzes and tests	Evaluation criteria for SIW/SIWT
10.	**Lecture** Disability and its types.	Types of disability. Features ofdifferent types of disability.	LO2	1	Overview	Feedback questions
	Practical class Modern medical and social problems, health promotion issues.	Disease prevention. Dispenserisation. Screening.	LO5	3	Case-study	Solving situational problems
	SIWT/SIW Current trends in morbidity of the population of Kazakhstan. *Drug interactions. Clinical and pharmacological recommendations for the treatment of various diseases.* **Acceptance of the boundary control 1**	Current state of morbidity. The main causes of diseases.	LO4	1/5	Report, presentation, preparation of test tasks **Testing**	Evaluation criteria for SIW/SIWT
11	**Practical class** Organisation and conduct of medical and social expertise (MSE).	Composition of the medical and social commission. Rules for conducting the medical and labour expert commission (VTEK). The rules of organisation of MSE and its stages.	LO1 LO5	3	Working in small groups	Oral questioning, Solving situational problems
	SIWT/SIW Socially significant diseases and their control *The concept of marketing in healthcare.* *The relationship between evidence-based medicine and marketing.*	Classification of *socially* significant diseases. Combating socially significant diseases.	LO2	1/5	Report, presentation, quizzes and tests	Evaluation criteria for SIWT/SIW
12	**Practical class** Medical care and its types.	Types of medical care. Forms of medical care. Organization of specialized medical care.	LO5	3	Case-study	Solving situational problems
	SIW/SIWT Medical and social aspects of a healthy lifestyle. *Ethics committees. Information agreement.*	Models of a healthy lifestyle: medical, educational, radical political models.	LO1	1/5	Report, presentation, preparation of test tasks	Evaluation criteria for SIW/SIWT

	Acceptance of the boundary control 2				**Testing**	
Exam preparation and conducting				15		

9.	**Teaching methods and controls forms**	
9.1	Lectures	Introductory. Overview. Feedback questions
9.2	Practical classes	Oral answer, Solving situational problems, Case-study , Working in small groups
9.3	SIWT/SIW	Report, presentation, test preparation, Evaluation Criteria for SIWT/SIW
9.4	Midterm control	testing

10. Evaluation Criteria

10.1. Criteria for evaluating module learning outcomes

LO	Name of learning outcomes	Unsatisfactory	Satisfactory	Good	Excellent
1	Understanding the most appropriate statistical procedures for describing medical research data. Knowledge of statistical methods for describing medical data on morbidity, disability and mortality, taking into account demographic and public health indicators.	1) makes mistakes when selecting statistical indicators and parameters for characterizing statistical populations; 2) makes mistakes when choosing methods for visual data representation; 3) has difficulty choosing the method needed to solve a specific problem;	1) chooses some statistical indicators and parameters to describe statistical populations; 2) identifies some methods for visual data representation; 3) cannot distinguish between parametric and nonparametric methods for assessing relationships between variables;	1) selects key statistical indicators and parameters for describing statistical sets; 2) determines key methods for visual data representation; 3) formulates an algorithm for selecting the method required to solve a specific problem; 4) classifies parametric and nonparametric methods of comparative statistics; 5) does not classify parametric and nonparametric methods for assessing relationships between variables;	1) selects all necessary statistical indicators and parameters for characterizing statistical populations; 2) identifies various methods of visual data representation; 3) formulates an algorithm for selecting the method necessary to solve a specific problem; 4) classifies parametric and nonparametric methods of comparative statistics; 5) classifies parametric and nonparametric methods for assessing relationships between variables.
2	Use the ability to build hypotheses, set research goals and objectives, choose research methods and review literature, and understand the basics of scientific research to find information.	1) does not formulate a research hypothesis; 2) is unable to search for information to compile a literature review; 3) is unable to formulate the basic requirements for formulating a scientific research hypothesis;	1) is able to search for information to compile a literature review; 2) is unable to formulate a research hypothesis; 3) does not formulate types of research; 4) finds it difficult to answer questions about the basic requirements for formulating a scientific research hypothesis.	1) interprets existing scientific research methods; 2) explains the main stages of scientific research; 3) formulates a scientific research hypothesis; 4) is unable to use traditional library catalogs and databases, as well as perform online searches.	1) is able to search for information to compile a literature review; 2) formulates hypotheses, selecting scientific research methods; 3) formulates the main requirements for formulating a scientific research hypothesis; 4) is able to competently use traditional library catalogs and databases without logical conflicts or speech errors.
3	Examines the basic terms and principles of evidence-based medicine;	1. Does not know the basic terms and principles of evidence-based	1. Knows the definition of evidence-based medicine. 2. Can describe the history of evidence-based medicine.	1. Knows the terms and principles of evidence-based medicine.	1. Applies evidence-based medicine terminology and tools. 2. Searches for

	formulates an algorithm for searching information in electronic databases of evidence-based medicine: Medline, PubMed, Cochrane Library.	medicine. 2. Does not understand how to search for information in electronic databases of evidence-based medicine. 3. Does not know the definition and history of evidence-based medicine.	3. Can describe the global history of evidence-based medicine.	2. Can work with the Medline database. 3. Works with the PubMed database.	information in electronic evidence-based medicine databases. 3. Analyzes the basic principles and methodology of evidence-based medicine. 4. Conducts systematic reviews and meta-analyses.
4	It speaks clearly about the classification of epidemiological studies. There are different types of analytical, descriptive and clinical studies. A clear statement of the rules and requirements for the organization and conduct of control and experimental studies.	1. Does not know the definition of clinical epidemiology, its history, basic principles, and 2. Does not understand research methods. 3. Does not understand the quality of clinical information.	1. Describes the classification of epidemiological studies. 2. Lists medical electronic databases that meet the criteria for evidence. 3. Conducts searches in databases.	1. Compares levels of reliability (ABCD). 2. Applies the classification of clinical research quality. 3. Considers evidence from the perspective of clinical expertise and patient needs.	1. Analyzes types of analytical, descriptive, and clinical research. 2. Interprets observational and experimental studies. 3. Determines the hierarchy of evidence. 4. Analyzes the evidence pyramid
5	Using his knowledge of the principles of deontology, effectively applying the principles of ethics in the relationship between the patient and medical staff, he is capable of independent learning with medical legislation.	1) finds it difficult to answer the question about the difference between medical ethics and deontology; 2) does not know the principles of medical ethics; 3) cannot apply ethical principles in relations between patients and staff; 4) does not know what is included in the concept of healthcare ethics.	1) knows the difference between medical ethics and deontology. 2) knows the basic principles of medical ethics and deontology; 3) cannot integrate knowledge of the principles of deontology with medical legislation and apply the principles of ethics; 4) knows the rules of medical ethics	1) can name the principles of medical ethics; 2) knows about ethical principles; 3) knows the healthcare code of ethics; 4) knows the difference between medical ethics and deontology.	1) knows what is included in the concept of healthcare ethics; 2) knows the basic principles of medical ethics and deontology; 3) can integrate their knowledge of the principles of deontology with medical legislation and apply ethical principles; 4) applies ethical principles in relations between patients and staff.

10.2. Assessment Criteria of teaching methods and technologies

Checklist for practical classes

The form control	Mark	Criteria for evaluation
Oral answer	A (4,0;95-100%)	Fully and deeply answers the question. Demonstrates excellent knowledge of the material and confident use of terminology. Expresses thoughts logically and consistently. Provides examples, shows the ability to analyze and summarize. Confidently responds to the teacher's additional questions.
	A- (3,67; 90-94%)	The answer is generally complete and logical. Minor inaccuracies do not distort the meaning. Demonstrates deep knowledge and understanding of the topic. Shows good argumentation and confident speech.
	B+ (3,33;85-89%); B (3,0 ;80-84%); B- (2,67; 75-79%); C+ (2,33;70-74%).	-The material is covered fairly comprehensively. Knowledge is confident but lacks some details. Minor gaps or uncertainty may appear when answering clarifying questions. -The answer is correct but not always deep. Minor wording errors are acceptable. Uses examples, though not always appropriately. -The answer is generally correct but lacks sufficient argumentation. Some secondary aspects of

		the topic are not covered. Needs teacher's assistance for clarification. -The main content is understood. The answer is incomplete but correct. Terminology is used with little confidence.
	C 2,0;(65-69%); C- (1,67;60-64%); D+(1,33;55-59%) D (1,0;50-54%).	-The understanding of the topic is superficial. The answer is partially correct, lacks analysis. Errors are present but do not distort the meaning. -Contains inaccuracies and omits important points. The student struggles to answer clarifying questions. -The answer is incomplete and fragmented. Contains many mistakes. Requires constant assistance from the teacher. -Knowledge of the topic is limited, mainly reproduces memorized text. Shows almost no understanding of the meaning.
	FX(0.5;25-49)	The answer does not reveal the main content of the topic. Contains significant errors. Lacks logic and structure. Partial understanding of the topic.
	F(0;0-24)	The answer is missing or completely incorrect. Material is not learned. Shows no understanding even of basic concepts. Unable to answer even simple guiding questions.
The form control	**Mark**	**Criteria for evaluation**
Solving situational problems	A (4,0;95-100%)	The solution is completely correct and logically justified. Demonstrates deep understanding of the situation, causal relationships, and clinical reasoning. The optimal strategy is chosen. The answer is well-argued and based on evidence and logic.
	A- (3,67; 90-94%)	The solution is mostly correct with consistent logic. Minor inaccuracies do not affect the final outcome. Demonstrates understanding of the problem and provides confident reasoning.
	B+ (3,33;85-89%); B (3,0 ;80-84%); B- (2,67; 75-79%); C+ (2,33;70-74%).	-The solution is correct; analysis is present but lacks depth. Argumentation is somewhat incomplete. The main aspects are correctly identified. -The main solution is correct but lacks details. Logic is partly inconsistent. Justifications are provided but no consideration of alternatives. -The solution is partially correct but contains reasoning errors. Not all steps are logically justified. Instructor assistance is needed for clarification. -Shows understanding of the problem but the analysis is superficial. The solution is incomplete. Errors are non-critical. Demonstrates some independence in reasoning.
	C 2,0;(65-69%); C- (1,67;60-64%); D+(1,33;55-59%) D (1,0;50-54%).	-The solution is partly correct. Contains logical and argumentative mistakes. The reasoning is insufficient and fragmented. -The solution is superficial and lacks justification. Key analytical steps are missing. The answer is incomplete and uncertain. -The solution is mostly incorrect. There is an attempt to reason, but logic is flawed. Major conceptual errors. -The solution is wrong, though an attempt was made. Lacks understanding of the problem's essence. No logic or justification.
	FX(0.5;25-49)	The solution does not meet requirements. No understanding of the problem. No analysis or justification. Retake allowed.
	F(0;0-24)	No solution or completely incorrect one. No understanding of the task or reasoning attempt. Material not mastered.

Evaluation criteria	Level			
	Great	Good	Satisfaction	Dissatisfaction
	90 – 100	70-89	50-69	<50
Oral interview	35-40	25-34	20-24	< 20
Knowledge of the basic terms and definitions of the topic under consideration	10-10	7-9	7	<6
Knowledge of the basic principles of medical services	10-10	7-10	7	<6
The ability to determine the relationship of the topic under consideration with the future profession, to give specific practical examples	10-10	7-10	4-6	<6
Links to additional literary sources in the response, additional summary, analysis of medical publications	5-10	4-5	2-4	0-2
Solving problems or completing tasks	27-30	23-26	20-22	< 20
The ability to analyze data	9-10	8-9	7-8	<7

Ability to work with regulatory documents	9-10	8-9	6-7	<6
The ability to draw conclusions	9-10	7-8	7-7	<7
Testing	28 – 30	22-27	10 – 21	< 10

Checklist for SIW

The form control	Mark	Criteria for evaluation
Topic presentation	A (4,0;95-100%)	The presentation is of excellent quality. The topic is fully covered; the material is well-structured and logically presented. Visual aids (slides, charts, graphics) are effectively used. The speaker is confident, articulate, and expressive. Answers questions from the instructor and audience thoroughly and convincingly.
	A- (3,67; 90-94%)	The presentation is of high quality; the topic is almost fully covered. The structure is logical, though minor inaccuracies are present. The presenter demonstrates good knowledge and confidence. Answers to questions are generally correct.
	B+ (3,33;85-89%); B (3,0 ;80-84%); B- (2,67; 75-79%); C+ (2,33;70-74%).	- The topic is well covered, though not in all details. The presenter shows good knowledge but lacks depth in some areas. The presentation is engaging but not fully consistent. Answers are correct but not always well-supported. - The presentation is satisfactory. The topic is partially covered; minor errors are present. The delivery is confident but lacks strong reasoning. Answers are brief and lack analysis. - Main aspects of the topic are covered, but secondary ones are omitted. Material is presented simply, not always logically. Answers are partially correct. - The topic is partially covered. Errors and inaccuracies are present. Material is presented superficially, without analysis. The presentation lacks persuasiveness.
	C 2,0;(65-69%); C-(1,67;60-64%); D+(1,33;55-59%) D (1,0;50-54%).	- The presentation is formal and incomplete. Significant mistakes are present. Answers are superficial and lack arguments. - The topic is poorly covered with many inaccuracies. The presentation lacks structure and clarity. Answers are uncertain and incomplete. - The presentation is poorly prepared. Content is fragmented with logical mistakes. Some answers are incorrect. - The presentation is primitive; the topic is barely covered. Material lacks analysis and visuals. Answers are uncertain or missing.
	FX(0.5;25-49)	The presentation contains serious errors. The topic is not covered. Answers are missing or incorrect.
	F(0;0-24)	The presentation is missing or completely fails to meet requirements. Material is not learned. No understanding or reasoning is demonstrated.
Preparation and defense of the report	A (4,0;95-100%)	The report is of excellent quality. The topic is fully covered, well-structured, and deeply analyzed. Up-to-date sources and relevant examples are used. The speech is fluent, confident, and expressive. Answers to questions are comprehensive and well-argued.
	A- (3,67; 90-94%)	The report is of high quality; the topic is almost fully revealed. Logical and consistent, with minor inaccuracies. The presentation is confident but lacks strong expression. Answers are generally correct but not always complete.
	B+ (3,33;85-89%); B (3,0 ;80-84%); B- (2,67; 75-79%); C+ (2,33;70-74%).	- The topic is well covered. The material is relevant but lacks deep analysis. The presentation is confident, with minor hesitation. Answers are mostly correct. - The topic is covered but not fully. Minor mistakes or inaccuracies are present. The analysis is superficial but logical. Answers are short or incomplete. - The report is done conscientiously but the topic is only partially covered. The material is presented without deep conclusions. The presentation lacks confidence; difficulties answering questions are observed. - The topic is partially covered. The material is limited and lacks logical flow. The presentation is unexpressive; some answers are correct.
	C 2,0;(65-69%); C-(1,67;60-64%); D+(1,33;55-59%) D (1,0;50-54%).	- The report contains errors and inaccuracies. The topic is poorly covered and lacks analysis. Answers to questions are uncertain and incomplete. - The report is primitive, with poor logic. The material lacks structure. Answers to questions are hesitant or missing. - The report is poorly prepared. The topic is barely covered. Answers are fragmented and inaccurate. - The report is formal and lacks analysis. The material is weak, with major errors. Answers are missing or incorrect.

	FX(0.5;25-49)	The report does not meet the requirements. The topic is not covered. Answers are missing or entirely wrong.
	F(0;0-24)	The report is missing or not completed at all. The material is not learned. The student has shown no understanding of the topic.
Preparation of test tasks	A (4,0;95-100%)	The student created high-quality test questions aligned with learning objectives. Questions are logically structured, clearly worded, error-free, and assess various cognitive levels (understanding, analysis, application). Presentation is neat and professional.
	A- (3,67; 90-94%)	Test questions are well-prepared and generally meet objectives, with minor inaccuracies or slight issues in wording or formatting. Variety of cognitive levels is maintained.
	B+ (3,33;85-89%); B (3,0 ;80-84%); B- (2,67; 75-79%); C+ (2,33;70-74%).	- Test questions are of good quality, covering main topics. However, some questions need clearer wording or do not fully assess the intended competencies. - Test questions are satisfactory. Most are correct, but there are some inaccuracies, lack of diversity, or uniform difficulty level. - The work is generally correct, but several significant issues in question phrasing or misalignment with learning objectives are present. - Test questions partially meet objectives; contain logical or linguistic errors, unclear structure, and lack balance in difficulty.
	C 2,0;(65-69%); C-(1,67;60-64%); D+(1,33;55-59%) D (1,0;50-54%).	- Most test questions are superficial, contain wording errors, or fail to reflect learning goals. - Test questions have multiple errors, low educational value, and do not align with the topic or course content. - Work contains serious mistakes, but shows understanding of the task and an attempt to apply knowledge. - The work contains many mistakes; test questions do not meet requirements or reflect learning objectives.
	FX(0.5;25-49)	Work is incomplete or formally done. Significant revision is required to reach the minimum acceptable level.
	F(0;0-24)	Task not completed; no understanding of objectives; test questions unrelated to the topic.

Evaluation criteria	90-100	70-89	50-69	<50
Deadline for delivery of SIW (on time, 1-2 days delay, 3 days delay, more than 4 days)	25-25	18-24	17-23	<13-16
The form of delivery of the SIW (number of pages / slides, number of test tasks) according to the requirements of the syllabus.	25-25	18-24	17-23	<13-16
Visibility (type and font size, use of graphics tools, image shapes, color differences, etc.)	20-25	17-24	10-16	<9-10
The use of literary sources	20-25	17	6-7	<4-5

Checklist for intermediate certification

Testing is evaluated in accordance with a multi-global knowledge assessment system.

Final examination

Mark by letter system	Numeric equivalent of points	Percentage	Mark by traditional system
A	4,0	95-100	Excellent
A -	3,67	90-94	
B +	3,33	85-89	Good
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	
C	2,0	65-69	Satisfactorily
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

11. Learning resources

Public health

Electronic resources, including, but not limited to:	Электронная библиотека ЮКМА - https://e-lib.skma.edu.kz/genres Республиканская межвузовская электронная библиотека (РМЭБ) – http://rmebrk.kz/ Цифровая библиотека «Aknurpress» - https://www.aknurpress.kz/ Электронная библиотека «Эпиграф» - http://www.elib.kz/

databases, animation simulators, professional blogs, websites, other electronic reference materials (video, audio, digests)	Эпиграф - портал мультимедийных учебников https://mbook.kz/ru/index/ ЭБС IPR SMART https://www.iprbookshop.ru/auth информационно-правовая система «Заң» - https://zan.kz/ru Medline Ultimate EBSCO eBook Medical Collection EBSCO Scopus - https://www.scopus.com/
Electronic textbooks	Основы телемедицины и телездравоохранения : руководство для врачей / под ред. А. В. Древаля, Е. П. Какориной. - М. : ГЭОТАР - Медиа, 2021. - 136 с. Рыманов, Д. М. Денсаулық сақтауды басқару этикасы : оқу-әдістемелік кешен = Этика управления в здравоохранении : учебно-методическиий комплекс / - Алматы : Эверо, 2015. - 164 бет. Койков, В. В. Надлежащая практика научных исследований: Избранные вопросы методологии биомедицинских исследований и исследований в медицинском образовании: исследование. - Караганда : АҚНҰР, 2014. - 140 с. Спандияров, Е. Основы научных исследований и инновации: практическое пособие / Е. Спандияров ; М-во образования и науки РК. - Алматы : Эверо, 2013. - 136 с. Биостатистика в примерах и задачах: учеб.-методическое пособие / Б. К. Койчубеков [и др.] ; М-во здравоохранения РК; КГМУ. - Алматы : Эверо, 2012. – 80 Лисицын, Ю. П. Общественное здоровье и здравоохранение [Электронный ресурс] : учебник / Ю. П. Лисицын, Г. Э. Улумбекова. - 3-е изд., перераб. и доп. - Электрон. текстовые дан. (43,1Мб). - М. : ГЭОТАР - Медиа, 2017. Медик, В. А. Общественное здоровье и здравоохранение [Электронный ресурс] : учебник. - Электрон. текстовые дан. (47,6 Мб). - М. : ГЭОТАР - Медиа, 2013. - 608 с. Бөлешов М.Ә.Қоғамдық денсаулық және денсаулық сақтау: оқулық /М.Ә. Бәлешов.- Алматы: Эверо, 2020. - 244 бет. https://www.elib.kz/ru/search/read_book/674/ Баймагамбетов С.З., Альжанова Р.С. Развитие системы здравоохранения Казахстана на рубеже веков (исторический анализ). – Учебное пособие. – Алматы: Эверо, 2020.120 с. https://www.elib.kz/ru/search/read_book/68/ Здоровье населения и здравоохранение Республики Казахстан (White Paper) Аканов А., Мейманалиев Т.Алматы, издательство Эверо, 2020. – 80 с. https://www.elib.kz/ru/search/read_book/145/ Рыманов Д.М., Купанова С.А.Этика управления в здравоохранении: учебно-методический комплекс.Денсаулық сақтауды басқару этикасы: Оқ-әдістемелік кешен/Рыманов,Д.М., Купанова С.А. – Алматы: Эверо, 2020. – 176 стр. https://www.elib.kz/ru/search/read_book/382/ Қоғамдық денсаулықты сақтау. Сарсенбаева Г.Ж. , 2019 https://www.aknurpress.kz/reader/web/1362 David Sau-yan Wong. Legal Issues for the Medical Practitioner. Hong Kong : Hong Kong University Press. 2011 // eBook Collection EBSCO Linda Farber Post, Jeffrey Blustein. Handbook for Health Care Ethics Committees. Ed.: Third edition. Baltimore : Johns Hopkins University Press. 2021 // eBook Collection EBSCO Richard Bohmer. Managing Care : How Clinicians Can Lead Change and Transform Healthcare. Ed.: First edition. Oakland, CA : Berrett-Koehler Publishers. 2021 // eBook Collection EBSCO
Literature	Медик В. А. Общественное здоровье и здравоохранение : рук. к практическим занятиям: учеб. пособие / В. А. Медик, В. И. Лисицын, М. С. Токмачев. - 3-е изд. перераб. - М. : ГЭОТАР - Медиа, 2024. - 496 с. Общественное здравоохранение : учебник / А. А. Аканов [и др.]. - ; Одобрено и рек. комитетом по контролю в сфере образования и науки. Мин-ва образования и науки РК. - М. : "Литтерра", 2017. - 496 с Rosner, Bernard Fundamentals of Biostatistics : texbook / B. Rosner. - 8 nd ed. - [S. l.] : GENGAGE learning , 2016. - 927 p.

	Бөлешов, М. Ә. Қоғамдық денсаулық және денсаулықты сақтау: оқулық / М. Ә. Бөлешов. - Алматы : Эверо, 2015. - 244 бет с. Кэмпбелл, А. Медициналық этика : оқу құралы: ағылшын тілінен ауд. / А. Кэмпбелл, Г. Джиллет, Г Джонс ; ред. Ю. М. Лопухин. - М. : ГЭОТАР - Медиа, 2014. - 368 бет. с. Биоэтика : учебное пособие / В. В. Сергеев [и др.]. - ; Рек. Учебно-методическим объединением по мед. и фарм. образованию вузов. - М. : ГЭОТАР - Медиа, 2013. - 240
Evidence-based medicine	
Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (video, audio, digests)	Электронная библиотека ЮКМА - https://e-lib.skma.edu.kz/genres Республиканская межвузовская электронная библиотека (РМЭБ) – http://rmebrk.kz/ Цифровая библиотека «Aknurpress» - https://www.aknurpress.kz/ Электронная библиотека «Эпиграф» - http://www.elib.kz/ Эпиграф - портал мультимедийных учебников https://mbook.kz/ru/index/ ЭБС IPR SMART https://www.iprbookshop.ru/auth информационно-правовая система «Заң» - https://zan.kz/ru Medline Ultimate EBSCO eBook Medical Collection EBSCO Scopus - https://www.scopus.com/
Electronic textbooks	Гринхальх, Т. Дәлелді медицина негіздері [Электронный ресурс] : оқулық / қазақ тіл. ауд. Т. К. Сагадатова. - Электрон. текстовые дан. (40,4Мб). - М. : ГЭОТАР - Медиа, 2017. - эл. опт. П. Калиева Ш.С., Юхневич-Насонова Е.А. С.Т. Тулеутаева Дәлелді медицина негіздері. – қалталы анықтама. –Алматы. «Эверо» баспасы, 2020. - 100 бет. https://www.elib.kz/ru/search/read_book/837/ Дәлелді медицина негіздері : Оқу құралы. Сәрсенбаева, Г.Ж. - Қарағанды: АҚНҰР, 2019. - 190 б./ http://rmebrk.kz/book/1173748 Основы доказательной медицины. Гринхальх, Т. - 4-е изд., перераб. и доп. - Москва: ГЭОТАР-Медиа, 2019. - 336 с./ http://rmebrk.kz/book/1173873 Основы доказательной медицины : Учебное пособие. Ошибаева, А.Е. / Казахский национальный университет им. аль-Фараби. - Алматы: Қазақ университеті, 2018. - 156 с./ http://rmebrk.kz/book/1175946 Zahir Kanjee, Joshua M. Liao. Cases in Hospital Medicine. Philadelphia : Wolters Kluwer Health. 2020 // eBook Collection EBSCO Daniel W. Byrne. Artificial Intelligence for Improved Patient Outcomes : Principles for Moving Forward with Rigorous Science. Philadelphia : Wolters Kluwer Health. 2023 // eBook Collection EBSCO
Literature	Методология научных исследований в клинической медицине : учебное пособие / Н. В. Долгушина [и др.]. - М. : ГЭОТАР Медицина, 2016. - 112 с. Дербісалина Г. Ә. Дәлелді медицина негіздері : Әдістемелік нұсқау / Г. Ә. Дербісалина. - 3-ші бас. - Қарағанды : ЖК "Ақнұр", 2020. - 138 Сәрсенбаева Г. Ж. Дәлелді медицина негіздері : оқу құралы / Г. Ж. Сәрсенбаева. - 2-ші бас. - Қарағанды : АҚНҰР, 2019. - 190 бет. с Evidence - Based Medicine how to practice and teach [Text] : textbook / S. E. Straus and other. - 4 th ed. - Edinburgh : Elsevier, 2019. - 324 p. Перевод заглавия: Доказательная Медицина. Как практиковать и учить Калиева, Ш. С. Информационно-дидактический блок по основам доказательной медицины : учеб. пособие. - 2-е изд. - Караганда : АҚНҰР, 2019. - 190 с Сәрсенбаева Г. Ж. Дәлелді медицина негіздері : оқу құралы / Г. Ж. Сәрсенбаева. - Караганды : АҚНҰР, 2016. - 190 бет. с Дербисалина Г.А. Дәлелді медицина сұрақтары мен жауаптары.-Ақ-Нұр, 2014

Гринхальх, Т. Дәлелді медицина негіздері : оқулық: аударма ағылшын тілінен / жауапты ред. Г. С. Кемелова ; қазақ тіліне ауд. Т. К. Сағадатова. - М. : ГЭОТАР - Медиа, 2014. - 336 бет
Советова З. С. Ғылыми зерттеу негіздері және академиялық жазылым : оқу құралы / З. С. Советова. - Алматы : Aktaulova's, 2022. - 252 б. - Текст : непосредственный.
Калиева Ш. С. Дәлелді медицина негіздері бойынша ақпаратты-дидактикалық жинақ : оқу құралы / Ш. С. Калиева, Т. К. Сагадатова ; ҚР денсаулық сақтау министрлігі; ҚММУ. - 2-ші бас. - Қарағанды : ЖК "Ақнұр", 2019. - 182 бет. с
Доказательная медицина в вопросах и ответах : учеб.-методическое пособие / Г. А. Дербисалина [и др.]. - Қарағанды : ЖК "Ақ Нұр", 2013

12. Subject policy

Requirements for students:
1. Do not skip classes without good reason.
2. Don't be late for classes.
3. Come to class in uniform.
4. Be active during practice sessions.
5. To prepare for classes.
6. Timely, on schedule, perform and submit independent work (SIW).
7. Do not engage in extraneous activities during classes.
8. Be tolerant, open and friendly to fellow students and teachers.
9. Observe safety precautions in the classroom and take care of the department's property.
10. The first boundary control of students' knowledge in the section "Public Health" is conducted on the 7th day of theoretical training with the results of boundary control-1 being posted in an electronic journal, taking into account penalty points for missing lectures (missing lectures in the form of penalty points are deducted from the boundary control assessment). The penalty point for skipping 1 lecture is 1.0 points. A student who fails to attend the border control without a valid reason is not allowed to take the exam in the discipline. The results of the border control are provided to the dean's office in the form of a report.
The second boundary control of students' knowledge in the section "Fundamentals of evidence-based medicine" is conducted on the 12th day of theoretical training with the results of boundary control-2 being posted in an electronic journal, taking into account penalty points for missing lectures (missing lectures in the form of penalty points are deducted from the boundary control assessment). The penalty point for skipping 1 Lecture is 2.0 points. A student who fails to attend the border control without a valid reason is not allowed to take the exam in the discipline. The results of the border control are provided to the dean's office in the form of a report.
11. The SIW score is posted in the classroom, according to the schedule, in an electronic journal, taking into account penalty points for missing SIW classes. The penalty point for skipping 1 session of the SIWT is 2.0 points.

13 Academic policy based on the moral and ethical values of the academy

1. **Mission**

To be a recognized leader in the field of training competitive personnel!

The Code of Honor: 1. The student strives to become a worthy citizen of the Republic of Kazakhstan, a professional in his chosen specialty, to develop the best qualities of a creative personality. 2. The student treats his elders with respect, does not allow rudeness towards others and shows empathy for socially vulnerable people and, as far as possible, takes care of them. 3. The student is a model of decency, culture and morality, is intolerant of immorality and does not allow discrimination based on gender, nationality or religion. 4. The student leads a healthy lifestyle and completely abandons bad habits. 5. The student respects the traditions of the university, protects its property, monitors cleanliness and order in the student dormitory. 6. The student recognizes the necessary and useful activities aimed at the development of creative activity (scientific, educational, sports, artistic, etc.), at improving the corporate culture and image of the university. 7. Outside the walls, the student always remembers that he is a representative of a higher school and makes every effort not to drop his honor and dignity. 8. The student considers it his duty to combat all types of academic dishonesty, including: cheating and asking others for help in passing knowledge control procedures; presenting any volume of ready-made educational materials (abstracts, term papers, tests, theses and other works), including online resources, as the results of his own work; circumvention Anti-plagiarism systems; using family or office connections to get a higher grade; absenteeism, tardiness and skipping classes without a valid reason. Registrar's Office AP 044/101-2022 Ed. No. 4 14 p. of 67 Academic policy of JSC " SKMA" 9. The student considers all the listed types of academic dishonesty as incompatible with obtaining a high-quality and competitive education worthy of the future economic, political and managerial elite of Kazakhstan

Vision

Effective system of medical and pharmaceutical education, based on the competence approach and the needs of practical public health and pharmaceutical industries, focused on the training of specialists that meet international quality and safety standards.

Basic ethical principles, on which JSC " SKMA" relies for the realization of its mission:

	The principle of high professionalism the teaching staff of JSC " SKMA"– this is permanent improvement of their knowledge and skills, ensuring the provision of quality educational services for students at all levels of training. The principle of quality in JSC " SKMA" – this is the realization of conception of modernization of Kazakhstan education, the main direction of which is to ensure the modern quality of education based on the preservation of its fundamental and compliance with the actual and prospective needs of the individual, society and state, which is ensured by the use in the educational process, scientific-research activities and consultative and diagnostic work of innovative technologies and new achievements of science and practice. The principle of orientation training – this is the implementation of a student-centered learning process on flexible path of educational programs, taking into account the rapidly changing economic conditions and current trends in the labor market, the creation of maximum effective conditions for their professional growth, development of motivation and monitoring of training outcomes, continuous renovation of educational programs, expanding the volume of knowledge and competence, necessary for effective professional activity.
2.	Academic policy http://surl.li/eroik
3.	Grading Policy *Student's final mark* (FM) is given at the end of the course, and calculate as a sum of the *admission rating mark* (ARM) and the *final control mark* (FCM) and is given according to the point-rating letter system. FM=ARM+FCM *Admission rating mark* (ARM) is equal to 60 points or 60% and includes: the *current control mark* (CCM) and *midterm control mark* (MCM). The *current control mark* (CCM) is the average score for practical lessons and SIW. The *midterm control mark* (MCM) is the average score of the two midterm controls. The *admission rating mark* (60 points) is calculated via the formula: $MCM_{average}$ x 0.2+$CCM_{average}$ x 0.4 *Final control* (FC) is carried out in the form of testing and the student can get 40 points or 40% of the total mark. When testing, the student is asked 50 questions. Calculation of final control is carried out as follows: If the student correctly answered 45 questions out of 50, it will be 90%. 90 x 0.4 = 36 points. The final mark is calculated if the student has positive marks both in the admission rating (AR) = 30 points or 30% or more, and in the final control (FC) = 20 points or 20% or more. The final grade (100 points) = $MCM_{average}$ x 0.2+$CCM_{average}$ x 0.4+FC x 0.4 A student who has received an unsatisfactory mark for one of the types of controls (MK1, MK2, $CC_{average}$) is not allowed to the exam. Penalty points are subtracted from the average score of the current control.

14 Approval and revision

Date of approval with the LIC	Protocol No.	Head of the LIC	Signature
«25» 06 2025 y.	№ 7	Derbicheva R.I.	
Approval date	**Protocol No.**	**Head of the Department Social health insurance and PH**	**Signature**
«26» 06 2025 y.	№ 16	Sarsenbayeva G.Zh.	
Approval date"Medicine"	**Protocol No.**	**Chairman of the EP "Medicine"**	**Signature**
«27» 06 2025 y.	№ 6	Auezkhankyzy D.	
Revision date	**Protocol No.**	**Head of the Department Social health insurance and PH**	**Signature**
«__» ___ 202__ y.	№ ___	Sarsenbayeva G.Zh.	
Revision date "Medicine"	**Protocol No.**	**Chairman of the EP "Medicine"**	**Signature**
«__» ___ 202__ y.	№ ___	Auezkhankyzy D.	