MINISTRY OF SCIENCE AND HIGHER EDUCATION
RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
NORTH-CAUCASUS FEDERAL UNIVERSITY

Methodological Guidelines
for Students on arranging and performing independent work
in the Discipline of _____ Volunteer Projects and Initiatives _____
for Students majoring (Specialty) in 31.05.01 General Medicine

Methodological Recommendations for Studying Theoretical Material

When performing the independent study of theoretical material, the student must follow the rules as set below. The working curriculum of the respective academic discipline shall be recommended to be used as the basis for such activity. According to the schedule of classroom lessons and independent work, a different number of hours is to be allocated for studying individual topics. A significant portion of the student's independent work should be allocated to mastering the material on the covered topic, writing a summary (notes) on the specified theoretical blocks, and searching for additional literature based on the NCFU library and via the Internet system. The lecture material shall not cover all theoretical material; the greater part of it must be mastered through independent work. Given the above, working with the recommended literature is mandatory. Special attention must be paid to the content of the main provisions and conclusions, the explanation of phenomena and facts, and the understanding of the practical application of the theoretical issues under consideration. In the process of this work, the student should strive to understand and memorize the main provisions of the material being considered, the examples illustrating it, as well as to understand the illustrative material. Preparation should be completed by drawing up a plan (summary/notes) on the material (issue) being studied. This allows for the creation of a concentrated, concise representation of the issues being studied. First, studying the recommended literature is to be done. Special attention must be paid to the content of the main provisions and conclusions, the explanation of phenomena and facts, and the understanding of the practical application of the theoretical issues under consideration.

During this work, the student should strive to understand and memorize the main provisions of the material being considered, the examples illustrating it, as well as to understand the illustrative material. Preparation should be completed by drawing up a plan (summary/notes) on the material (issue) being studied. This allows for the creation of a concentrated, concise representation of the issues being studied. If necessary, one should seek (advice) consultation from the instructor. When going to a consultation, it is necessary to thoroughly think through the questions that require clarification. Keeping records contributes to turning reading into an active process, mobilizing motor memory along with visual memory. The following should be born in mind: a student who systematically keeps records creates their own individual stock of auxiliary materials for a quick review of what has been read and for the mobilization of accumulated knowledge. Records are especially important and useful when they reflect the thoughts that arose during independent work.

It is important to develop the students' capacity to compare sources and to think through the material being studied.

Improving note-taking skills among students is of great importance.

The instructor may recommend the following main forms of recording to students: a plan (simple and detailed), excerpts, and theses (abstracts).

The results of note-taking can be presented in various forms.

- A plan is an outline of the read material, a brief (or detailed) list of questions reflecting the structure and sequence of the material.
- A detailed plan fully replaces a summary.
- A summary (notes) is a systematized, logical presentation of the source material. Four types of summaries are distinguished:
- Outline-summary (Plan-notes) – this is an expanded, detailed plan in which sufficiently detailed records are provided for those points of the plan that need explanation.
- Textual summary – this is the reproduction of the most important provisions and facts of the source.
- Free summary – these are clearly and briefly formulated (stated) main provisions resulting from a deep understanding of the material. It may contain excerpts, quotations, and theses; part of the material may be represented by a plan.

- Theme-based summary – this is compiled on the basis of studying a number of sources and gives a more or less exhaustive answer according to a certain scheme (issue).

Methodological Guidelines for the Preparation for Practical Activities

When preparing for practical activities, the recommendation implies studying the control questions for the given lesson and the theoretical material from one's own notes.

The main form of work during the lessons is an interview (discussion). Each student must be ready to speak on all issues raised in the plan and demonstrate maximum activity during their consideration.

The speech must be constructed freely, convincingly, and with arguments. The instructor ensures that the speech is not reduced to a reproductive level (simple reproduction of the text); simple reading of the summary is also not allowed.

It is necessary for the speaker to show their own attitude towards what they are talking about, express their personal opinion and understanding, substantiate it, and be able to draw the correct conclusions from what has been said. In doing so, the student may refer to the entries in the summary, directly to the primary sources, use knowledge of previously studied disciplines, etc. In addition, to obtain a grade at an advanced level, students solve situational tasks based on the results of the mastered topics.

During the execution of practical works, a defense of practical skills is provided, the full list of which is specified in the fund of assessment tools.

Methodological Recommendations for the Preparation of Presentations and Reports

The report must contain elements of novelty; along with the fundamental aspect, an analysis of the current state of the problem under study must be carried out, as well as inclusion in regional issues. The report must include an introduction, a theoretical part, a conclusion, a list of literature, and a presentation that reveals the essence of the topic in graphs, pictures, diagrams, and formulas.

The report is recommended to be submitted on 1 printed sheet. The text of the work must be printed with 1.5 line spacing on one side of a standard sheet (A4) of white paper.

The text and other printed elements of the work must be black, and the contours of letters and signs must be clear, without halos and shading. The font must be Times New Roman, size 14. The titles of chapters and paragraphs are highlighted in bold. The sheet with text must have margins: left – 30 mm, right – 10 mm, top – 20 mm, bottom – 20 mm.

Page numbering of the text is done in the lower right corner of the sheet. It is necessary to number pages starting from the page where the Introduction is printed, on which the number 3 is placed. After that, all pages, including appendices, are numbered.

A space equal to two intervals is placed between the title of the chapter and the title of the paragraph of this chapter, and the title of the paragraph must not be separated from the text of this paragraph by a space. The titles of paragraphs shall be separated from the text of the previous paragraph by a space equal to two intervals. Each chapter, as well as the introduction, conclusions, appendices, and the list of used literature, begin on a new page. The word Chapter is not to be written. Chapters have ordinal numbers within the entire work, designated by Arabic numerals (for example: 1, 2, 3), followed by a period.

The word **PARAGRAPH** or the paragraph symbol (§) is not placed in the title. Paragraphs have ordinal numbers within the chapters, designated by Arabic numerals (for example: 1.1. and 1.2.).

Headings of chapters and paragraphs in the text must be centered; a period shall not be placed at the end of the title of the chapter and paragraph. It is not allowed to hyphenate (transfer) a part of a word in a heading. 4.5. The numbering of tables and figures can be running (continuous) or relate to the number of the chapter and paragraph. For example, if a table or a figure is included in the text of the first paragraph of the second chapter, the numbering is as follows: Table 2.1.1., Fig. 2.1.1.

The last digit means the ordinal number of the table (or figure) in this paragraph. The table is to be placed as the next page after the first mention of it in the text.

Educational, Methodological, and Informational Support for the Discipline

1. List of Main and Additional Literature Required for Mastering the Discipline (Module)

1.1. List of Main Literature:

1. Piatak, J. S., & Sowa, J. E. (2025). Volunteer Management: A Strategic Approach. Routledge.
2. Seel, K. E., & Bennett, J. R. (Eds.). (2021). Volunteer Administration: Professional Practice (4th ed.). LexisNexis Canada.
3. Smith, D. H., Stebbins, R. A., & Grotz, J. (Eds.). (2016). The Palgrave Handbook of Volunteering, Civic Participation, and Nonprofit Associations. Palgrave Macmillan.

1.2. List of Additional Literature:

1. Ellis, S. J. (2002). The Volunteer Recruitment and Membership Development Book (3rd ed.). Energize.
2. Hager, M. A., & Brudney, J. L. (2008). “Management Capacity and Retention of Volunteers.” In M. Liao-Troth (Ed.), Challenges in Volunteer Management (pp. 9–27). Information Age Publishing.
3. Hager, M. A., & Brudney, J. L. (2021). “Sustaining Volunteer Involvement.” In K. Seel & J. R. Bennett (Eds.), Volunteer Administration: Professional Practice (4th ed., pp. 169–187). LexisNexis Canada.

2. List of Resources of the Information and Telecommunications Network **Internet** Required for Mastering the Discipline (Module)

1. Electronic Library System “IPR BOOK”. **URL: https://www.iprbookshop.ru**
2. “Dobro.ru” Media Project on Volunteering. **URL: https://dobro.ru/**

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in the Discipline of _____ Volunteer Projects and Initiatives _____
for Students majoring (Specialty) in 31.05.01 General Medicine

INTRODUCTION

These guidelines have been developed in accordance with the requirements of the Federal State Educational Standards for Higher Education (FSES HE) and the curriculum for the course “Volunteer Projects and Initiatives.”

The course is designed to develop the universal competencies UC-2 and UC-3 required of future bachelor’s degree graduates (specialists) enrolled in 31.05.01 General Medicine.

The main objective of the course “Volunteer Projects and Initiatives” is to provide students with a comprehensive understanding of the development of the volunteering and voluntary service movement and to equip them with knowledge of volunteer initiatives and projects.

Learning Outcomes

Upon completion of the course, students will be able to:

- understand the nature and content of a volunteer project; define its objectives and the set of interrelated tasks required to achieve them; and identify the expected outcomes of addressing these tasks;
- develop an action plan for addressing the objectives of a volunteer project, selecting the most appropriate course of action based on applicable legal requirements, available resources, and existing constraints;
- identify and formulate the key areas of activity required to implement a volunteer project in accordance with established objectives, timelines, and resource constraints, taking into account applicable legal requirements and available resources and constraints, including through the use of digital tools;
- participate effectively in interpersonal and group interactions and develop a team-working strategy through collaborative discussion of objectives and areas of activity required to achieve them;

- organize teamwork in the development and implementation of a volunteer project, taking into account objective circumstances and the individual capabilities of team members;
- identify the key areas of project support and resource provision and justify an appropriate course of action for completing assigned tasks through effective teamwork and timely responses to deviations from the planned course of project implementation.

Practical session 1

Volunteering in Contemporary Society: Concepts, Types, Forms, and Methods

The concepts of *voluntary service* and *volunteering*. Key areas of volunteer practice. Principles of organizing volunteer activities. Types and forms of volunteering. The international significance of volunteering. The Millennium Development Goals established by the United Nations. The socioeconomic contribution of volunteering. *The personal significance of volunteering.*

Self-Assessment Questions

1. What is the difference between the concepts of *voluntary service* and *volunteering*?
2. What are the main types and forms of volunteering, and how do they differ from one another?
3. What principles should be followed when organizing volunteer activities?

4. What is the international significance of volunteering, and how does it contribute to achieving global development goals?
5. What social, economic, and personal benefits can volunteering provide to individuals and society?

Practical session 2

“Dobro.ru” Media Project on Volunteering

The aims and objectives of the “Dobro.ru” media project. Portal services. “Dobro.ru” as an ecosystem of IT services designed to promote constructive civic engagement. Registration procedures and requirements. Issuance of the Electronic Volunteer Record Book (EVRB).

Self-Assessment Questions

1. What are the main aims and objectives of the “Dobro.ru” media project?
2. What services does the “Dobro.ru” portal provide to volunteers and volunteer organizations?
3. Why can “Dobro.ru” be considered an ecosystem of IT services for promoting constructive civic engagement?
4. What are the main steps and requirements for registering on the “Dobro.ru” portal?
5. What is the Electronic Volunteer Record Book (EVRB), and what is its role in documenting a person’s volunteer experience?

Practical session 3

Legal and Regulatory Framework for Volunteering

The Constitution of the Russian Federation; international treaties of the Russian Federation; universally recognized principles and norms of international law; federal constitutional laws and other federal laws; decrees and orders of the President of the Russian Federation; resolutions and orders of the Government of the Russian Federation; regulatory legal acts issued by federal executive authorities; laws and other regulatory legal acts adopted by the highest state authorities of the constituent entities of the Russian Federation; regulatory legal acts issued by other executive authorities of the constituent entities of the Russian Federation; and regulatory legal acts of local self-government bodies governing volunteering and voluntary service.

Self-Assessment Questions

1. What are the main sources of law that regulate volunteering in the Russian Federation?
2. What role does the Constitution of the Russian Federation play in establishing the legal framework for volunteering?
3. How do federal laws, presidential decrees, and government resolutions regulate volunteer activities?
4. What role do regional and local regulatory legal acts play in organizing and supporting volunteering?
5. Why is it important for volunteers and volunteer organizations to understand the legal requirements governing volunteer activities?

Practical session 4

University Volunteer Teams and Centers: Specific Features and Areas of Activity. The Resource Center as a Model for Organizing Volunteering and Voluntary Service

The specific features of the activities of university volunteer teams and centers. The development of volunteer centers and volunteer agencies in Russia. An overview of volunteer centers. Volunteer development centers. Volunteer resource centers. Staffing and personnel requirements for operating a university-based volunteer resource center.

Self-Assessment Questions

1. What are the main functions and specific features of university volunteer teams and centers?
2. What factors have contributed to the development of volunteer centers and volunteer agencies in Russia?
3. What is the difference between a volunteer center, a volunteer development center, and a volunteer resource center?
4. What role does a university-based volunteer resource center play in supporting and developing volunteer activities?
5. What staffing and professional competencies are required for the effective operation of a university-based volunteer resource center?

Practical session 5

Key Resources for Volunteering and Voluntary Service

Resource support for the development of volunteering and voluntary service. Concepts for the development of volunteering and voluntary service in the Russian

Federation through 2025. Information support for volunteering. Financial support for volunteer centers. Funding through the Presidential Grants Fund. Grants provided by the Federal Agency for Youth Affairs. Action plan for implementation.

Self-Assessment Questions

1. What types of resources are essential for the sustainable development of volunteering and voluntary service?
2. What are the main objectives of the Concept for the Development of Volunteering in the Russian Federation through 2025?
3. What forms of information support can contribute to the development and promotion of volunteer activities?
4. What are the main sources and mechanisms of financial support available to volunteer centers and organizations?
5. What role do presidential grants and grants provided by the Federal Agency for Youth Affairs play in supporting volunteer initiatives and projects?

Practical session 6

Volunteer Initiatives and Volunteer Recruitment Strategies

Volunteer recruitment programs. Interviewing and onboarding volunteers for project implementation. Social project design.

Self-Assessment Questions

1. What are the main stages of developing and implementing a volunteer recruitment program?
2. What criteria should be considered when selecting volunteers for a specific project?
3. What is the purpose of an interview in the volunteer recruitment and selection process?
4. What does volunteer onboarding involve, and why is it important for successful project implementation?
5. What are the key stages of social project design, from identifying a social problem to defining expected outcomes?

Practical session 7

Promoting Volunteer Initiatives Online

Volunteer image and public perception. Promoting and raising awareness of volunteering. Online tools for promoting a volunteer team or volunteer center. Information and communication channels for volunteering.

Self-Assessment Questions

1. What are the main stages of planning and implementing a volunteer project?
2. How should project goals and objectives be formulated to ensure that they are clear and achievable?
3. How should roles and responsibilities be distributed among team members during the implementation of a volunteer project?
4. What criteria and indicators can be used to assess the outcomes and social impact of a volunteer project?
5. What information should be included in a final project report, and how can the effectiveness of a volunteer initiative be evaluated?

Practical session 8

Management and Evaluation of Volunteer Projects

The principles and stages of planning, implementing, coordinating, and evaluating volunteer projects. Setting project goals and objectives, assigning roles and responsibilities, coordinating volunteer activities, assessing project outcomes, and measuring social impact. Preparing project reports and evaluating the effectiveness of volunteer initiatives.

Self-Assessment Questions

1. What are the main stages of planning and implementing a volunteer project?
2. How should project goals and objectives be formulated to ensure that they are clear and achievable?
3. How should roles and responsibilities be distributed among team members during the implementation of a volunteer project?
4. What criteria and indicators can be used to assess the outcomes and social impact of a volunteer project?
5. What information should be included in a final project report, and how can the effectiveness of a volunteer initiative be evaluated?

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