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Информация о владельце:

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MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean

Faculty of Medicine and Biology

COURSE OUTLINE OF THE DISCIPLINE (MODULE)

_____ Volunteer Projects and Initiatives _____

Name of the discipline (module)

- Specialty: 31.05.01 General Medicine
- Mode of training: Full-time
- Year of commencement of studies: 2026
- Delivered in Semester 2

Developed by:

Associate Professor,
Department of Theory and
Methodology of social work
position

_____ **Klushina E.A.** _____

full name

Stavropol 2026

1. Aim and Objectives of Mastering the Discipline (Module)

- Aim of mastering the discipline 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.
- Objectives of mastering the discipline are:
 - to provide students with a comprehensive understanding of the development of volunteering in Russia;
 - to familiarize students with best practices in the design and implementation of volunteer projects;
 - to develop students' understanding of the role of volunteer organizations and volunteers in addressing social challenges, as well as to promote greater recognition of volunteering in society;
 - to prepare students for active participation in volunteer activities;
 - to develop students' skills in promoting volunteer initiatives.

2. Place of the Discipline (Module) in the Structure of the Training (educational) Program

The discipline « Volunteer Projects and Initiatives» belongs to the part developed by the parties involved in academic relations.

3. List of Potential Learning Outcomes for the Discipline (Module), Correlated with the Outcomes of Mastering the Educational Program

Code and definition of the competence	Code and definition of the indicator	Planned learning outcomes for the discipline (module) describing the stages of competency and indicator development
UC-2. Capable of managing a project at all stages of its life cycle.	AI-1 UC-2. Formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results. AI-2 UC-2. Develops an action plan for solving the project tasks, choosing the optimal method based on current legal norms, available resources, and constraints. AI-3 UC-2. Ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and	Acquisition of special medical skills and their application in practical healthcare

	constraints, including the use of digital tools.	
UC-3. Capable of organizing and leading the work of a team, developing a team strategy to achieve the set goal.	<p>AI-1 UC-3. Participates in interpersonal and group interaction, using an inclusive approach, effective communication, methods of team building, and team interaction when working jointly within the framework of an assigned task.</p> <p>AI-2 UC-3. Ensures team operation to obtain optimal results of joint work, taking into account the individual capabilities of its members, using the success methodology, methods, information technologies, and foresight technologies.</p> <p>AI-3 UC-3. Ensures the completing of assigned tasks based on monitoring teamwork and timely response to significant deviations.</p>	<p>Readiness for communication in oral and written forms</p> <p>Readiness to act in non-standard situations, choose methods of protection in emergency situations</p>

4. Volume of the Academic Discipline (Module) and Control *

Volume of classes: Total: 3 ECTS credits, 108 academic hours.	Full-time type of study, in academic hours
Face-to-face work	48
Lectures / including practical training	16/0
Practical classes / including practical training	32/0
Independent work	60
Forms of control	
Credit	

* The discipline (module) provides for the use of e-learning and remote learning technologies (unless otherwise set by the educational standard).

5. Content of the Discipline (Module), Structured by Topics (Sections) with an Indication of the Hours and Types of Classes

#	Section (topic) of the discipline and brief content	Competencies and indicators to be developed	Full-time training			Forms of current control of academic progress	
			Contact work of students with the teacher / of them practical skills training, hours				Independent work, hours
			Lectures	Practical classes	Laboratory work		

1	Volunteering in Contemporary Society: Concepts, Types, Forms, and Methods.	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Interview (discussion)</i>
2	“Dobro.ru” Media Project on Volunteering	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Colloquium</i>
3	Legal and Regulatory Framework for Volunteering	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Testing</i>
4	University Volunteer Teams and Centers: Specific Features and Areas of Activity. The Resource Center as a Model for Organizing Volunteering and Voluntary Service	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Interview (discussion)</i>
5	Key Resources for Volunteering and Voluntary Service	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Testing</i>
6	Volunteer Initiatives and Volunteer Recruitment Strategies	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Colloquium</i>
7	Promoting Volunteer Initiatives Online	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Presentation of report</i>

8	Management and Evaluation of Volunteer Projects	AI-1 UC-2, AI-2 UC-2, AI-3 UC-2, AI-1 UC-3, AI-2 UC-3, AI-3 UC-3	2	4			<i>Presentation of project</i>
	TOTAL in Semester 2		16	32			
	TOTAL		16	32			

6. Assessment Tools Fund for the Discipline (Module)

The assessment tools fund (ATF) for the discipline (module) ____ Volunteer Projects and Initiatives ____ is based on the list of competencies to be mastered, indicating the stages of their formation in the process of mastering the discipline (module). The ATF provides an objective control over the achievement of the planned learning outcomes. The ATF includes:

- A description of indicators and criteria for evaluating competencies at various stages of their formation, a description of evaluation scales;
- Methodological materials determining the procedures for evaluating knowledge, skills, abilities and (or) work experience characterizing the stages of competency formation;
- Standard control tasks and other materials necessary for assessing knowledge, skills, and the level of mastery of the formed competencies in the process of mastering the discipline (module).

The ATF is an appendix to this discipline (module) program.

7. Methodological Guidelines for Students on Mastering the Discipline

When starting work, each student must take into account the following provisions.

The discipline (module) is structured on a thematic principle; each topic represents a logically completed section.

The lecture material is dedicated to the consideration of key, basic provisions of the courses and the clarification of learning tasks assigned for the independent work of students.

Practical classes are conducted with the aim of consolidating the mastered information, acquiring skills for its application in solving practical problems in the relevant subject area.

The independent work of students is aimed at the independent study of additional material, preparation for practical and laboratory classes, as well as the execution of all types of independent work.

In order to successfully master the discipline, it is important to complete all types of independent work employing the recommended sources of information.

8. Educational, Methodological, and Informational Support for the Discipline

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

8.1.1. 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.

8.1.2. 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.

8.2. List of Educational and Methodological Support for the Independent Work of Students in the Discipline (Module)

1. Methodological Guidelines for Students on Organizing Independent Study (electronic version).
2. Methodological Guidelines for Completing Practical Assignments (electronic version).

8.3. 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/>

9. List of Information Technologies Employed through the Discipline (Module), Including a List of Software and Information Reference Systems

When delivering lectures, computer equipment and demonstrations of multimedia presentation materials are used. In seminars and practical classes, students deliver presentations prepared by them during the hours of independent work.

Information Reference Systems:

Information-reference and information-legal systems used in the study of the discipline:

1.	
2.	

Software:

1.	Alt Workstation 10
2.	Alt Workstation K
3.	Alt Server
4.	Office software package – P7-Office

10. Description of the Material and Technical Resources Required for the Educational Process for the Discipline (Module)

Lecture classes	A classroom equipped with multimedia equipment and technical training facilities.
Practical classes	A classroom, equipped with multimedia equipment and technical training facilities.
Independent work	A room for the independent work of students, equipped with computer hardware with the capability to connect to the Internet network and provide access to the electronic information and educational environment of the university.

11. Specific Features of Mastering the Discipline (Module) by Persons with Disabilities

Students with disabilities shall be provided with special textbooks, teaching aids, and didactic materials, special technical training facilities for collective and individual use, the services of an assistant (helper) providing the necessary technical assistance to the students, as well as the services of sign language interpreters and tactile sign language interpreters.

The mastery of the discipline (module) by students with disabilities may be organized jointly with other students, as well as in separate groups.

Mastering the discipline (module) by students with disabilities is to be carried out taking into account the peculiarities of psychophysical development, individual capabilities, and health status.

In order to ensure the accessibility of higher education under the educational program for persons with disabilities, the following is provided during the mastery of the discipline (module):

- 1) for persons with visual impairments:
 - the presence of an assistant offering the student the necessary technical assistance, taking into account individual features (help taking the workplace, moving around, reading and formatting the task, including writing under dictation),
 - written tasks, as well as instructions on the procedure for their execution, are formatted in an enlarged font,
 - special textbooks, teaching aids, and didactic materials (having a large font or audio files), individual uniform lighting of at least 300 lux,if necessary, a magnifying device is provided to the student to complete the task;
- 2) for persons with hearing impairments:
 - the presence of an assistant providing the student with the necessary technical assistance, taking into account individual characteristics (helps to take a workplace, move around, read and format the task, including writing with dictation),
 - the availability of sound-amplifying equipment for collective use is ensured; if necessary, sound-amplifying equipment for individual use is provided to the student;
 - provision with proper sound means of reproducing information is ensured;
- 3) for persons with musculoskeletal disorders (including severe motor function impairments of the upper limbs or the absence of upper limbs):
 - written tasks are performed on a computer with specialized software or are dictated to an assistant;
 - at the request of the student, tasks may be performed verbally.

12. Specific Features of Implementing the Discipline with the Use of Distance Learning Technologies and E-Learning

Subject to Part 1 of Article 16 of the Federal Law of December 29, 2012, No. 273-FZ On Education in the Russian Federation, e-learning shall be viewed as the arrangement of educational activities employing information contained in databases and used in the implementation of educational programs, as well as information technologies, technical means, and information and telecommunication networks that ensure the processing and transmission of the specified information via communication lines, and the interaction of students and pedagogical workers.

Remote (distance) learning technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks during the indirect (at a distance) interaction of students and pedagogical workers.

The implementation of the discipline may be carried out with distance learning technologies and e-learning in full or in part. The components of the Educational And Methodological Complex (EMC) of the discipline (working program of the discipline, assessment and methodological materials, forms of attestation) implemented with the use of distance learning technologies and e-learning contain an indication of their use.

When arranging educational activities with distance learning technologies and e-learning, asynchronous and synchronous methods of interaction between participants in educational relations via the information and telecommunications network Internet may be offered.

When using distance learning technologies and e-learning, the schedule for the discipline shall indicate: methods of interaction among participants in educational relations via the information and telecommunications network Internet (VCC – videoconferencing, ET – electronic testing); links to the electronic information and educational environment of NCFU, to educational platforms and resources of other organizations to which open access is provided via the information and telecommunications network Internet; for synchronous learning – the time of online classes and instructors; for asynchronous learning – the authors of online courses.

When arranging intermediate attestation with distance learning technologies and e-learning, the Methodological Recommendations on the use of technical means ensuring the objective reliability of results when conducting intermediate and state final attestation for higher education educational programs – Bachelor's Degree programs, Specialist's Degree programs, and Master's Degree programs with distance learning technologies are used (Letter of the Ministry of Science and Higher Education of Russia dated December 7, 2020, # MN-19/1573-AN On sending methodological recommendations).

The implementation of the discipline with the use of e-learning and distance learning technologies is carried out using the electronic information and educational environment of NCFU, to which students are provided access via the information and telecommunications network Internet, or using the resources of other organizations, including platforms providing services for videoconferencing, online meetings, and distance learning (MTS-Link), as well as using the capabilities of social networks to carry out communication between students and instructors.

The educational and methodological support for a discipline shall be ensured with e-learning and distance learning technologies includes the working program presented in electronic form, educational and methodological manuals or a course of lectures, methodological guidelines for performing various types of educational activities of students provided for by the discipline, and other educational and methodological materials posted in the information and educational environment of NCFU.