

Approved by  
Deputy Rector for Academic Affairs

\_\_\_\_\_ E.V. Konovalova

“ 16 ” June 2022, Record No. 6

## Psychology and pedagogy Syllabus

Department **Pathophysiology and General Pathology**

Curriculum s310501-ЛечДелоИн-21-1.pli.xml  
Specialty 31.05.01 General Medicine

Qualification **General Practitioner**

Form of education **Full-time**

Total (in credits) **2**

Total academic hours 72  
including:  
Classes 64  
Self-study 8  
Control hours -

Control:  
Credit/mark, 3<sup>rd</sup> term

### Course outline in terms

Academic year (Term)	2 (3)		Total	
	Cur	Syl		
Weeks	17			
Types of classes	Cur	Syl	Cur	Syl
Lectures	32	32	32	32
Practical	32	32	32	32
Self-study	8	8	8	8
Control hours	-	-	-	-
Total	72	72	72	72

The Syllabus is compiled by:

*PhD, Associate Professor, Kovalenko L.A.* \_\_\_\_\_

The Syllabus

## **Psychology and pedagogy**

Developed in accordance with Federal State Educational Standard:

Federal State Educational Standard of higher education in the specialty 31.05.01 General medicine (Order of the Ministry of Education and Science of the Russian Federation on, 12.08.2020 г. №988)

Based on the Curriculum:

31.05.01 GENERAL MEDICINE

Specialization: General Medicine

Approved by the Academic Council of Surgut State University, “ 16 ” June 2022, Record No. 6

The Syllabus was approved by the department

## **Pathophysiology and General Pathology**

Head of Department, Doctor of Medicine, Professor Kovalenko L.V.

## 1. COURSE OBJECTIVES

1.1	<p>The general goal of mastering the academic discipline is aimed at developing students' foundations of psychological and pedagogical competencies necessary in future professional activities as a doctor, forming readiness for self-development, self-realization, self-education, using the creative potential and professional abilities of students.</p> <p>Specific goals are aimed at the formation of the following abilities:</p> <ul style="list-style-type: none"> <li>- define your role in the team, based on the strategy of cooperation to achieve the set goal;</li> <li>- to fulfill their role in the team, taking into account the peculiarities of the behavior of other team members;</li> <li>- analyze the possible consequences of personal actions and plan your actions to achieve a given result;</li> <li>- determine the tasks of self-development and professional growth, distribute them into long-, medium- and short-term with justification of the relevance and determination of the necessary resources for their implementation;</li> <li>- to assess the requirements of the labor market and educational services to build a trajectory of their own professional growth.</li> </ul>
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## 2. COURSE OVERVIEW

Course code (in curriculum)	Б1.О.01.05
<b>2.1 Assumed background:</b>	
2.1.1	Introduction to Speciality. Ethics and Deontology (Bioethics)
2.1.2	Professional Image
<b>2.2 Post-requisite courses and practice:</b>	
2.2.1	Business Management Basics
2.2.2	Basics of Project Management in Healthcare
2.2.3	Public Health and Healthcare. Economy of Public Healthcare
2.2.4	Psychiatry, Medical Psychology

## 3. COMPETENCES UPON COMPLETION OF THE COURSE (MODULE)

UC-3.1:	Determines his/her role in the team based on the strategy of cooperation to achieve the goal
UC-3.2:	Considers the behavior of other team members while implementing his/her role in the team
UC-3.3:	Analyzes the possible consequences of personal actions and plans his/her actions to achieve the pre-planned result
UC-6.1:	Determines the tasks of self-development and professional growth, distributes them into long-, medium- and short-term with the relevance and determination of the necessary resources for their implementation
UC-6.2:	Evaluates the requirements of the labor market and educational services for professional growth

### As a result of mastering the discipline, the student must

<b>3.1 Know:</b>	
3.1.1	the subject, tasks and features of psychology as a science.
3.1.2	the essence of the psyche and mental development.
3.1.3	the mental, emotional and volitional processes, to determine their role in the team, based on the strategy of cooperation to achieve the goal;
3.1.4	mental cognitive processes, to determine their role in the team, based on the strategy of cooperation to achieve the goal;
3.1.5	the mental properties: temperament, character, abilities necessary for the implementation of their role in the team, taking into account the characteristics of the behavior of other team members;
3.1.6	the properties and characteristics of a person as a person, contributing to the analysis of the possible consequences of personal actions and planning their actions to achieve a given result;
3.1.7	the socio-psychological phenomena and processes aimed at self-development and professional growth, distribute them into long-, medium- and short-term with justification of the relevance and determination of the necessary resources for their
3.1.8	the main aspects of the pedagogy of medical school and the requirements of the labor market and educational services for building a trajectory of their own professional growth.
<b>3.2 be able to:</b>	
3.2.1	classify phenomena, phenomena and phenomena in psychology;
3.2.2	define the concept, function, structure and properties of the psyche;
3.2.3	classify emotions and feelings of a person to determine their role in the team, based on the strategy of cooperation to achieve the set goal;
3.2.4	determine the essence of cognitive mental processes, to determine their role in the team, based on the strategy of cooperation to achieve the goal;
3.2.5	form the psychological structure of the personality necessary for the implementation of his role in the team, taking into account the peculiarities of the behavior of other team members;

3.2.6	determine the main directions and tendencies of the mental development of the individual, contributing to the analysis of the possible consequences of personal actions and planning their actions to achieve a given result;
3.2.7	classify socio-psychological phenomena and processes aimed at self-development and professional growth, distribute them into long-, medium- and short-term with substantiation of their relevance and determination of the necessary resources for their implementation;
3.2.8	systematize and structure the forms and methods of pedagogy of higher medical school and assess the requirements of the labor market and educational services in order to build a trajectory of their own professional growth.
<b>3.3</b>	<b>Have skills of:</b>
3.3.1	systematization and structuring of the world of mental phenomena;
3.3.2	the concepts of the basic structures of the brain;
3.3.3	understanding of the psychological characteristics of will, emotions and feelings, to determine their role in the team, based on the strategy of cooperation to achieve the goal;
3.3.4	determining the types of cognitive mental processes, to determine their role in the team, based on the strategy of cooperation to achieve the goal;
3.3.5	the psychological characteristics of temperament, character, abilities necessary for the implementation of their role in the team, taking into account the characteristics of the behavior of other team members;
3.3.6	the various approaches and theories of personality structure, aimed at analyzing the possible consequences of personal actions and planning their actions to achieve a given result;
3.3.7	classifying and systematizing socio-psychological phenomena and processes aimed at self-development and professional growth, distribute them into long-, medium- and short-term with justification of the relevance and determination of the necessary resources for their implementation;
3.3.8	the methods and forms of systematization in the field of higher education pedagogy and the skills of assessing the requirements of the labor market and educational services in order to build a trajectory of their own professional growth.

#### 4. STRUCTURE AND CONTENTS OF THE COURSE (MODULE)

Class Code	Topics /Class type	Term / Academic year	Hours	Competencies	Literature	Inter active	Notes
	<b>Section 1. SUBJECT, OBJECTIVES AND FEATURES OF PSYCHOLOGY AS A SCIENCE</b>						
1.1	SUBJECT, OBJECTIVES AND FEATURES OF PSYCHOLOGY AS A SCIENCE / Lec /	3	4	UC-3.2 UC - 3.3 UC -6.1	L.1.1 L.1.2	0	written quiz
1.2	The world of mental phenomena /Practice/	3	4	UC -3.3 UC - 6.1		0	Practical class
1.3	The world of mental phenomena /Self-study/	3	1	UC -3.2 UC - 3.3 UC -6.1		0	preparation for a practical lesson
	<b>Section 2. PSYCHE AND ORGANISM. MENTAL</b>						
2.1	PSYCHE AND ORGANISM. MENTAL DEVELOPMENT / Lec /	3	4	UC -3.2 UC - 3.3 UC -6.1	L.1.1 L.1.2	0	written quiz
2.2	Psyche: concept, functions, structure, properties, forms of mental reflection. /Practice/	3	4	UC -3.2 UC - 3.3 UC -6.1		0	Practical class
2.3	Basic structures of the brain / Self-study/	3	1	UC -3.2 UC - 3.3 UC -6.1		0	preparation for a practical lesson
	<b>Section 3. MENTAL PROCESSES: emotional, volitional processes</b>						
3.1	MENTAL PROCESSES: emotional, volitional processes / Lec /	3	4	UC -3.2 UC - 3.3 UC -6.1	L.1.1 L.1.2.	0	written quiz
3.2	Classification of emotions and feelings /Practice/	3	4	UC -3.2 UC - 3.3 UC -6.1		0	Practical class
3.3	Psychological characteristics of will, emotions and feelings / Self-study/	3	1	UC -3.2 UC - 3.3 UC -6.1		0	preparation for a practical lesson
	<b>Section 4. MENTAL PROCESSES: cognitive processes.</b>						

4.1	MENTAL PROCESSES: cognitive processes / Lec/	3	4	UC -3.2 UC - 3.3 UC -6.1	L.1.1 L.1.2	0	written quiz
4.2	The essence of cognitive mental processes: sensation, perception, representation, attention, memory, imagination, thinking, speech /Practice/	3	4	UC -3.2 UC - 3.3 UC -6.1		0	Practical class
4.3	Types of cognitive mental processes / Self-study/	3	1	UC -3.2 UC - 3.3 UC -6.1		0	preparation for a practical lesson
<b>Section 5. MENTAL PROPERTIES: TEMPERAMENT, CHARACTER, ABILITY.</b>							
5.1	MENTAL PROPERTIES: TEMPERAMENT, CHARACTER, ABILITY / Lec/	3	4	UC -3.2 UC - 3.3 UC -6.1	L.1.1 L.1.2	0	written quiz
5.2	Psychological structure of personality /Practice/	3	4	UC -3.2 UC - 3.3 UC -6.1		0	Practical class
5.3	Psychological characteristics of temperament, character, abilities / Self-study/	3	1	UC -3.2 UC - 3.3 UC -6.1		0	preparation for a practical lesson
<b>Section 6. PERSON AS A PERSONALITY.</b>							
6.1	PERSONAL PERSONALITY / Lec/	3	4	UC -3.2 UC - 3.3 UC -6.1 UC 6.2	L.1.1 L.1.2.	0	written quiz
6.2	The main directions and tendencies of the mental development of personality /Practice/	3	4	UC -3.2 UC - 3.3 UC -6.1 UC -6.2		0	Practical class
6.3	Personality structure / Self-study/	3	1	UC -3.2 UC - 3.3 UC -6.1 UC -6.2		0	preparation for a practical lesson
<b>Section 7. SOCIAL AND PSYCHOLOGICAL PHENOMENA AND PROCESSES.</b>							
7.1	SOCIO-PSYCHOLOGICAL PHENOMENA AND PROCESSES / Lec /	3	4	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	L.1.1 L.1.2	0	written quiz
7.2	Communication, interaction, mutual influence, conflicts as social and psychological processes /Practice/	3	4	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2		0	Practical class
7.3	Psychological processes in a small group / Self-study/	3	1	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2		0	preparation for a practical lesson
<b>Section 8. PEDAGOGY OF HIGHER MEDICAL SCHOOL.</b>							
8.1	PEDAGOGY: OBJECT, SUBJECT, TASKS AND METHODS / Lec /	3	4	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	L.1.1 L.1.2. L.2.1	0	written quiz
8.2	Pedagogy of higher medical school /Practice/	3	4	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2		0	Practical class
8.3	Pedagogy as an activity / Self-study/	3	1	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2		0	preparation for a practical lesson
8.4	/Control work/	3	0	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	L.1.1 L.1.2. L.2.1	0	Essay presentation

8.5	Credit/mark	3	0	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2		0	
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## 5. ASSESSMENT TOOLS

### 5.1. Tests and tasks

Supplement 1

### 5.2. Topics for written papers

Supplement 1

### 5.3. ASSESSMENT TOOLS

Supplement 1

### 5.4. List of assessment tools

Current control: questions for written and oral questioning, essays, mind maps, situational tasks, schemes, test tasks, control work.  
Credit/mark: oral exam, practical skills test.

## 6. COURSE (MODULE) RESOURCES

### 6.1. Recommended Literature

#### 6.1.1. Core

**L.1.1** The Psychology Book [Text] : By (author) Nigel Benson , Catherine Collin , Joannah Ginsburg , Voula Grand , Merrin Lazyan , Marcus Weeks. - Penguin Books Ltd. - Publication City/Country London, United Kingdom, 2015. - Language English. - 325 p. - ISBN13 9781405391245

**L 1.2.** General Psychology [Text] : By (author) Walter Samuel Hunter. - Charleston SC, United States, 2010. - Language English. - 374 p. - ISBN13 9781297929731

#### 6.1.2. Supplementary

	Authors	Title	Publish., year	Quantity
<b>L2.1.</b>	by Kelvin Seifert, Rosemary Sutton	Educational Psychology	Publisher: Global Text Project 2009	

#### 6.2. Internet resources

∅1	Free Psychology and pedagogy Journals
∅2	Psychology and pedagogy
∅3	portal of psychological publications
∅4	catalog of free abstracts and theses (psychological sciences)

#### 6.3.1 Software

6.3.1.1	Operational system Microsoft, applied programs pack Microsoft Office
6.3.1.2	Internet access ( Wi-Fi)

#### 6.3.2 Information Referral systems

6.3.2.1	Psychology in English books and psychology articles in English <a href="http://frenghish.ru/16_eng_books_psych_sbormik_list.html">http://frenghish.ru/16_eng_books_psych_sbormik_list.html</a>
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## 7. MATERIAL AND TECHNICAL SUPPORT OF DISCIPLINE (MODULE)

7.1	rooms for lectures, practical classes are equipped with necessary educational furniture; availability of a public computer room with Internet connection; computer multimedia projector
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## 8. Course manuals

Supplement 2

**ASSESSMENT TOOLS**

Syllabus

**Psychology and pedagogy**

Qualification

Specialist

**Specialty**

31.05.01 General Medicine

Form of education

Full-time

Designer Department

Pathophysiology and General Pathology

Graduate Department

Internal Diseases

## Sample tasks and tests

### Stage I: Formative assessment.

#### 1.1 Topics 1-8. Points for written quiz.

##### **Topic 1. SUBJECT, OBJECTIVES AND FEATURES OF PSYCHOLOGY AS A SCIENCE**

1. Object, subject, tasks and branches of psychology.
2. Mental phenomena, their essence and classification.
3. Historical development of views on the subject of psychology.
4. Scientific schools in Russian and foreign psychology.
5. Principles and methods of research in psychology.

##### **Topic 2. PSYCHE AND ORGANISM. MENTAL DEVELOPMENT**

1. The concept of "psyche", various theoretical views on the nature of the psyche.
2. Development of the psyche in phylogenesis, its functions.
3. Mind and brain.

##### **Topic 3. MENTAL PROCESSES: emotional, volitional processes**

1. Basic emotional states. Stress and its features.
2. Will, its characteristics. The structure and stages of volitional action.
3. Strong-willed personality traits.

##### **Topic 4. MENTAL PROCESSES: cognitive processes**

1. Feeling as the primary form of reflection of reality. Analyzer, its structure and types.
2. General psychophysiological patterns of sensations.
3. Perception, its types and types.
4. Features of perception.
5. Attention as a limitation of the field of perception, its functions and types.
6. The difference between natural and socially conditioned attention. Properties of attention.
7. Imagination, its functions and types.
8. Imagination and activity.
9. Memory, basic memory processes.
10. Types of memory.
11. Thinking, its types and forms.
12. General characteristics of mental operations.
13. Thinking and speech, requirements for the content and form of the doctor's speech.

##### **Topic 5. MENTAL PROPERTIES: TEMPERAMENT, CHARACTER, ABILITY**

1. Features of temperament as a manifestation of the properties of the nervous system. Types of temperaments.
2. Character as a system of personality relationships. Classification of character traits.
3. Abilities: types and characteristics. Talent and giftedness.

##### **Topic 6. PERSON AS A PERSONALITY**

1. Concept and structure of personality. Personality, individual, individuality.

##### **Topic 7. SOCIO - PSYCHOLOGICAL PHENOMENA AND PROCESSES**

1. Communication is the basis of interpersonal relationships. Objectives, means, structure and types of communication.
2. Conflicts, their types.
3. Ways of development, prevention and resolution of conflicts.
4. Small group, its types.
5. Stages of team formation. Types of leaders.
6. Category of activity in psychology, its structure and types.

##### **Topic 8. PEDAGOGY OF HIGHER MEDICAL SCHOOL**

1. Subject and object of pedagogy.
2. Functions and tasks of pedagogy.
3. The main scientific categories of pedagogy.
4. Pedagogy in the system of sciences. The connection of pedagogy with other sciences.
5. The structure of pedagogy.
6. Education as a universal value and pedagogical process.



7. Sociocultural functions of education.
8. Models of education in modern society.
9. Pedagogical educational technologies.
10. Management of educational systems.
11. Continuing medical education.
12. Pedagogical process: essence and basic laws.
13. The essence, content and objectives of training.
14. Principles of teaching.
15. Methods, means and forms of the learning process.
16. Personal self-improvement in the system of modern education.

## **1.2. Practical tasks for formative assessment**

### **Topic 1. SUBJECT, OBJECTIVES AND FEATURES OF PSYCHOLOGY AS A SCIENCE**

Prepare the scheme "The structure of the world of mental phenomena". The choice of the form or type of scheme is at the discretion of the student. You can use the "SmartArt" option in Power Point to draw the diagram. The preparation of the scheme is aimed at developing the ability for abstract thinking, analysis, synthesis.

### **Topic 2. PSYCHE AND ORGANISM. MENTAL DEVELOPMENT**

Prepare the diagram "The structure of the brain". The choice of the form or type of scheme is at the discretion of the student. You can use the "SmartArt" option in Power Point to draw the diagram. The preparation of the scheme is aimed at developing the ability for abstract thinking, analysis, synthesis.

### **Topic 3. MENTAL PROCESSES: emotional, volitional processes**

Prepare a mind map for emotional and volitional mental processes. The format of the mind card is A4. The mind map can be in the form of a picture, a collage, or other types. For mind mapping, you can use the "SmartArt" option in Power Point, the Mindmap demos. The preparation of the mind map is aimed at developing the ability for abstract thinking, analysis, synthesis, as well as the development of the ability to act in non-standard situations, to bear social and ethical responsibility for the decisions made

Take a picture of the finished card or scan it and insert it into the work in A4 format. Work out information on preparing mind maps (see presentation on mind maps).

Mind map theme "Emotional and volitional mental processes"

Criteria for evaluation:

1. Emphase (central image)
2. Structure and system
3. Visualization
4. A creative approach to the preparation of mind map

### **Topic 4. MENTAL PROCESSES: cognitive processes**

Prepare a mind map for cognitive (8) mental processes. The format of the mind card is A4. The mind map can be in the form of a picture, a collage, or other types. For mind mapping, you can use the "SmartArt" option in Power Point, the Mindmap demos. The preparation of the mind map is aimed at developing the ability for abstract thinking, analysis, synthesis, as well as the development of the ability to act in non-standard situations, to bear social and ethical responsibility for the decisions made

Take a picture of the finished card or scan it and insert it into the work in A4 format. Work out information on preparing mind maps (see presentation on mind maps).

Mind map theme "Cognitive mental processes"

Criteria for evaluation:

1. Emphase (central image)
2. Structure and system
3. Visualization
4. A creative approach to the preparation of mind map

### **Topic 5. MENTAL PROPERTIES: TEMPERAMENT, CHARACTER, ABILITY**

To diagnose and assess the psychological qualities of a person, to compose a psychological portrait of a person using diagnostic methods and assessment tools. Prepare the diagnostic results based on the template of a psychological portrait. The form of the template is presented in the Methodological Recommendations for practical exercises in the discipline "Psychology and Pedagogy", L.A. Kovalenko

Methods socio-psychological diagnostics	Assessment tools
1. Study of the type of higher nervous activity	TIST test (blank method) *
2. Leading hemisphere	Projective method (express method) *
3. Study of the strength of the nervous system and the level of performance	Projective method (express method) *
4. Research of character accentuations	Leonhard-Shmishek test in Rusalov's adaptation, 80 questions <a href="https://psytests.org/leonhard/sm80.html">https://psytests.org/leonhard/sm80.html</a>
5. Research of abilities	Methodology "Register of style of information assimilation" <a href="https://psytests.org/cognitive/gregos.html">https://psytests.org/cognitive/gregos.html</a>

Note: \* hands-on classroom training.

## Topic 6. PERSON AS A PERSONALITY

To diagnose and assess the psychological qualities of a person, to compose a psychological portrait of a person using diagnostic methods and assessment tools. Prepare the diagnostic results based on the template of a psychological portrait. The form of the template is presented in the Methodological Recommendations for practical exercises in the discipline "Psychology and Pedagogy", L.A. Kovalenko

Methods socio-psychological diagnostics	Assessment tools
1. Research of the psychological type of personality	Socionic test for determining the psychological type of personality [Electronic resource]. URL: <a href="http://socioline.ru/_shows/socionica.php">http://socioline.ru/_shows/socionica.php</a>
2. Research of individual-typological characteristics of personality	ITO. Individual-typological questionnaire (L. N. Sobchik) [Electronic resource]. URL: <a href="https://psytests.org/personal/ito.html">https://psytests.org/personal/ito.html</a>

Note: \* hands-on classroom training.

## Topic 7. SOCIO - PSYCHOLOGICAL PHENOMENA AND PROCESSES

Conduct a terminological analysis of social and psychological phenomena (20 terms). Fill in the table, using psychological dictionaries on the Internet, personalities and a glossary from the Methodological Recommendations for practical exercises in the discipline "Psychology and Pedagogy", L.A. Kovalenko

Phenomenon	Phenomenon research author	Main content
Social facilitation		
Social inhibition		
Socio-psychological attitude		
Social impact		
Social representations		
Social perception		
Social cognition		
Causal attribution		
Social norms of behavior regulation		
The phenomenon of self-esteem		
The phenomenon of self-esteem		
The phenomenon of psychological defense		
The phenomenon of "self-image"		
Identity		
Identification		

## Topic 8. PEDAGOGY OF HIGHER MEDICAL SCHOOL

Prepare an essay on the proposed topic in accordance with the order of its implementation.

Essays are a prosaic literary genre. Translated from French means "sketch, sketch". The essay reflects the individual position of the author, his well-grounded view of a particular issue.

It is necessary to take into account the specific features that distinguish the essay from other genres: the presence of a certain narrow topic that contains the problem; reasoned position; free writing style; detailed analysis of the problem (your own point of view must be argued based on factual material); relative brevity of presentation; free construction; the logic of presentation (the essay should have internal unity, consistency of statements).

Before you start writing an essay, you need to formulate an idea, define a goal and find sources of information for the work. All main thoughts should be reflected in the form of points of the plan. Then detail it in as much detail as possible, breaking each item into sub-items.

The introductory part may contain the formulation of the problem and its essence, a rhetorical question, quotation, etc. In the main part, you can give different points of view on the problem under consideration, touch on the history of the issue. In the conclusion, all the conclusions drawn from each thesis presented in the main part are combined.

The rules for preparing essays and examples can be found on the Scientific Articles website. RU: How to write an essay - all the rules from A to Z [Electronic resource]. URL: <https://nauchniestati.ru/blog/kak-napisat-esse/>.

To prepare an essay, you can use the tutorial: Kudryavaya N.V., Ukolova E.M., Molchanov A.S., Smirnova N.B., Zorin K.V. DOCTOR-TEACHER IN A CHANGING WORLD: TRADITIONS AND INNOVATIONS. - 2nd ed., Rev. and add. / Edited by Academician of the Russian Academy of Medical Sciences, prof. N. D. Yushchuka - M.: GOU VUNMTs, 2005. -- 336 p.

The rules for writing and preparing an essay are presented in the Methodological Recommendations for practical exercises in the discipline "Psychology and Pedagogy", Kovalenko L. A.

### 1.3. List of essay topics:

1. Socio-psychological competence of a doctor.
2. Models of relationships in the "doctor - patient" system.
3. Social responsibility of the doctor.
4. Personal attitude to the doctor's responsibility and its acceptance.
5. Factors determining the socio-psychological competence of a doctor.
6. Socio-psychological competence.
7. Historical approach to the study of the problem of personal and professional characteristics of a doctor.
8. Psychology of the relationship between the patient and the doctor.
9. Socio-psychological portrait of a doctor.
10. Socio-psychological characteristics of the psychological portrait of a doctor.
11. Emotional and value components and their influence on the personality of the doctor.
12. The influence of professional and ethical requirements on the personality of a doctor.
13. Gender characteristics of the psychological portrait of a doctor.
14. Professional communication between a doctor and a patient.
15. Theoretical foundations of the relationship between doctor and patient from the standpoint of psychoanalysis.
16. Factors influencing the formation of the relationship between the doctor and the patient.
17. Specific experience of forming the patient's attitude to the doctor and the doctor to the patient.
18. Communication as a socio-psychological process in the profession of a doctor.
19. Barriers in communication and management of conflict interaction in the relationship between a doctor and a patient.
20. Peculiarities of communication between a doctor and a patient.
21. The main phases of communication between the doctor and the patient.
22. Classification of communication barriers.
23. Communication process between doctor and patient in medicine.
24. Psychological foundations of communication barriers in professional communication between a doctor and a patient.
25. Mental health and protective mechanisms of the doctor's personality.
26. Personal destruction in the profession of a doctor.
27. Emotional burnout syndrome.
28. Mechanisms of formation of motivation for maintaining and strengthening health.
29. Factors of motivation for survival and motivation for achievement in maintaining and strengthening health.
30. Socio-psychological methods of managing the medical team.
31. Socio-psychological processes and group phenomena of the medical team.
32. The role of higher education in modern society.
33. Variable models of university education.
34. Essence, structure and driving forces of learning.
35. Methods of teaching in higher medical school.
36. Psychological and pedagogical theories, personality development in the educational process.
37. Socio-role positions of students and teachers of higher education.
38. The essence and significance of the cognitive activity of students of a modern university.
39. Self-education, as the main part of the student's research work.
40. Communication field of the educational process.
41. Independent work of students as the development and self-organization of the personality of students.
42. Fundamentals of pedagogical control in higher education.
43. Intensification of learning and problem learning.

44. Active learning. Business game as a form of active learning.
45. Technologies of developing education.
46. Technologies of distance education.
47. Modular structure of the content of the discipline and rating control.
48. Forms of the pedagogical process in higher medical school.
49. Self-awareness of the teacher and the structure of pedagogical activity.
50. Various approaches to the organization of the pedagogical process in a medical educational institution - Information learning models.
51. Various approaches to the organization of the pedagogical process in a medical educational institution - Operational learning models.
52. Various approaches to the organization of the pedagogical process in a medical educational institution - Personality-oriented approach.
53. Psychological concept "I am a doctor-teacher"
54. Professional-activity consciousness of a doctor-teacher
55. Information and instrumental readiness for professional (medical and pedagogical) activities
56. Design of educational space
57. The principles of the organization of the pedagogical process in a medical university.

## Stage II: Midterm assessment (test), 3<sup>rd</sup> term.

Midterm assessment is carried out in the form of **test (Control work)**. The test includes: **presentation**.

### 2.1. Topics for the final test (presentation)

For control work in the form of a presentation, it is necessary to conduct an individual analysis on the selected topic:

1. Psychological portraits of doctors of different specialties (pediatrician, surgeon, therapist, etc.) - 31 specialties of residency at the Medical Institute of SURSU.
2. Application of psychological knowledge in the medical profession
3. Application of pedagogical knowledge in the medical profession
4. Psychology in medicine and its role in the training of a doctor
5. Pedagogy in medicine and its role in the training of a doctor

Prepare a presentation in accordance with the structure and rules for preparing a presentation. The volume of the presentation is 9-12 slides (3-4 pages, 3 slides each). The presentation should contain: diagrams, meaningful illustrations, tables, bulleted lists, SmartArt, etc.

## Stage III: Summative assessment – Credit, 4<sup>th</sup> term

Summative assessment is carried out in the form of **credit**. Tasks for the credit include presentation of the Federal projects in the structure of the national project "Healthcare".

Tasks for competence assessment «Knowledge»	Task type
<p><b>List of theoretical points for oral quiz:</b></p> <ol style="list-style-type: none"> <li>1. Psychological portraits of doctors of different specialties (pediatrician, surgeon, therapist, etc.) - 31 specialties of residency at the Medical Institute of SURSU.</li> <li>2. Application of psychological knowledge in the medical profession</li> <li>3. Application of pedagogical knowledge in the medical profession</li> <li>4. Psychology in medicine and its role in the training of a doctor</li> <li>5. Pedagogy in medicine and its role in the training of a doctor</li> </ol>	<b>-theoretical</b>

## METHODOLOGICAL GUIDELINES FOR LEARNING OUTCOMES ASSESSMENT

### Stage: Formative assessment

Formative assessment is a regular checking of student academic progress during the academic term. It is performed in various oral and written forms (quizzes, essays, checking of home assignments, compilation of cases, self-study, colloquiums, and testing). During formative assessment, the teacher monitors the level of student's academic progress according to the curriculum identifying lack of knowledge, or misunderstanding.

The tasks of formative assessment are aligned with the Curriculum and Syllabus.

## 1. Guidelines for assessing the written quiz:

In assessing the teacher takes into account:

- knowledge and understanding of the subject matter;
- activity during the class;
- consistency of presentation;
- argumentation of the answer, the level of independent thinking;
- ability to link theoretical and practical principles with future professional activity.

### Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
written quiz	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	The student demonstrates a comprehensive, systematic and in-depth knowledge of the academic material; has learned the required and additional resources. The student demonstrates a consistent and thorough understanding of the required knowledge, concepts, skills of the material learned, and their significance for future profession.	Excellent
		The student demonstrates a comprehensive knowledge of the academic material; has learned the required and additional resources. The student demonstrates a consistent understanding of the required knowledge, concepts, skills of the material learned, but makes minor errors.	Good
		The student demonstrates basic knowledge necessary for further study; has learned basic recommended literature. The student operates with inaccurate formulating, has difficulties in the independent answers, makes significant mistakes but is able to correct them under the guidance of a teacher.	Satisfactory
		The student does not know the obligatory minimum or demonstrates gaps in knowledge of the academic material, makes major mistakes or gives completely wrong answers.	Unsatisfactory

## 2. Practical class requirements:

The practical task corresponds to the methodological instructions presented in the task itself.

### Assessment criteria:

The results are assessed in a two-grading scale

1. «passed»;
2. «failed»

Task type	Assessed competences	Criteria for evaluation	Grade
Practical assignments for sections of the course	UC-1.1 UC- 1.2 UC-1.3 UC-2.1 UC- 2.2 UC-2.3 UC-2.4 UC- 2.5 UC-3.1 UC-3.2 UC- 3.3	In the process of completing the practical task, the student confidently operates with the facts and results obtained as a result of the practical work. The results are assessed according to the criteria for completing the assignment.	Passed
		In the process of completing the practical task, the student demonstrates the fragmented, scattered nature of the knowledge of the material, makes gross errors in the formulation of basic concepts and is not able to use the knowledge gained in solving practical problems.	Failed

### 3. Essay requirements:

1) Volume: 1500-300 words,

2) Contents structure:

- Introduction
  - prove the relevance of the chosen topic
  - point out the purpose of the essay
  - give a summary of the main points
- Body
  - use information obtained from different sources during the research
  - show inaccuracy of the opposite points of view
- Conclusion
- List of references

The essay assumes usage of several specialized sources (at least 8-10 publications, monographs, the reference media, manuals). Preference is given to the publications in specialized medical journal and monographs including foreign databases.

### Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
Essay	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	The requirements are fulfilled: <ul style="list-style-type: none"><li>- the problem is formulated and its relevance is proved;</li><li>- the various approaches to problem are presented;</li><li>- conclusions are formulated;</li><li>- the subject is thoroughly studied;</li><li>- volume is observed;</li><li>- design requirements are observed;</li><li>- correct answers to additional questions are given.</li></ul>	Excellent
		The main are fulfilled with some mistakes: <ul style="list-style-type: none"><li>- inaccuracies in material statement;</li><li>- no logical sequence in judgments;</li><li>- volume is not observed;</li><li>- errors in design requirements;</li><li>- incomplete answers are given to additional questions in the process of defense.</li></ul>	Good
		There are significant deviations from requirements: <ul style="list-style-type: none"><li>- topic is only partially explored;</li><li>- mistakes in contents of the paper;</li><li>- mistakes in answers to additional questions;</li><li>- no conclusion is given at the process of defense.</li></ul>	Satisfactory
		The essay is not prepared at all. The subject of the essay is not explored, significant misunderstanding of a topic.	Unsatisfactory

### Stage II: Midterm assessment (test)

Midterm assessment is carried out in the form of **test**. Tasks for the test include: **presentation** and **written quiz**.

### Guidelines for assessing a presentation:

Presentation is a public speech aimed at familiarizing the listeners with a certain topic or problem.

In assessing the teacher takes into account:

- 1) Volume: 9-12 slides (3-4 pages, 3 slides each).
- 2) Contents structure:
  - Introduction
    - prove the relevance of the chosen topic
    - point out the purpose of the presentation
    - give a summary of the main points

- Body
  - use information obtained from different sources
- Conclusion
- List of references

2) The presentation should contain: diagrams, meaningful illustrations, tables, bulleted lists, SmartArt, etc.

### Assessment criteria:

The results are assessed in a two-grading scale

3. «passed»;
4. «failed»

Type of the task	Assessed competences	Assessment criteria	Grade
Control work (Presentation)	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	The student presents the topic, goals and a plan of presentation. His/her speech is clear, he/she has established eye-contact with the listeners, is able to speak without reading from the screen. The presentation is properly illustrated and contains key words. He/she answers additional questions correctly, clearly, logically and completely. The student closely applies theory and practice and correctly solves the problems of higher complexity with the professional content.	Passed
	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	The student does not know the obligatory minimum or demonstrates gaps in knowledge of the academic material, makes major mistakes, does not follow the rules and the structure of presentation. The student is not able to give logical answers to additional questions and does not understand the topic, makes significant and serious mistakes.	Failed

### Chart of the Test:

Type of the task	Assessed competences	Grade	Score
Theoretical point (Presentation)	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	Passed	4-6
		Failed	0-3
Total		Passed	4-6
		Failed	0-3

### Stage III: midterm assessment (Credit/mark)

- Oral quiz - the card includes two questions;
- Practical question № 1 (on the tasks of the sections of the course).

Tasks for competence assessment « Knowledge »	Task type
<i>Formulate detailed answers to the following theoretical questions:</i> <ol style="list-style-type: none"> <li>1. Object, subject, tasks and branches of psychology.</li> <li>2. Mental phenomena, their essence and classification.</li> <li>3. Historical development of views on the subject of psychology.</li> <li>4. Scientific schools in Russian and foreign psychology.</li> <li>5. Principles and methods of research in psychology.</li> <li>6. The concept of "psyche", various theoretical views on the nature of the psyche.</li> </ol>	Theoretical

7. Development of the psyche in phylogenesis, its functions.
8. Mind and brain.
9. Feeling as the primary form of reflection of reality. Analyzer, its structure and types.
10. General psychophysiological patterns of sensations.
11. Perception, its types and types. Features of perception.
12. Attention as a limitation of the field of perception, its functions and types. Properties of attention.
13. Imagination, its functions and types. Imagination and activity.
14. Memory, basic memory processes. Types of memory.
15. Thinking, its types and forms. General characteristics of mental operations.
16. Thinking and speech, requirements for the content and form of the doctor's speech.
17. Basic emotional states. Stress and its features.
18. Will, its characteristics. The structure and stages of volitional action. Strong-willed personality traits.
19. Concept and structure of personality. Personality, individual, individuality.
20. Features of temperament as a manifestation of the properties of the nervous system. Types of higher nervous activity (temperaments).
21. Character as a system of personality relationships. Classification of character traits.
22. Abilities: types and characteristics.
23. Category of activity in psychology, its structure and types.
24. Communication is the basis of interpersonal relationships. Objectives, means, structure and types of communication.
25. Conflicts, their types. Ways of development, prevention and resolution of conflicts.
26. Subject and object of pedagogy.
27. Functions and tasks of pedagogy.
28. Higher medical education.
29. Continuing medical education.
30. Learning Approaches: Person-Centered Approach. An interactive approach. Developmental training.
31. Learning Approaches: Play-Based Approaches. Programmed learning. Problematic approach.
32. Learning Approaches: Communicative approach. Method of projects. Competence approach.
33. Learning Approaches: Innovative Approaches. Traditional Approach
34. Learning models: Information model. Operational model. Developmental learning model.
35. Learning models: Problem learning model. Game model of learning. Cybernetic model.
36. Learning models: Pedagogical learning model. Andragogical learning model. Educational and disciplinary model.
37. Learning models: Personality-oriented model. Passive learning model. Active learning model.
38. Learning models: An interactive learning model. Distance learning model. Computer learning model. Concentrated Learning Model. Project-based learning model.
39. Methods of teaching in higher medical school.
40. Forms of education in higher medical school.
41. The essence and significance of the cognitive activity of students of a modern university.
42. Self-education, as the main part of the student's research work.
43. Communication field of the educational process.
44. Independent work of students as the development and self-organization of the personality of students.
45. Technologies of developing education.
46. Technologies of distance education.
47. Forms of the pedagogical process in higher medical school.
48. Various approaches to the organization of the pedagogical process in a medical educational institution - Information learning models.
49. Various approaches to the organization of the pedagogical process in a medical educational institution - Operational learning models.
50. Various approaches to the organization of the pedagogical process in a medical educational institution - Personality-oriented approach.



Tasks for competence assessment «Abilities»	Job type
<ol style="list-style-type: none"> <li>1. Prepare the scheme "The structure of the world of mental phenomena."</li> <li>2. Prepare a diagram "The structure of the brain".</li> <li>3. Prepare an intelligence map for emotional mental processes.</li> <li>4. Prepare an intelligence map for volitional mental processes.</li> <li>5. Prepare a mind map for cognitive mental processes: memory and attention.</li> <li>6. Prepare an intelligence map for cognitive mental processes: sensations and imagination.</li> <li>7. Prepare an intelligence map for cognitive mental processes: perception and thinking.</li> <li>8. Prepare a mind map for cognitive mental processes: representations and speech.</li> <li>9. Describe the psychological portrait of a person using diagnostic methods and assessment tools (analysis of the mental properties of a person: temperament, character, abilities).</li> <li>10. Describe the psychological qualities of a person using diagnostic methods and assessment tools (individual psychological properties of a person).</li> <li>11. Conduct a comparative analysis of learning models: Model of problem learning. Game model of learning. Cybernetic model.</li> <li>12. Conduct a comparative analysis of learning models: Pedagogical learning model. Andragogical learning model. Educational and disciplinary model.</li> <li>13. Conduct a comparative analysis of learning models: Personality-oriented model. Passive learning model. Active learning model.</li> <li>14. Conduct a comparative analysis of learning models: Model of interactive learning. Distance learning model.</li> <li>15. Conduct a comparative analysis of learning models: Model of computer learning. Concentrated Learning Model.</li> <li>16. Conduct a comparative analysis of learning models: Model of project-based learning. Active learning model.</li> </ol>	practical

### Methodological guidelines for preparation of Credit/mark

#### Requirements for the student:

- to attend classroom classes regularly; skipping classes is not allowed without a good reason;
- in case of missing the lesson, the student must be ready to answer the questions of the teacher on the topic of the class he/she missed;
- to hand over written papers on time and to make sure they are credited;
- preparing for the next class, the student must read the relevant textbooks, manuals, monographs, etc., and be ready to demonstrate their knowledge; student's participation in the discussion is taken into account and assessed;
- in case the student has not mastered the necessary material or has not understood something, he/she should attend consultation sessions;
- preparation for one theoretical question is 5-7 minutes;
- the second stage is the demonstration of a practical skill. The student has to describe indications and conditions and demonstrate technique on the model.

#### Assessment criteria:

The results are assessed in a four-grading scale: “excellent”, “good”, “satisfactory”, “unsatisfactory”.

Type of the task	Assessed competences	Assessment criteria	Grade
Oral quiz	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	The student demonstrates comprehensive, systematic and profound knowledge of the subject, can independently perform the tasks provided by the program; who has a good knowledge of the main literature and familiar with the additional literature recommended by the program; demonstrates creative abilities in understanding, statement and use of material of the studied discipline, faultlessly answers not only questions of the card, but also additional questions within the main program, correctly performs a practical task.	Excellent
		The student has good knowledge of material of the studied discipline; can successfully perform the tasks provided by the program; has a good knowledge of the main literature recommended by the program; answers all questions of the card, correctly performs a practical task, but makes some mistakes.	Good

		The student demonstrates knowledge of material for further study; can cope with the tasks provided by the program; familiar with the main recommended literature; makes mistakes when performing examination tasks, but has necessary knowledge for their elimination under the supervision of the teacher.	Satisfactory
		The student demonstrates poor knowledge of the material, makes significant mistakes in performance of the tasks provided by the program.	Unsatisfactory
Practical question № 1 (on the tasks of the sections of the course).	UC -3.1 UC - 3.2 UC -3.3 UC -6.1 UC - 6.2	The student correctly and fully solves the case-study task, demonstrating deep knowledge. There are no errors in logical reasoning and solution, the problem is solved in a rational way. The right answer is obtained, ways are clearly described.	Excellent
		The student correctly solves the case-study task, demonstrating deep knowledge. There are minor errors in logical reasoning and solution, the problem is solved in a rational way. The right answer is obtained, ways are clearly described.	Good
		The student correctly solves the case-study task, demonstrating basic knowledge. There are significant errors in logical reasoning and solution. The student demonstrates difficulties, but still is able to solve a case-study task.	Satisfactory
		The student incorrectly solves the case-study task, makes significant mistakes answering most of the questions of the case-study. The student is not able to solve a case-study.	Unsatisfactory

### Chart of the Credit/mark assessment:

Tasks	Assessed competences	Grade	Score
Theoretical point № 1 (Oral quiz)	UC -3.1 UC - 3.2 UC - 3.3 UC -6.1 UC - 6.2	Excellent	5
		Good	4
		Satisfactory	3
		Unsatisfactory	2
Theoretical point № 2 (Oral quiz)		Excellent	5
		Good	4
		Satisfactory	3
		Unsatisfactory	2
Practical question № 1 (on the tasks of the sections of the course)	Excellent	5	
	Good	4	
	Satisfactory	3	
	Unsatisfactory	2	
Total	Excellent	13-15	
	Good	11-12	
	Satisfactory	9-10	
	Unsatisfactory	6-8	