

Federal State Autonomous Educational Institution of Higher Education  
«Peoples' Friendship University of Russia»

*Medical Institute*

Recommended MCSD

**SYLLABUS**  
**(STUDY GUIDE)**

**Subject**

**Psychology and Pedagogy**

**Recommended for the direction of training (specialty)**

**31.05.01 General Medicine**

**Program (profile, specialization)**

**General Medicine**

### 1. Discipline Goals and Objectives:

training of a specialist with basic theoretical knowledge and practical skills in the study of mental processes, personality, interpersonal interaction, clinical aspects of communication and methods of psychocorrection. Mastering the skills of pedagogical activities to carry out preventive work with patients and their relatives, principles of medical and general ethics and deontology.

### Discipline tasks:

Deepening theoretical knowledge of the basics of mental activity

Improving practical skills in diagnosing, correcting and treating psychological problems to improve patients' quality of life and compliability.

### 2. Discipline in the op-ed structure:

The Psychology Discipline refers to the basic part of Block 1 of the curriculum.

Table 1 shows previous and subsequent disciplines aimed at forming discipline competencies in accordance with the OP VO competency matrix.

Table No 1

#### Previous and subsequent disciplines aimed at shaping competencies

Number n/n	Cipher and competency name	Previous disciplines	Follow-up disciplines (discipline groups)
Universal competencies			
	UC-1.	Law, history of medicine, history of the fatherland, biology	Bioethics, Philosophy, Economics
	UC-6	Law, history of medicine, history of the fatherland, biology	Bioethics, Philosophy, Economics
General competencies			
Professional competencies (professional occupation)			
	PC-5	Law, biology	Bioethics, Philosophy

### Requirements for the results of mastering the discipline:

The process of studying discipline is aimed at forming the following competencies:

Table 2

#### Emerging competencies

Competence	The name of competence	Competency indicators
UC-1.	UC-1. Being able to implement critical analysis of problem situations based on systems approach, develop an action strategy	UC-1.1. Analysing scientific and technical literature and regulatory documents of medical institutions. UC-1.2. Assessing in a critical way the reliability of information sources, working with contradictory information from different sources. UC-1.3. Understanding the trends, strategic goals, problems in the field of healthcare/ being aware of regulatory framework to develop a strategy. UC-1.4. Analysing and assessing the economic potential, financial viability and risks of an organization.

UC-6.	UC-6. Being able to identify and implement the priorities of their own activities and the ways of improving them based on self-assessment and lifelong learning	<p>UC-6.1. Assessing their own resources and their (personal, contextual, time) limits; using them in an optimal way to successfully perform the assigned task.</p> <p>UC-6.2. Analysing the results obtained in the course of their professional activity, carrying out self-control and self-analysis of the process and results of the professional activity, evaluating them critically, drawing objective conclusions on their work, defending their point of view in a right manner.</p> <p>UC-6.3. Defining professional growth priorities and ways of improving their own activity based on self-assessment under the selected criteria.</p>
PC-5.	PC-5. Being able to carry out preventive measures and measures to promote a healthy lifestyle and sanitary and hygiene education among population and monitor their effectiveness	<p>PC-5.1. Being able to organize and conduct medical examinations taking into account age, health status, profession in accordance with applicable legislative acts and other documents.</p> <p>PC-5.2. Being able to organize and monitor the immunization of the adult population against infectious diseases in accordance with the current procedures for the provision of medical care, clinical guidelines (treatment protocols) on the provision of medical care taking into account the standards of medical care.</p> <p>PC-5.3. Being able to carry out medical examination of the adult population aimed at early detection of chronic noncommunicable diseases and the main risk factors for their development in accordance with the current legislative acts and other documents.</p> <p>PC-5.4. Being able to carry out follow-up care of patients with diagnosed chronic noncommunicable diseases.</p> <p>PC-5.5. Being able to prescribe preventive measures to patients taking into account risk factors in accordance with the current procedures for the provision of medical care, clinical guidelines (treatment protocols) on the provision of medical care taking into account the standards of medical care.</p> <p>PC-5.6. Being able to monitor observing preventive measures.</p> <p>PC-5.7. Being able to determine medical indications to introduce restrictive measures (quarantine) and indications for referral to a medical specialist in the event of infectious (parasitic) diseases.</p> <p>PC-5.8. Being able to issue and send an emergency notification to the territorial body of the Federal Service for Surveillance on Consumer Rights Protection and Human Wellbeing when an infectious or occupational disease is detected.</p>

As a result of studying the discipline, the student must:

**To know:**

1. content and methods of organizing all forms of work to deepen theoretical knowledge on the basics of mental activity
2. ways of self-organization and self-education, developing the ability to abstract thinking, analysis, synthesis
3. basic psychological theories that promote self-development, self-realization, self-education, use of creativity
4. general characteristics of indicators and criteria that increase readiness to work in a team, tolerant to perceive social, ethnic, confessional and cultural differences

**can:**

1. To question the patient, his relatives, to identify complaints from the patient.
2. To explore the psychological features of a person.
3. Master the skills of pedagogical activities to conduct preventive work with patients and their relatives, principles of medical and general ethics and deontology in professional activities
4. Demonstrate a willingness to work in a team, tolerant to perceive social, ethnic, religious and cultural differences

**Owning:**

1. perfect practical skills in diagnosing, correcting and treating psychological problems to improve the quality of life of patients and improve their competence
2. ability to interpret the results of pathopsychological research methods, basic theoretical knowledge and practical skills of research of mental processes, personality, interpersonal interaction, clinical aspects of communication and methods of psychocorrection

**The scope of discipline and the types of training**

The total labor-intensive discipline is 2 units.

Type of study work	Total hours	semester
<b>Classrooms (total)</b>	88	3
Including:	-	-
<i>lecture</i>		
<i>Practical classes (PP)</i>	88	88
<i>Workshops (C)</i>		
<i>Laboratory work (LR)</i>		
<b>Self-employed (total)</b>	20	20
<b>control</b>	8	8
Total hour laboriousness	108	108
It's a good time. Units.	3	3

**5. Discipline content**

**5.1. Content of discipline sections**

N/N	Discipline section name	Section content (themes)
1.	Introduction to psychology.	The history of psychology. The subject and methods of psychology. The psychology industry. Psychology categories. The functions of the psyche. Basic mental processes.
2.	The development of the psyche. The zoopsychology.	Zoopsychology from ancient times to the creation of the first evolutionary teaching. The main methods of zoopsychological research. The importance of zoopsychology in medicine.

3.	sensation. perception. attention.	Cognitive psychic processes in the cognition of reality. Perception of objects, the time of the relationship between objects of space, man. attention. Types of attention.
4.	memory.	Memory and its meaning. Memory types The main processes and mechanisms of memory. Individual memory features. Typical features of memory. The importance of memory for human life.
5.	thought. speech. imagination.	The development of thinking in ontogenesis. The laws of logic and thinking. Impaired thinking. Pathopsychological and clinical classification of thinking disorders. Kinds of imagination. It's a utrogenia. Pathological forms of imagination. Types and functions of speech. The relationship between thinking and speaking. Speech disorders.
6.	will.	will. The concept of will. Vole acts. The functions of the will. The development of the will in man. Strong-willed personality qualities
7.	Emotions.	The concept and classification of emotions. James-Lange's theory. Emotions generated by the social environment. The role of emotions in a person's mental organization.
8.	personality. Personality direction. Motives.	The concept of personality in different psychological approaches. Personality structure. Levels, rules and ways to build the psychological characteristics of the individual. Analysis of general notions of personality direction. Classification of personality needs. Classification of motives in the direction of personality. Determining the forms of personality orientation.
9.	temperament. character. ability. Makings.	Types of temperament and their psychological characteristic. The role of temperament in activity. character Character traits classification. Character types. Character accentuation. Determining abilities. Types of abilities. The structure of abilities. Ability levels. talent. The makings and abilities. Inclination.
10.	communication. ethics. Deontology in medicine. Clinical aspects of communication.	Relationship levels: doctor - patient; The doctor is a nurse; Doctor - doctor; Nurse - patient; Nurse - nurse; Doctor - administration; Doctor - Junior Medical Staff;

(Content is indicated in didactic units.

### Discipline and occupations

N/N	Discipline section name	Lectz.	It's practical. Zan.	Lab. Zan.	Semin	Srs	All-go time.
1.							
2.							
....							

### 6. Laboratory workshop (if available)

N/N	Discipline Section No.	The name of the laboratory work	Labor-capacity (time.)

1.			
2.			
...			

### 7. Practical classes (workshops) (if available)

N/N	Discipline Section No.	Practical subjects (workshops)	Labor-capacity (time.)
1.	<b>1</b>	Introduction to psychology.	8.8
2.	<b>2</b>	The development of the psyche. The zoopsychology.	8.8
3.	<b>3</b>	sensation. perception. attention.	8.8
4.	<b>4</b>	memory.	8.8
5.	<b>5</b>	thought. speech. imagination.	8.8
6.	<b>6</b>	will.	8.8
7.	<b>7</b>	Emotions.	8.8
8.	<b>8</b>	personality. Personality direction. Motives.	8.8
9.	<b>9</b>	temperament. character. ability. Makings.	8.8
10.	<b>10</b>	communication. ethics. Deontology in medicine.	8.8

### 8. Material and technical support of discipline:

1. Classrooms (5 pieces), conference room equipped with multimedia projectors, personal computers;
2. Training posters and tables;
3. Video set (CD, DVD), multimedia presentations;
4. Stands electrified, multimedia discs with a set of illustrated materials, multimedia installations, laptops, screens, library of psychological literature at the department

### 9. Discipline Information

#### Software

1. Mentor testing program
- b) databases, information and reference and search engines:
1. The electronic-library system of RUDN;
  2. Training portal RUDN(<http://web-local.rudn.ru>);
  3. Scientific Electronic Library(<http://elibrary.ru/defaultx.asp>);
  4. Универсальная библиотека ONLINE (<http://biblioclub.ru>);
  5. Библиотека электронных журналов BENTHAM OPEN (<http://www.benthamscience.com/open/a-z.htm>);
  6. Библиотека электронных журналов Elsevier (<http://www.elsevier.com/about/open-access/open-archives>);
  7. MedLibMedical Online Library(<http://med-lib.ru/>);

### 10. Training and methodical provision of discipline:

#### (a) Basic literature:

1. Workshop on General and Medical Psychology: Training Manual / V.V. Marilov - 2nd ed., ispr. and additional - M. : Ed-vo RUDN, 2011. - 229 s.

2. Psychiatry Workshop : Textbook / M.V. Corkin Edited by M.V. Korkina. - 6th ed., re-worker and additional - M. : Ed-vo RUDN, 2011. - 332 s. : il. - ISBN 978-5-209-05582-2 : 130.33.
3. ABC psychology: Educational manual for foreign students / S.V. Boyko, E.N. Polyanskaya. - M. : FORUM, 2013. - 192 s
4. Personality direction. Communication: A manual on mental health for medical students of medical specialties "Therapeutic Case," "Dental," "Pharmacy" / A.E. Brukhin. - M. : RUDN, 2011. 30 s.
5. Psychology Lectures: Teaching Manual / P.J. Halperin. - 5th ed. ; Electronic text data. - M. : KDU, 2011.  
[http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=363798&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=363798&idb=0)
6. General Psychology: Methodical recommendations for the study of the course / Babaev Tosif Muzaffar oglu, N.V. Kargina. Electronic text data. - M. : RUDN, 2012. - 142  
[http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=379176&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=379176&idb=0)

## **b) additional literature**

1. Technology of problem-modular training: theory and practice: Monograph / E.A. Sokolov. Electronic text data. - M. : Logos, 2012. - 384 s.  
[http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=403808&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=403808&idb=0)
2. Psychology and pedagogy: Teaching manual for universities / A.A. Rean, N.V. Bordovskaya. St. Petersburg. ; M. : Peter, 2009. - 432 s.
3. General Psychology: Textbook for Universities / A.G. McLachlan. St. Petersburg. : Peter, 2012. - 582 s
4. Educational : Educational manual for foreign students / L.S. Astafyeva, L.M. Astafyev. - M. : RUDN, 2010. - 121  
[http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=352535&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=352535&idb=0)
5. Psychology: A textbook for university students studying non-psychological specialties / R.S. Nemov. - M. : Yureit, 2010. - 639 s.
6. Higher education and psychology: from activity to personality: Textbook for universities / S.D. Smirnov. - 5th ed., stereotype. ; Electronic text data. - M. : Academy, 2010. - 400 s.  
[http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=365921&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=365921&idb=0)
7. Motivation and personality: Per. A. Maslow. 3rd ad. St. Petersburg. : Peter, 2010. - 352 s.
8. Basics of General Psychology: Textbook / S.L. Rubinstein. St. Petersburg. : Peter, 2010, 2011. - 713 s.
9. Kasimova, E.G. Psychology and Communication Pedagogy: textbook / E.G. Kasimova; Ufim State University of Economics and Service. - 2nd - Ufa : Ufim State University of Economics and Service, 2013. - 112 s.

## **11. Guidelines for students in the discipline (module)**

In practical classes and lectures in classrooms and the training and scientific laboratory of innovative methods of diagnosis and treatment of mental disorders, the relevant topics are analyzed using multimedia technology (computer, projector), mock-up, demonstration tables. For each classroom session and lectures, presentations prepared in the Microsoft PowerPoint program are redesigned, containing 30 to 60 slides.

### **Self-employed.**

The student's independent work during the extra-audit hours can take place both in the department's academic and scientific laboratory, as well as in the department's classrooms, in the reading rooms of the RUDN library and the medical library, where students can study the material on presentations prepared by teachers of the department, educational and scientific literature. In extra-audit

hours, it is possible to have a presence in the departments at the clinical databases of the Department of Psychiatry and Medical Psychology.

Presentations on class topics can be recorded on CDs or flash cards for students to work independently on their home computer.

As a form of independent work, reports are prepared in the form of presentations at the department's training sessions with residents and graduate students.

#### **Extra-audited independent work includes:**

- Study of the material on the textbook, textbooks on paper and electronic media.
- Prepare a presentation on a chosen topic.
- Prepare for control work and test tasks.

#### **Current control.**

The knowledge and success of the curriculum in face-to-face learning is monitored in the form of an oral or written survey or computer testing.

#### **Border control.**

The passage of each section ends with the frontier of knowledge control in the form of computer or written testing, supplemented at the teacher's discretion by an oral interview. In the process of milestone control, the student must show his knowledge of the passed topic, skills and skills. Attendance at lectures and practice sessions is also monitored.

#### **Total control.**

The final control of knowledge is carried out in the form of a test (testing or oral interview). . the student must demonstrate knowledge on the skills of effective interaction with people, conducting sanitary and educational work, lecturing the population, have tolerance and master the ethical norms adopted in medicine.

### **12. Assessment Fund for Interim Assessment of Psychology Students**

Materials for assessing the level of mastery of the educational material of the discipline "Psychology" (evaluation materials), including a list of competencies indicating the stages of their formation, description of indicators and criteria for assessing competencies at different stages of their formation, description of the scales of assessment, typical control tasks or other materials necessary to assess the knowledge, skills, skills and/or experience that characterize the stages of competency formation in the process of learning the educational program, methodical materials that determine the procedures for assessing knowledge, skills, skills and/or experience of activities that characterize the stages of competence formation, are developed in full and accessible to the students on the course page.

*The funds of assessment funds in the discipline are presented in the educational and methodological complexes developed in support of this educational program.*

*Assessment funds include: typical assignments; Control work tests and control methods (colloquiums, credits), allowing to assess the knowledge, skills and level of acquired competencies, etc.*

*Test assignments and control work are grouped according to the main sections of the course and are used in laboratory classes, as well as as part of the intermediate and final control of students' knowledge in the conduct of control work, colloquiums, credits and exams.*

#### **Issues for colloquiums, interviews**



### *Psychology and Pedagogy*

1. The subject of psychology.
2. Behaviorism as one of the main areas of psychology of the early 20th century.  
The notion of activity. The structure of the activity.
4. The essence of thought.
5. Mental structure. The psychological science industry.  
Needs and motivations in the structure of activities.
7. Types of sensations.  
The notion of attention. The main types of attention.
9. Specific features of the mental reflection of reality (the basic properties of the psyche).
10. Ways to rework past experiences in the imagination.
11. Stress characteristics.
12. A brief description of the mental views. The stages of becoming psychology as a science.
13. Methods of psychological science. Differences of observation from experiment.  
Characteristics of key activities.
15. Freud and his teachings.
16. Characteristics of memory processes.
17. The concept of personality. The essence of personal principle.
18. Illusions. Their essence and variety.
19. Characteristics of emotions, their physiological mechanisms.
20. A brief characteristic of personality components. Consciousness in the structure of personality.  
Self-awareness in the structure of personality. Characteristics of personality self-awareness components.
22. Psychological characteristics and temperament structure.  
Classification of memory types.  
Cognitive psychology.  
The main features of perception and their brief characterization.

### **Poll questions**

#### *Psychology and Pedagogy*

1. The history of science, its separation from philosophy; Variety approaches, basic schools of psychoanalysis;
2. Psychology and pedagogy: common ground;
3. Psychology of art and art therapy;
4. Modern methods in the work of psychotherapists.
5. Study of individual categories: Types of temperaments and their features;
6. Feelings and emotions as a result of mental activity;
7. Classification of a person's mental state;
8. The psychology of family relationships;
9. The process of thinking as a unique phenomenon;
10. Consciousness and the Unconscious: Definition and Function;
11. Memory types and their features.
12. Hotel techniques or referrals in psychotherapy: The basics of psychoanalysis of Freud;  
Analysis of dreams by K. Jung;
13. Tests on intelligence as an effective method of determining mental abilities;
14. J. Piage's method for the development of mental abilities in children;
15. Accented characters in the younger generation in the theory of A. E. Lichko.

### **Test questions**

#### *Psychology and Pedagogy*

1. Name the method by which the researcher creates and modifies the conditions in which the person studied operates.  
A) Surveillance

- B) **Experiment**
  - C) Conversation
  - D) interview
2. Second stage of psychology study
    - A) The science of the soul
    - B) **The science of consciousness**
    - C) Behavioral Science
    - D) Personality Science
  3. Which of these processes are not cognitive?
    - A) memory
    - B) **Emotions**
    - C) Will
    - D) Thinking
  4. The subject of the study of psychology is...
    - A) Soul
    - B) **Human and animal psyche**
    - C) Human activities
    - D) Human personality
  5. The amount of short-term memory is equal to...
    - A) 1-2 units
    - B) **5-9 units**
    - C) 11 units
    - D) 100 units
  6. Storage of information over a period of time is typical of
    - A) Long-term memory
    - B) **RAM**
    - C) Instant Memory
    - D) Sensory Memory
  7. The reason for involuntary attention is...
    - A) novelty
    - B) Intensity
    - C) Personality focus
    - D) **All the answers are correct**
  8. The attention given to a person from the moment of birth is called
    - A) **Natural**
    - B) arbitrary
    - C) Post-voluntary
    - D) All the answers are correct
  9. Name memory processes.
    - A) **Remembering, forgetting**
    - (B) impact
    - C) Reproduction
    - D) All the answers are correct
  10. A pre-school child has a predominant attention...
    - A) **Involuntary**
    - B) arbitrary
    - C) Post-voluntary
    - D) All the answers are correct
  11. Individual features of a person, determining the dynamics of his mental processes and behavior is...
    - A) Physique
    - B) Memory
    - C) **temperament**
    - D) All the answers are correct

12. The introvert is a man...
- A) energetic, talkative, assertive, external-oriented, loves noisy and cheerful company
  - B) **silent, timid, non-energetic, oriented to his inner world**
  - C) closed
  - D) All the answers are correct
13. The combination of human traits and qualities, which manifest in typical conditions in the form of certain reactions, is called...
- A) temperament
  - B) **character**
  - C) Ability
  - D) All the answers are correct
14. Temperament is determined by...
- A) **CNS properties**
  - B) Environmental factors
  - C) Education and training
  - D) All the answers are correct
15. A human need for something is...
- A) **Need**
  - B) motive
  - C) desire
  - D) All the answers are correct
16. The first doctrine of temperament belongs to
- A) **Galen**
  - B) Hippocrates
  - C) Cantu
  - D) Aristotle
17. Extrovert, strong, unbalanced, movable
- A) Phlegmatic
  - B) sanguinist
  - C) **cholera**
  - D) melancholic
18. Non-emotional condition:
- A) Affect
  - B) **forgetfulness**
  - C) Mood
  - D) Stress
19. The author of the needs pyramid is:
- A) E. Fromm
  - B) D. Allport
  - C) **A. Maslow**
  - G) A. Murray
20. Analysis, synthesis, comparison, generalization, abstraction are...
- A) Types of thinking
  - B) **Thinking operations**
  - C) Forms of logical thinking
  - D) All the answers are correct
- The correct answers are in bold.*

### **Subject topics**

#### *Psychology and Pedagogy*

1. The basic scientific principles of psychology as science.
2. Historical stages of mental development.
3. The connection between speech and human consciousness.

4. Features of conscious and unconscious human behavior.
5. Perceptions and sensations as 2 main forms of cognition of the world around.
6. The manifestation of creativity.
7. Preconditions for the development of a creative personality.
8. Memory and its significance in human life.
9. The basic methods of successful memorization.
10. The importance of attention in the process of cognition.
11. Features of the thinking process.
12. Theoretical and practical thinking in human life.
13. The connection of thinking and speech in everyday life.
14. Types of people's thinking and their specific manifestation.
15. Preconditions for the development of creative thinking.
16. Characteristics of emotions.
17. Stress and ways to overcome stressful situations.
18. Motivation: the role of motives in human development.
19. The development of strong-willed qualities.
20. The manifestation of the individual lifestyle of the person.
21. The influence of the family and the factor of heredity on the development of individual abilities of the individual.
22. The psychology of family relationships.
23. Relationships in the Orthodox and Muslim families.
24. Features of self-esteem development.
25. Stages of marriage.
26. Types of conflicts and ways out of conflict situations.
27. Conflicts between parents and children.
28. Providing psychological assistance to children in the event of a divorce of parents.
29. The game as a means of personal development.
30. The main styles of parenting.
31. Factors contributing to the self-fulfillment of the individual.
32. Communication: essence, mechanisms and styles of speech.
33. The art of communication and its importance in mutual communication with people.
34. Features of stereotypes.
35. The authority and ways to maintain it.
36. Complexes: manifestation and ways to eliminate them.
37. Psychological features of the emergence of Internet addiction.

### **Presentation topics**

*Psychology and Pedagogy*

#### **Presentation themes:**

1. Memory. Modern research in memory.
2. Thinking. Modern research in the field of thinking.
3. Psycholinguistics. Modern research in the field of psycholinguistics.
4. Imagination. Ways of developing imagination.
5. Personality typology.
6. Temperament and character. Fundamental differences.
7. Conditions of ability formation. Makings.
8. Medical ethics. Deontology.
9. A general characteristic of emotions. The main types of emotions
10. The concept of emotional stress.

### **12.1. Ball-rerting system (BRS) assessing students' knowledge in the discipline "Psychology**

and pedagogy"

*The point-rating system (BRS) and ECTS scores are used to assess the quality of the curriculum.*

*Points are accumulated by students during the course of the training sessions, the current control of performance and intermediate certification during each semester. The academic discipline is considered to be mastered if the student has scored more than 50% of the possible number of points. The maximum score for a discipline studied during one semester is 100 points, regardless of its volume.*

*The student does not receive these credits if, during the course of his studies, working with the teacher and independently, he scores less than 51 points per semester (out of 100 possible).*

*The total amount of points a student receives at the end of the semester is made up of:*

*1. current performance per semester (thematic tests, test papers, surveys, classroom work, abstract, practical work)*

*2. boundary control (assessment received for colloquium)*

*3. credit for the semester*

Table. 2. Distribution of points per semester and calculation of final grade

Discipline section	Discipline theme	Forms of control of the level of development of THE PLO					Section points
		Occupation (attendance)	Colloquium	lump. testing	Activity in class	Theme points	
Introduction to psychology.	psychoanalysis. Freud.	5	15	20	2	30	30
	The development of the psyche. The zoopsychology.						
	sensation. perception. attention.						
	memory.						
	thought. speech. imagination.						
	will.						
	Emotions.						

personality.	Personality direction. Motives.  temperament. character.  ability. Makings.						
communication. ethics. Deontology in medicine.		3	15			30	30
Certification test	Credit						40
total:		8	30	20	2	60	100

**Evaluation criteria (in accordance with the current regulatory framework). Compliance with rating systems (previously used assessments of final academic performance, ECTS ratings and rating system (BRS) assessments of current performance).**

Table. 3. The final score on the table is put in the credit

Points BRS	Traditional estimates in Russia	Points for translation Rating	Evaluation	Evaluation ECTS
86 - 100	5	95 - 100	5+	A
		86 - 94	5	B
69 - 85	4	69 - 85	4	C
51 - 68	3	61 - 68	3+	D
		51 - 60	3	and
0 - 50	2	31 - 50	2+	FX
		0 - 30	2	F

Description of ECTS ratings:

**A ("Excellent") - the theoretical content of the course** is fully mastered, without gaps, the necessary practical skills of working with the mastered material are formed, all the training tasks provided by the training program are fulfilled, the quality of their performance is estimated by the number of points close to the maximum.

**In ("Very good") - the theoretical content of the course** is fully mastered, without gaps, the necessary practical skills of working with the mastered material are basically formed, all the training tasks provided by the training program are fulfilled, the quality of most of them is assessed by the number of points close to the maximum.

**C ("Good") - the theoretical content of** the course is fully mastered, without gaps some practical skills of working with the mastered material are not formed enough, all the training tasks provided by the training program are completed, the quality of none of them is not assessed by the minimum number of points, some types of tasks are performed with errors.

**D ("Satisfactory") - The theoretical content of the course** is partially mastered, but the gaps are not significant, the necessary practical skills of care with the mastered material are mostly formed, most of the training tasks provided by the program are completed, some of the completed tasks may contain errors.

**E ("Mediocre")** - the theoretical content of the course is partially mastered, some practical skills are not formed, many of the training tasks provided by the training program have not been completed, or the quality of some of them is estimated by the number of points close to the minimum.

**FX (Conditionally unsatisfactory)** - The theoretical content of the course is partially mastered, the necessary practical skills of work are not formed, most of the training tasks provided by the program are not fulfilled or the quality of their performance is assessed by the number of points close to the minimum; with additional independent work on the course material it is possible to improve the quality of the training tasks.

**F ("Undoubtedly unsatisfactory")** - the theoretical content of the course is not mastered, the necessary practical skills of work are not formed, all the completed training tasks contain gross errors, additional independent work on the material of the course will not lead to any significant improvement in the quality of training tasks.

The program is designed in accordance with the requirements of the FSES HE.

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