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**Federal State Autonomous Educational Institution of Higher Education
PATRICE LUMUMBA PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University**

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

PSYCHOLOGY AND PEDAGOGY

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

Field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

General Medicine

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The course "**Psychology and Pedagogy**" is part of the "General Medicine" specialty program (31.05.01 "General Medicine") and is studied in the third semester of the second year. This course is offered by the Department of Psychiatry and Medical Psychology. It consists of three sections and eight topics and focuses on fundamental theoretical knowledge in the areas of mental processes, personality, interpersonal interaction, clinical aspects of communication, and methods of psychotherapy.

The goal of this course is to develop systemic knowledge in psychology and pedagogy, which will facilitate professional and personal development and provide a psychological and pedagogical foundation for future professional work.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline "**Psychology and Pedagogy**" is aimed at developing the following competencies (or components of competencies) in students: GC-6, GC-9, GPC-1

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-6	Able to identify and implement priorities for one's own activities and ways to improve them based on self-assessment and lifelong learning	UC-6.1 Assesses one's own resources and their limits (personal, situational, and time-sensitive), and utilizes them optimally to successfully complete assigned tasks; UC-6.2 Analyzes the results obtained during one's professional activities, conducts self-monitoring and self-analysis of the process and results of professional activity, critically evaluates them, draws objective conclusions about one's work, and correctly defends one's point of view; UC-6.3 Determines priorities for professional growth and ways to improve one's own performance based on self-assessment against selected criteria;
GC-9	Ability to perform patient examination for the purpose of establishing a diagnosis	UC-9.1 Understands the concept of inclusive competence, its components, and structure. Understands the subject, purpose, role, and place of adaptive economics; UC-9.2 Can apply basic defectological knowledge in social and professional spheres; UC-9.3 Has basic defectological knowledge in the social and professional spheres, taking into account the characteristics of individuals with health problems;
GPC-1	Able to implement moral and legal norms, ethical and deontological principles in professional activities	GPC-1.1 Able to adhere to moral and legal standards in professional activities; GPC-1.2 Able to present professional information in the process of intercultural interaction, adhering to the principles of ethics and deontology;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
UC-9	Able to identify and implement priorities for one's own activities and ways to improve them based on self-assessment and lifelong learning		<i>Psychiatry, medical psychology;</i>
UC-6	Ability to perform patient examination for the purpose of establishing a diagnosis	<i>Introduction to the specialty; Philosophy;</i>	<i>Public health and healthcare, health economics;</i>
GPC-1	Able to implement moral and legal norms, ethical and deontological principles in professional activities	<i>Jurisprudence; Latin language;</i>	<i>General Surgery; Forensic Medicine; Fundamentals of Medical Law; Propaedeutics of Internal Diseases; History of Medicine; Practical Training to Acquire Primary Professional Skills and Professional Experience: Assistant Procedural Nurse; Practical Training in Diagnostics: Assistant Ward Nurse; Practical Training in Surgery: Assistant Surgeon; Practical Training in Obstetrics and Gynecology: Assistant Gynecologist; Practical Training in Therapy: Assistant General Practitioner; Practical Training in General Medicine: Assistant Physician of an Outpatient Clinic; Practical Training in Obstetrics and Gynecology: Assistant Obstetrician; General practice: assistant to a pediatrician;</i>

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Psychology and Pedagogy” is 2 credits (72 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)*

Type of academic activities	Total academic hours		Semesters/training modules
			3
Contact academic hours	51		51
Lectures (LC)	0		0
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	51		51
Self-studies	3		3
Evaluation and assessment (exam/passing/failing grade)	18		18
Course workload	academic hours	72	72
	credits	2	2

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1 Fundamentals of Psychology.	1.1 Introduction to psychology. History of psychology. Object and subject of study of psychology. Branches of psychology. Psychoanalysis. Zoopsychology. Development of the psyche.	S
	1.2 Psychic processes. Sensation. Perception. Attention. Memory. Thinking, speech, and imagination. Emotions. Will.	S
	1.3 Individual psychological characteristics of personality and interpersonal interactions. Personality. Personality orientation. Temperament and character. Abilities. Communication.	S
	1.4 Professional interaction and communication.	S

	Personality. Personality orientation. Temperament and character. Abilities. Communication.	
Module 2 Ethics and deontology in professional activities.	2.1 Medical ethics and deontology. Medical ethics. Medical deontology. Iatrogenesis.	S
	2.2 Professional interaction and communication. Interaction in the "doctor-to-doctor," "doctor-to-medical staff," and "doctor-to-patient" systems. Internal picture of illness (IPI). Clinical aspects of communication.	S
Module 3 Fundamentals of Pedagogy and Defectology.	3.1 Pedagogy and defectology. Pedagogy as a science. Goals and objectives of education. The educational process. Methods and forms of education. Continuous education system. The concept of defectology. Classification of developmental disabilities. Psychological characteristics of individuals with various health problems.	S
	3.2 Inclusive approach The concept of inclusion. Inclusive competence of physicians. Features of inclusive interactions. Socialization of individuals with disabilities.	S

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENT

Table 6.1. Logistical and material provision of the discipline.

Classroom for Academic Activity Type	Classroom Equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline
Computer lab	Computer lab for classes, group and individual consultations, ongoing monitoring, and midterm assessments, equipped with personal computers, a whiteboard (screen), and multimedia presentation equipment.	Set of videos, multimedia presentations, and a multimedia projector
Self-studies	Auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture	Set of videos, multimedia presentations
Seminar	Auditorium for seminar-type classes, group and individual consultations, current control and intermediate certification, equipped with a	Set of videos, multimedia

	set of specialized furniture and technical means of multimedia presentations.	presentations, and a multimedia projector
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7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main readings:

1. Digital Therapies in Psychosocial Rehabilitation and Mental Health / Edited by Antonio Jose Marques, and Ricardo Queiros. - Электронные текстовые данные. - Medical Information Science Reference, 2022. - 414 с.

URL: https://mega.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=513356&idb=0

2. Language and Emotion. Volume 1 / Edited by Gesine Lenore Schiewer, Jeanette Altarriba, and Bee Chin Ng. - Электронные текстовые данные. - De Gruyter Mouton, 2022. - 680 с. - (Handbooks of Linguistics and Communication Science).

URL: https://mega.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=511872&idb=0

3. Mental Health and Wellness in Healthcare Workers : Identifying Risks, Prevention, and Treatment / Edited by Clint Bowers, Deborah Beidel, Madeline Marks, Kristin Horan, and Janis Cannon-Bowers. - Электронные текстовые данные. - Medical Information Science Reference, 2022.

URL: https://mega.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=513357&idb=0

4. Cycleback David. The Psychology of Decision Making [Электронный ресурс] 2024. URL: <https://philpapers.org/rec/CYCTPO>

5. Buela-Casal, G. (Edición), Buela-Casal, G. (Edición). Clinical and health psychology: an international perspective [Электронный ресурс] 2025. ISBN 9791370068967 URL:

<https://search.ebscohost.com/login.aspx?direct=true&db=e001mww&AN=4406195&site=eds-live>

Additional readings:

1. Introduction to Psychology: Sensation and Perception. учебное пособие [Электронный ресурс] / Артемьева Марина Станиславовна [и др.]. - Moscow : PFUR, 2020. 128 с. ISBN 978-5-209-09953-6 URL:

https://mega.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=495360&idb=0

2. Psycho-Social Perspectives on Mental Health and Well-Being / Edited by Srinivasan Padmanaban, and Chittaranjan Subudhi. - Электронные текстовые данные. - Medical Information Science Reference, 2020. - 391 с.

URL: https://mega.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=513361&idb=0

3. Starks Michael Richard. Philosophy as Psychology and Psychology as Philosophy [Электронный ресурс] 2025. URL: <https://philpapers.org/rec/STAPAP-20>

Internet sources:

1. Electronic Library Systems (ELS)

- RUDN Electronic Library System
<https://mega.rudn.ru/MegaPro/Web>

- University Library Online <http://www.biblioclub.ru>
- Yurait <http://www.biblio-online.ru>
- Student Consultant www.studentlibrary.ru
- Znanium <https://znanium.ru/>

2. Databases and Search Engines

- Sage <https://journals.sagepub.com/>
- Springer Nature Link <https://link.springer.com/>
- Wiley Journal Database <https://onlinelibrary.wiley.com/>
- Scientometric Database Lens.org <https://www.lens.org>

Teaching and Methodological Materials for Independent Study:

1. Lecture course on the discipline “Psychology and Pedagogy”.

* - All teaching and methodological materials for independent study are provided in accordance with the established procedure on the course page in the TUIS system!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (GC-6, GC-9, GPC-1) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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position, educational department

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