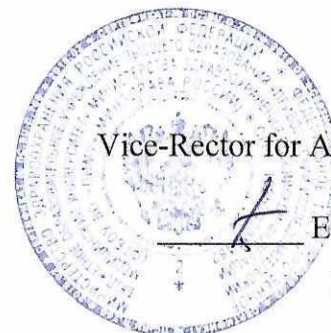Federal State Budgetary Educational Institution of Higher Education
"Privolzhsky Research Medical University"
Ministry of Health of the Russian Federation

APPROVED

Vice-Rector for Academic Affairs

_____ E.S. Bogomolova

31 August 2021

WORKING PROGRAM

Name of the academic discipline: CONFLICTOLOGY

Specialty: 31.05.01 GENERAL MEDICINE
(code, name)
Qualification: GENERAL PRACTITIONER

Department: PSYCHIATRY

Mode of study: FULL-TIME

Labor intensity of the academic discipline: 72 academic hours

Nizhny Novgorod

2021

The working program has been developed in accordance with the Federal State Educational Standard for specialty 31.05.01 GENERAL MEDICINE approved by Order of the Ministry of Science and Higher Education of the Russian Federation No. 988 of August 12, 2020.

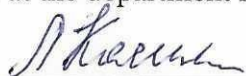**Developers of the working program:**
Kasimova Lala Narimanovna, Doctor of Medical Sciences, Professor, Head. department of Psychiatry.

Karpukhin Ivan Borisovich, Candidate of Medical Sciences, Associate Professor of the Department of Psychiatry.

The program was reviewed and approved at the department meeting (protocol No. 01 June 2021__)
Head of the Department of Psychiatry,
Doctor of Medical Sciences, Professor _____ L.N. Kasimova
(signature)

01 June 2021

AGREED
Deputy Head of EMA   ph.d. of biology _____ Lovtsova L.V.
(signature)

01 June 2021

1. Discipline Objectives and Objectives

1.1. The purpose and tasks of mastering the discipline "Conflictology" (hereinafter referred to as the discipline).

Purpose of development of discipline: participation in formation at students of the following universal and all-professional competences: UK-2, UK-4, UK-5, OPK-1, OPK-10.

Also, the training process aims to acquaint the future specialist with the ethical and humanistic foundations of medicine, the content of the internationally recognized ethical standard of medical practice and training to use it in difficult problematic situations of professional activity.

1.2. Discipline tasks:

1) Comprehend the problems of conflicts arising among subjects of medical discourse and their dependence on the state of the modern health care system.

2) To form knowledge about the types, mechanism, causes of conflicts arising in the medical field, and conflict situations, stages of conflict development and ways out of conflicts in a constructive way

3) Master diagnostic tools when determining the levels of conflict, stress, aggressiveness, sociability, sociability.

4) Develop communication skills and skills among students aimed at solving various conflict situations arising from professional communication in the field of medicine;

5) Contribute to the formation of personal readiness for future professional activities.

1.3. As a result of mastering the discipline, the student must:know:

- the role of conflict as a phenomenon in social society;
- causes and prerequisites of conflicts;
- basic functions of conflicts;
- main stages of conflict development;
- modern classification of conflicts;
- the main causes and consequences of conflicts of various types in the field of work of medical workers;
- warning conditions and resolution mechanisms of different types;
- problems of resolving conflicts of various types in the field of work of medical workers;
- features of innovative conflicts in the field of labor of medical workers;
- basic methods of conflict research and diagnostics;
- methods of conflict management;
- basic principles of mediation in the field of work of medical workers;

be able to:

- use theoretical knowledge to analyze various types of conflicts in the field of labor of medical workers;

- carry out an independent analysis of specific aspects of conflict management in the field of labor of medical workers in terms of ensuring the effectiveness of their solution;

- carry out diagnostics of the nature of conflicts and relationships in the group;

- analyze the methods of conflict resolution in the field of labor of medical workers;

own:

- diagnostic tools for the analysis of various types of conflicts in the field of labor of medical workers;

- skills of tolerant perception of persons of conflictogenic type;

- skills of conflict-free communication in the field of labor of medical workers;

- skills in determining the optimal ways out of conflicts of various types.

2. Discipline place in the HE structure

2.1. The discipline belongs to the variable part of Unit 1 of the ООР VO (В1.В.ОД.16), studied in the 6th year, in the 12th semester.

2.2. To study the discipline, knowledge, skills and skills formed by previous disciplines/practices are required:

☐ Jurisprudence,

☐ Psychology and pedagogy,

☐ Bioethics,

☐ Psychiatry,

☐ Medical psychology.

2.3. The study of discipline is necessary for the knowledge, skills and skills formed by subsequent disciplines/practices:

☐ State final certification.

3. Discipline Development Results and Competency Achievement Indicators

The study of the discipline is aimed at the formation of the following universal (UK) and general professional (MIC) competencies among students (Table 1).

The code and name of the universal competence graduate	Code and name of the competence acquisition metric
UC-1. Able to carry out a critical analysis of problem situations based on a systematic approach, develop an action strategy	1.1 Knows: methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis 1.2 Able to: gain new knowledge based on analysis, synthesis, etc.; collect data on complex scientific problems related to the professional field; search for information and solutions based on action, experiment and experience 1.3 Has practical experience: researching the problem of professional activity using analysis, synthesis and other methods of intellectual activity; developing an action strategy to solve professional problems

UC-4. Able to apply modern communication technologies, including the use of a foreign language(s), for academic and professional interaction	4.1 Knows: the basics of oral and written communication in Russian and foreign languages, functional styles of the native language, requirements to business communication, modern means of information and communication technologies
	4.2 Can: express thoughts in Russian and a foreign language in business communication
	4.3 Has practical experience in: writing texts in Russian and foreign languages related to the professional activity; experience in translating medical texts from a foreign language into Russian; experience in speaking Russian and foreign languages.
UC-5. Able to analyze and take into account the diversity of cultures in the process of cross-cultural interaction	5.1 Knows: the main categories of philosophy, the laws of historical development, the basics of intercultural communication; the basic concepts of human interaction in the organization
	5.2 Able to: competently, intelligibly present professional information in the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction taking into account national, ethno-cultural, confessional features
	Has practical experience in: productive interaction in the professional environment taking into account national, ethno-cultural, confessional features; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction

Code and name of General Professional Competence (GPC)	Code and name of the competence acquisition metric
GPC-1. Able to implement moral and legal norms, ethical and deontological principles in	1.1 Knows: basics of medical ethics and deontology; fundamentals of legislation in the field of healthcare; legal aspects of medical practice
	1.2 Able to: apply ethical norms and principles of behavior of a healthcare worker in the performance of their professional duties; knowledge of modern legislation in the field of healthcare in solving problems of professional

professional activities	activity; apply the rules and norms of interaction between a doctor and colleagues and patients (their legal representatives) 1.3 Has practical experience in: solving standard problems of professional activity based on ethical norms and deontological principles when interacting with colleagues and patients (their legal representatives), knowledge of the legal aspects of medical practice
GPC-10. Able to understand the principles of modern information technologies and use them to solve the tasks of professional activity	10.1 Knows: the capabilities of reference information systems and professional databases; methods of information retrieval, information and communication technologies; modern medical and biological terminology; fundamentals of information security in professional activities 10.2 Able to: apply modern information and communication technologies to solve the tasks of professional activity; carry out an effective search for information necessary to solve the tasks of professional activity using reference systems and professional databases; use modern medical and biological terminology; master and apply modern information and communication technologies in professional activity, taking into account the basic requirements of information security 10.3 Has practical experience in the use of modern information and bibliographic resources, the use of special software and automated information systems to solve standard tasks of professional activity, taking into account the basic requirements of information security

The disciplines and competencies that are formed during their study are presented in Table 2.

№	Competence code	Name of the discipline section	Название раздела дисциплины
1.	UC -1, UC -4, UC -5	Section 1. Conflictology as a branch of scientific knowledge. The history of formation and development.	1.1. Conflictology as a science: subject, tasks of science and academic discipline. Problem field of research. The history of conflictology as a science and practice. 1.2. Methodological approaches to the study of conflicts. Conflictological view of social development. Research methods in conflictology and the specifics of their application. General rules for diagnosing conflicts.
2.	UC -1, UC -4, UC -5 GPC-1,	Section 2. Conflict as a socio-psychological phenomenon.	2.1.2.1. Conflict as a socio-psychological phenomenon. Definition of the concept of "conflict". The functions of the conflict, their dual nature. Sources and causes of the conflict. The impact of conflict on

№	Competence code	Name of the discipline section	Название раздела дисциплины
	GPC -10		the social environment. Peculiarities of perception of a conflict situation. A real and imaginary conflict. **2.2.**2.2. The specifics of the conflict in a medical institution. Contradictions that cause conflicts in the healthcare system. Causes and conditions of conflicts in medicine. The relevance of conflictological issues in modern medical practice. Conflicts at the doctor–patient level. **2.3.**2.3. Structural and dynamic characteristics of the conflict Objective and subjective components of the conflict. Conflict situation. Participants in the conflict. The subject of the conflict. The dynamics of the conflict. Stages and stages of the conflict. **2.4.**2.4. Analysis of the dynamics of the conflict, its driving forces. Clarifying the stage of the conflict, predicting future stages and the possibility of the conflict entering a vicious circle. **2.5.**2.5. Structural elements of the conflict in a medical institution. Types of conflict situations in medical institutions. Diagnosis of conflict in the medical field The parties to the conflict, the subject of the conflict, the dynamics of the conflict, the escalation of the conflict Levels of conflicts in medicine. **2.6.**2.6. The main approaches to the classification of conflicts. Typology of conflicts and their specifics in a medical institution. **2.7.**2.7. The concept of interpersonal conflict and its specifics in a medical institution. Conflicts at the level of "doctor-patient", "doctor – management", etc. The fallacy of overestimating the psychological nature and underestimating the social factors of interpersonal counteractions. **2.8.**2.8. Organizational conflict. Conflict in a medical organization. Its specifics. Labor and organizational conflicts in med. institution. Management conflicts. **2.9.**2.9. Family conflicts: typology, structure, stages of occurrence. Crisis periods of family development. Features of family conflict resolution. **2.10.** 2.10. Intrapersonal conflict. Basic concepts of intrapersonal conflicts. Forms of manifestation and causes of intrapersonal conflict. Experience as the basis of intrapersonal conflict. His characteristics in medical activity. **2.11.** 2.11. The personal factor in the course and management of the conflict. Types of conflicting personalities. Strategies of behavior in conflict, their characteristics and consequences.
3.	UC -1, C -4,	Section 3. Conflict management	**3.1.**3.1. Regulation and resolution of social crises and conflicts. Stages and sequence of optimal conflict

№	Competence code	Name of the discipline section	Название раздела дисциплины
	UC -5 GPC-1, GPC -10	technologies: forecasting, settlement and prevention	resolution The concept of "conflict resolution model". The dependence of the choice of a conflict resolution model on its diagnosis. **3.2.**3.2. Regulation and resolution of social crises and conflicts. Stages and sequence of optimal conflict resolution. Criteria for resolving the conflict. The paradigm of the solvability of social conflicts and the impossibility of final solutions. **3.3.**3.3. Forecasting and prevention of conflicts. Conflict prevention technology. Optimal management decisions and conflict prevention. Performance evaluation and conflict prevention in the medical environment. **3.4.**3.4. The problem of communication in conflict situations. The specifics of the conflictological understanding of the problems of interpersonal communications. Forms of interpersonal communication in conflict. Levels of communication in conflict. **3.5.**3.5. Conflict as a difficult communication situation. Managing emotions in conflict. Conflict tolerance as a type of psychological stability. Technologies of rational behavior in conflict and effective communication. The specifics of communication with a sick person. **3.6.**3.6. Business negotiations in conflict. Structural components. Difficulties of the negotiation process. Stages of negotiations and their specifics. Negotiations in medical activity. **3.7.**3.7. The necessity and specifics of mediation in conflicts. Types of mediation. Forms of mediation in conflict and their varieties

5. Volume of the academic discipline and types of academic work

Type of educational work	Labor intensity		Labor intensity (AH) in semesters
	volume in credit units (3 CU)	volume in academic hours (AH)	
Classroom work, including	1,3	44	44
Classroom work, including	0,4	10	10
Laboratory practicum (LP)*		-	-
Practicals (P)	0,9	34	34
Seminars (S)			
Student's individual work (SIW)	0,7	28	28
Mid-term assessment			
credit/exam *(specify the type)*			

TOTAL LABOR INTENSITY	2		72		72	

6. Content of the academic discipline

6.1. Sections of the discipline and types of academic work

№	Name of the section of the academic discipline	L	LP	P	S	SIW	Total
1	Section 1. Section 2. Conflictology as a science	2	-	-	4	8	14
2	Section 2. Conflict as a socio-psychological phenomenon.	4	-	-	18	8	30
3	Section 3. Conflict management technologies: forecasting, settlement and prevention	4	-	-	12	8	24
		10	**-**		**34**	**24**	**72**

* - L – lectures; LP – laboratory practicum; P – practicals; S – seminars; SIW – student's individual work.

6.2.1 Thematic schedule of lectures

№	Name of lecture topics	Volume in AH	semester
1	1.1. Conflictology as a science	1	12
2	2.1. Conflict as a socio-psychological phenomenon	1	12
	2.2. Structural and dynamic characteristics of the conflict	2	12
	2.3. Structural and dynamic characteristics of the conflict	1	12
	2.4. Family conflicts	1	12
6	3.1 Regulation and resolution of social crises and conflicts	2	12
7	3.2. The problem of communication in conflict situations	2	12
	TOTAL (total - AH)	10	72

6.2.3. Thematic plan of practicals

№	Name of laboratory practicums	Volume in AH	semester
1	Conflictology as a science	2	12
2	Methodology of conflictology	2	12
4	Conflict as a socio-psychological phenomenon	2	12
5	Conflicts in a medical institution	2	12
6	Structural elements of the conflict, their definition and diagnosis	2	12
7	Analysis of the dynamics of the conflict, its driving forces	2	12
8	Structural elements of conflict in a medical institution	2	12
9	The concept of interpersonal conflict and its specifics in a medical institution	2	12
10	Organizational conflict	2	12
11	Intrapersonal conflict	2	12
12	Personal factor in the course and management of conflict	2	12
13	Regulation and resolution of social crises and conflicts	2	12
14	Forecasting and prevention of conflicts	2	12
15	3.3. Conflict as a difficult communication situation	2	12
16	3.4. Business negotiations in conflict The necessity and specificity of mediation in conflicts The necessity and specificity of mediation in conflicts	4	12
	TOTAL	34	

6.2.5. Types and topics of student's individual work (SIW)

№	Name of Types and topics	Types and topics of SIW	semester

1	Work with literary, documentary and other sources of information on the studied section, including in an interactive form		4	12
2	Performing practical tasks		4	12
3	Performing practical tasks		4	12
4	Writing essays		6	12
5	Preparation for participation in classes in an interactive form		6	12
6	Preparation for the current and interim control		4	12
TOTAL (total - AH)			**28**	72

7. Types of assessment formats for ongoing monitoring and mid-term assessment

№	Semester No.	Types of control	Name of section of academic discipline	Assessment formats		
				types	number of test questions	number of test task options
1.	12	control of the student's independent work	1. Conflictology as a branch of scientific knowledge. The history of formation and development.	Test tasks Oral interview Interview Individual tasks Solving situational problems	10 3 4 1 1	40 10 10 20 15
			2. Conflict as a socio-psychological phenomenon.	Test tasks Oral presentation of the report Solving situational problems Individual tasks	10 1 1 1	40 15 10 20
			3. Conflict management technologies: forecasting, settlement and prevention	discussion role play solving situational problems oral interview	4 2 1 2	- - 20 10
2.	12	контроль освоения темы	1. Conflictology as a branch of scientific knowledge. The history of formation and development.	Test tasks Oral presentation of the report Solving situational problems Individual tasks	- 10 3 2	- 2 4 2

			2. Conflict as a socio-psychological phenomenon.	Test tasks Oral presentation of the report Solving situational problems Individual tasks	- 10 2	- 2 4
			3. Conflict management technologies: forecasting, settlement and prevention	Test tasks Oral presentation of the report Solving situational problems Individual tasks	- 10 3 1	- 2 4 4
3.	12	credit/ exam	all sections	Final testing	40	4

Examples of evaluation tools

Sample test tasks

1) Tests with one answer option

1. Conflictology as an independent science has emerged:
1. at the end of the XIX century;
2. at the end of the twentieth century;
3. at the beginning of the twentieth century;
4. at the end of the XIII century.

2. The subject of the study of conflictology are:
1. conflicts;
2. patterns and mechanisms of conflict occurrence,
3. mechanisms of personal behavior in conflict;
4. all the listed characteristics.

3. Conflict is:
1. rivalry;
2. dispute;
3. confrontation;
4. quarrel.

4. The necessary and sufficient conditions for the occurrence of a conflict between the subjects are:
1. they have oppositely directed judgments;
2. states of confrontation between them;
3. active actions of both sides to achieve their goals;
4. open statements about their requirements.

5. What causes the conflict is:
1. motives of the conflicting parties;
2. the subject of the conflict;
3. the parties to the conflict;
4. the image of a conflict situation.

6. The image of a conflict situation is:

1. what causes the conflict;
2. subjective reflection in the minds of the subjects of the subject of the conflict;
3. internal motivating forces;
4. what the conflicting parties declare to each other.

7. The incident is:
1. the confluence of circumstances that are the reason for the conflict;
2. the cause of the conflict;
3. contradictions accumulated between the subjects;
4. the consequence of the conflict.

8. The parties to the conflict are:
1. subjects of interaction in a state of conflict;
2. subjects participating in the discussion;
3. third-party observers of the conflict situation;
4. intermediaries between the conflicting parties.

9. Conflictogens are:
1. words, actions (or omissions) that may lead to conflict;
2. manifestations of conflict;
3. causes of conflict;
4. behavioral reactions of a person in conflict.

10. Conflict management is:
1. destruction of the conflict situation;
2. impact on the conflicting parties;
3. formation of an adequate image of the conflict situation in the conflicting;
4. changing the motives of the conflicting parties.

Open-type test tasks
1. Conflictogen is: ......
2. Conflictology is : ......
3. The method of observation is: ......
4. The subject of conflictology is:......
5. The conflict is: ......
6. The parties to the conflict are:......
7. The image of the conflict situation is: ......
8. The motives of the conflict are:......
9. The positions of the conflicting parties are: ......
10. The cause of the conflict is:......

Example of a case (situational task)

Situation: A conflict between a nurse and a doctor, Doctor S. comes to the acute department on Monday morning for a staff meeting, and he is met by a frowning nurse T., the manager of the department. She tells him that it was a disgusting weekend, mainly because of a well-known young patient whom S. hospitalized in a clearly psychotic state. During a staff meeting, Nurse T. vigorously attacks Doctor S., stating that he does not listen to nurses. She tells how a patient with cocaine addiction persuaded patients and visitors to bring drugs into the department: "Good for you, doctors. You see a patient, then you leave for the weekend, leaving us nurses in charge." She reminds him that in previous conversations about her problem, the nurses told him their anxiety about the patient who was re-hospitalized in the department because of her HIV-positive status, her flirting with male patients and complete indifference to the consequences of possible sexual activity in relation to other patients: "You broke your word. She was doing all her stuff this weekend. She

poured hot tea on one of the patients, and the nurse who tried to stop her during the scandal suffered." Nurse T. in the presence of other nurses and a young doctor who were silent during her diatribe, she states that the problem lies in insufficient communication and that the opinions of nurses are ignored. Doctor S. reminds Nurse T. that he was aware of the problems, but he had no choice, since the patient was mentally ill during hospitalization, unfortunately, he had no other place to hospitalize her; moreover, these issues were not raised when the patient was discussed during the examination on the eve of the weekend. He asks her why he was not told about these problems at the time. Having the advantage of past experience, Doctor S., knowing the patient well, could foresee that she would most likely cause panic at the beginning of her stay in the department, so he had to examine her in the department in order to discuss risks and joint clinical strategies with nurses in advance. If he had done this, it would not only have been possible to develop a coordinated action plan, but also to realize the potential problems that the patient is likely to create in the department. Nurse T. he reports his feeling that the doctor does not "take nurses into account", and this means not being heard, and not whether there was real verbal communication. Doctor S. focuses on the fact that the nurses did not express their concerns when they had a chance to do so. In the course of further staff meetings, Doctor S. could find out why it is sometimes difficult for nurses to talk about their concerns during his rounds.

Questions: 1. Analyze the conflict scheme. 2. Describe the development of the conflict by stages. 3. Specify the parties and participants of the conflict. 4. Specify the reasons that led to this conflict. 5. Draw up a scheme for the use of conflictogens by the participants of this conflict.

Example of a game project
Didactic game "Assessment of the depth of the conflict"

The purpose of the lesson. The development of students' skills to assess the depth of a conflict situation using special techniques and the formation of their skills to make adequate decisions about the behavior of conflict subjects in conflict interaction.

The order of the game

Preparatory stage. In one or two weeks, students are given a task and an installation to prepare for the game. The essence of the task is as follows.

1. Students receive a test "Assessing the depth of conflict" to study its content.

2. To test the test, students should independently analyze conflict situations that occurred with their participation or that they observed, in order to assess the severity of each of the 8 factors presented in the test, and be ready for a report on this issue in the classroom.

The "Assessment of the depth of the conflict" test. In order to assess the conflict situation and the character of the behavior of the subject settling the conflict, this test is offered to your attention. The test presents 8 main positions that are directly related to the conflict situation. Your task is to evaluate the severity of each factor on a 5-point scale. The strong severity of the factors of the left side of the test is estimated by 1 point, and the right – by 5 points. After evaluating each position in the test, the total amount of points should be calculated, which will indicate the depth of the conflict.

Evaluation of results

The sum of points equal to 35-40 indicates that the conflicting parties have taken a tough position towards each other.

The sum of points equal to 25-34 indicates fluctuations in the relations of the conflicting parties.

Recommendations to the subjects settling the conflict:

a) if you are a leader, then:

– with a total score of 35-40, you should act as a prosecutor and, in order to resolve the conflict situation, you should mainly resort to administrative measures;

– with a score of 25-34, you should act as a consultant and, in order to resolve a conflict situation, you should mainly resort to psychological measures;

– if the total score is less than 24, you must act as an educator and in this case it is advisable to use pedagogical measures to resolve a conflict situation;

b) if you are a mediator, then:

– with a total score of 35-40, you should take measures to separate the conflicting parties and start negotiations with them in a disjunctive way (see p. 153) before reducing the intensity of the struggle between them;

– with a total score of 25-34, you can try to transfer the conflict into a constructive phase at the next meeting in the negotiation process;

– if the total score is less than 24, it is possible to intensify efforts to prepare a constructive solution.

During the lesson. 1. A game warm-up is held. Within 10-15 minutes, students' assignments performed by them at the preparatory stage are heard and analyzed.

2. Game situations are created and analyzed.

Game situation

Sample role-playing games

The role-playing game "Conflict smoothing"

The presenter talks about the importance of such a skill as the ability to quickly and effectively smooth out conflicts; announces that now it is worth trying to find out the main methods of conflict resolution by experience.

Participants are divided into threes. For 5 minutes, each trio comes up with a scenario in which two participants represent conflicting parties (for example, quarreling spouses), and the third one plays a peacemaker, an arbitrator.

The moderator submits the following questions for discussion:

- What methods of conflict smoothing have been demonstrated?
- What, in your opinion, interesting findings did the participants use during the game?
- How should those participants who failed to smooth out the conflict behave?

The purpose of the exercise: to work out the skills and skills of smoothing conflicts.

Example of a training session on conflictology

Personal behavior training in conflict

Objective: to form an idea of the forms and consequences of personal behavior in conflict.

Tasks:

• analyze the behavior of a person in a conflict from the point of view of positive and negative effects on interpersonal relationships and on the attitude towards oneself;

• to show the main factors determining the behavior of a person in a conflict;

• to show the importance of the emotional sphere of a person and its impact on communication during the conflict.

Training plan:

1. Message on the topic "Typology of conflict personalities" (15 min.)

Jenny Graham Scott (1991) believes that each person, depending on their life experience, has their own classification of difficult to communicate people. He cites one of the classifications proposed by Robert M. Bremson, which includes such types of people as "aggressors", "complainers", "silencers", "super-compliant", "eternal pessimists", "indecisive" (stoppers), etc. However, no matter what classification we adhere to, the main thing is to find out the characteristics of the communication partner and choose strategies and tactics in accordance with this when interacting with him.

D. Scott argues that success will also depend on whether you will be able to take control of your own emotions and give vent to the emotions of a communication partner: "Do not take insults to your personal account, do not fall under the influence of a difficult person."

He also gives recommendations on how to communicate with specific "difficult" types of people, but we should keep in mind that in life there are more people who have a set of features of several types. Therefore, the following classification proposed by the author is conditional.

"Steamroller". People of this type believe that everyone should give in to them, they are convinced of their own rightness. The main threat to them is the undermining of their image, so

they can behave rudely, unceremoniously because they are afraid of a mistake, after which their image will be undermined. Therefore, when communicating with such a partner, if the subject of the dispute is not very important to you, it is better to use such ways of getting out of the conflict as evasion or adaptation. By giving in to such a person in a small way, you will help him calm down. If you decide to fight for your rights, it is advisable to let the steamroller let off steam, reduce emotional tension. Do not contradict him at this time. And then calmly and confidently state your point of view, in no case criticizing his approach, otherwise, instead of a constructive solution, you will provoke a hostile attitude towards yourself. The rage of the "steamroller" can be suppressed only by its own calmness.

"The hidden aggressor." Such people seek to cause us trouble with the help of backstage machinations. Moreover, they are quite convinced that they are right, that it is they who perform the role of a secret avenger, that they restore justice. Sometimes their behavior is caused by the fact that they do not have the power to act openly. If there are difficulties in communicating with such an "opponent", if possible, it is better to avoid communicating with him, but if necessaryIn the course of interaction, it is desirable to identify a specific fact of causing evil and tell such a person that you know that it was he who committed this or that action against you. Give him evidence if he disputes your facts. However, keep calm at the same time, do not give him a reason for an aggressive attack. After you have exposed him, try to identify the hidden reasons for this behavior. If you understand them, it will be easier for you to come to a common solution. Perhaps he considers you a competitor, seeks to get something that is not necessary for you at all (for example, a position, an off-duty vacation).

"An angry child." These people are not evil by nature, but from time to time they explode like children who are in a bad mood. As a rule, outbreaks are also provoked by a feeling of helplessness, fear that at the moment they have "the ground is slipping out from under their feet" and they lose control of the situation. Whether it's a parent yelling at a teenage son, or a boss stamping his feet on a subordinate, the cause of the outbreak may be the same: an "angry child" is afraid of losing authority, power, afraid of not coping with the situation.

If you do not have the opportunity to avoid contact with such a person, then it is best not to contradict him at the moment of the outbreak, let him shout, convince him that you are listening to him. That is, he must be sure that he is still in control of the situation, this will calm him down. After the outburst, he is likely to feel discomfort, embarrassment, remorse, so it is best not to focus on what happened, do not remember and do not reproach him for what he did. Turn the conversation to solving the problem, do not insist on an apology to you, and if an apology followed without your request, accept them immediately, without analyzing what happened. By helping the "angry child" to feel calm and confident again, you will thereby bring both of them closer to the moment of constructive solution of the problem.

"The complainer." "Complainers", both realistic and paranoid (they complain about imaginary circumstances), as a rule, are seized by an idea and blame everyone around them. If the "complainer" tells you about someone else, you can either agree or object to him. But it's better to just listen to him first, and it's not necessary to agree with what he says. Maybe the only thing he needs is to be listened to, and you will thereby return to him a sense of his own importance. After listening, use the technique of summarizing: briefly state the essence of his complaint, let him know that you have heard his words. Then it is best to translate the conversation to another topic. If he returns to the topic of his sting again and again, calmly and respectfully interrupt him, switch to solving the problem, and not to its description. You can ask him: "What would you like to do in this situation?" Most likely, the "complainer" does not have a ready-made recipe, then you will ask: "How can I help you?" If the situation does not clear up here, try to figure out together with him which specific person (or people) can help in this situation. For example, it can be a specialist defectologist for a child, a family therapist, a sports section coach, etc.

"Silent." The reasons for the secrecy of such people can be very different (hostile attitude, poor health, natural introversion, etc.), and the success of your communication will depend on whether you know this reason. It is best to ask the "silent" a few open questions in order to find out

this (for example: "What do you think about this?"). But do not overdo it: if there are too many questions, the "silent one" may close even more, because your conversation will be like an interrogation. Moreover, it is necessary to take into account the possible natural features of a person: if he is usually taciturn and slow to act, then you, having asked him a question, do not rush him with an answer, do not push him (he needs more time to answer). If this person speaks to you, do not immediately try to fill in the possible pauses in the conversation in this case. Don't rush him, let him think about it and tell him everything he wants, at a pace convenient for him. Otherwise, he is unlikely to want to continue swami's communication. The main thing when interacting with such people is a friendly attitude towards them.

Observe a sense of proportion: if you see that communication with you is burdening the "silent one", do not insist, do not involve him in a conversation against his will. It is possible that you, thinking out loud, talk about the reason for the partner's silence: "It seems to me that you are upset about something ...". However, this method does not always help: if a person does not like what you said, or you made a mistake in your assumption, he can stop communicating altogether.

"Super-flexible". When such people meet us, they seem pleasant in all respects: they support any idea we have, they always give in to disputes, they try to please everyone around them. But, as a rule, their words are at odds with the case: you rely on such a person, and he lets you down at a crucial moment, not fulfilling what he promised. If you are forced to communicate with such a person, tell him that the most important thing for you is truthfulness. Let him promise to do for you only what is really in his power. Explain that you will treat him better not when he agrees with you in everything and promises to help in everything, but when he tells you the truth about what he thinks and what he does. However, this person should also see similar behavior on your part.

Of course, this typology is only conditional, and in life it is unlikely that we will meet a pure type of "super—compliant" person, "hidden aggressor" or "angry child", etc. Therefore, our main task is to recognize a conflicted person, react to her actions so as not to aggravate the conflict, and try to come to a constructive the solution.

2. Exercise "Determine the type of patient"

Content: Participants are given cards in a closed form with the name of the type of conflicted personality (from the list given earlier). The task of each participant (in turn) is to depict this type of behavior in a situation at a doctor's appointment. The task of the others is to determine the type of personality.

Analysis of the exercise: enumeration of the signs by which the determination was made, in order to consolidate them.

3. Exercise "Tram"

Content: Everyone is sitting in a circle. One chair is free. The one with the vacant chair on the right starts. He should move to an empty chair and say, "I'm going." The next participant, who has an empty chair on the right, sits down and says: "And I, too." The third participant says: "And I'm a hare," And the fourth says: "And I'm with ... (calls the name of any participant)." The one whose name was called hurries to sit on an empty chair, and everything repeats itself from the beginning.

3. Exercise "Techniques that reduce and increase tension" (Dermanova I.B., Sidorenko E.V.).

Techniques that reduce tension:

1. Giving the partner the opportunity to talk.

2. Verbalization of the emotional state:

o Your;

o Partner.

3. Emphasizing commonality with the partner (similarity of interests, opinions, unity of purpose, etc.)

4. Showing interest in the partner's problems.

5. Emphasizing the importance of the partner, his opinion in your eyes.

6. In case of your wrong – immediate recognition of it.

7. Offer a concrete way out of the current situation.

8. Appeal to facts.

9. Calm confident pace of speech.

10. Maintaining optimal distance, angle of rotation and eye contact.

Techniques that increase tension:

1. Interrupting the partner.

2. Ignoring the emotional state:

o Your;

o Partner.

3. Emphasizing the differences between oneself and a partner, downplaying the partner's contribution to the common cause and exaggerating one's own.

4. Demonstration of disinterest in the partner's problem.

5. Belittling the partner, negative assessment of the partner's personality.

6. Delaying the moment of admitting your wrongness or denying it.

7. Finding the guilty and blaming the partner.

8. The transition to "personality".

9. A sharp acceleration of the pace of speech.

10. Avoiding spatial proximity and body tilt.

4. Exercise "Worthy answer"

Content: All participants are sitting in a circle. Everyone receives a card from the moderator, which contains some comment about the appearance or behavior of one of the participants.

All listeners in a circle (in turn) pronounce the phrase recorded on the card, looking into the eyes of the neighbor on the right, whose task is to adequately respond to this "attack". Then the responding participant turns to his neighbor on the right and reads the phrase from his card. When everyone completes the task, that is, they visit both as an "attacker" and as a "victim", the exercise ends, and the group proceeds to discuss.

Card Options:

You think too highly of yourself. You act like you're the most important one here.

You never help anyone

When I meet you, I want to cross to the other side of the street.

You don't know how to dress nicely at all.

Why do you look like a wolf at everyone?

You can't have any business dealings with you.

You're like out of this world

You have such a scary look.

It's useless to negotiate with you about anything. You'll forget everything anyway.

You have such a raspy voice, it gets on my nerves.

Look who you look like!

You talk too much nonsense.

Why are you always yelling at everyone?

You have no sense of humor at all.

You're too ill-mannered.

Discussion: The coach asks the participants whether it was easy for them to complete the task, whether they took an unflattering remark about themselves to heart. As a rule, listeners say that rude statements did not excite them, because they did not perceive them as directed specifically against themselves. Then everyone offers various options for constructive search, which will help in real life conditions to perceive negative information from communication partners in the same way.

5. Exercise "A fleet-footed deer and a ringing string"

Content: Another procedure for analyzing one's subpersonalities or styles of behavior in a conflict can take the form of a "game of Indians". It can be carried out as a continuation of the previous exercise (but it is better not immediately after it, but after a while, for example, the next day as a warm-up) or as a separate analytical work. The condition for using this exercise is a fairly powerful creative potential of the group members and a high level of their verbal intelligence.

Additional materials will be required:

■ feathers cut out of thick cardboard (the length of the pen is about 20 cm);

■ wide, dense, non-slip webbing (approximately 0.5 m per person);

■ colored pencils or markers (so that participants have a choice).

Participants are invited to think about what roles they usually play in interpersonal conflicts, and designate these roles with two or three words by analogy with the names worn by Indians (Pacifying Storms, Peaceful Dove, Flaring Fire, etc.). If a person in all conflict situations that fall to his lot leads he behaves approximately the same, he can choose only one name for himself, but if his style of behavior varies in different circumstances and with different people, there may be several names.

Each of the names is written on the back of the pen, and the participants have the opportunity to color the front side of the pen at will.

After this stage is completed, participants can try on these feathers.

Discussion: During the discussion, participants share their impressions of the work: was it difficult to analyze their line (or lines) of behavior in conflict; are there many or few of them and why; what precedes the choice of a particular line of behavior, etc.

6. Exercise "Four squares"

Content: Thanks to this exercise, you can analyze your personal characteristics, take a step towards forming a positive attitude towards yourself and self-acceptance. In addition, it contributes to the development and maintenance of tolerant relationships with others.

"Take a piece of paper and divide it into four squares. In the corner of each square, put the numbers 1, 2, 3 4. (The Presenter shows his sheet divided into four parts with numbered squares.)

Now, in square 1, write down five of your qualities that you like and that you consider positive. You can name the qualities in one word, for example, "resourceful", "reliable". And you can describe them in a few words, for example, "I know how to really be friends," "I always finish what I started."

After the task is completed, the coach suggests "Now fill in square 3: write in it your five qualities that you do not like, that you consider negative. You can write quite sincerely if you don't want to, no one will know about what you wrote."

After square 3 is filled, the trainer suggests: "Now carefully look at the qualities that you have written down in square 3, and reformulate them so that they look like positive. To do this, you can imagine what these qualities would be called by a person who loves you very much and who likes everything about you. Write down the reformulated qualities in square 2".

After square 2 is filled in, the trainer suggests: "Now imagine that someone really dislikes you and therefore even your positive qualities he perceives as negative. Look at the qualities recorded in square 1, reformulate them into negative ones (from the point of view of your enemy) and write them down in square 4."

After all the squares are filled, the coach suggests: "Now cover squares 3 and 4 with your palm, and look at squares 1 and 2. See what a wonderful person turned out! Now, on the contrary, cover squares 1 and 2 with your palm, and look at squares 3 and 4. A terrible picture! No one will want to communicate with such a person. And now look at your sheet as a whole. After all, in fact, you have described the same qualities. It's all of you. Only from two points of view: from the point of view of a friend and from the point of view of an enemy.

Draw a circle at the intersection of the squares and write a large letter "I" in it."

Sometimes participants have difficulty in reformulating their qualities. It is necessary to give them the opportunity to seek help from a coach or the group as a whole (in this case, the process can become an exciting workout for the whole group).

Discussion: The discussion may concern which qualities were analyzed and reformulated, positive or negative, in which situations this skill can be applied. The coach may suggest that participants analyze their opponents according to the same scheme for a potential or already inflamed conflict. This approach to the "enemy" helps to find positive qualities in him and sometimes changes the attitude towards him, minimizing the risk of conflict development of events. It may also be useful to analyze your qualities from the opponent's point of view.

Completion of the training

8. Educational, methodological and informational support of the discipline (printed, electronic publications, the Internet and other network resources)

8.1. Key literature references

№	Name according to bibliographic requirements	Number of copies	
		at the department	in the library
1	Grishina N. V. Psychology of conflict. 2nd ed. SPB. Peter, 2016. 576 with: Il. (Series "Master psychology").	1	-
2	Conflictology (for bachelors). Textbook / Volkov B.S. edited by N., Volkova N.V. Moscow: KnoRus, 2018. 360 P.	-	-
3	Kibanov A.Ya., Vorozheikin I.E., Zakharov D.K., Konovalova V.G. Conflictology: textbook / edited by A.Ya. Kibanov. 2nd ed., reprint. and additional M.: INFRA-M, 2019. 301 p. (Higher education: Bachelor's degree).	-	-

8.2. Further reading

№	Name according to bibliographic requirements	Number of copies	
		at the department	in the library
	Psychology of conflict: a textbook/ edited by N.V. Grishina. St. PETERSBURG:PETER.- 2000. - 448 s	1	

8.3. Electronic educational resources for teaching academic subjects

8.3.1. Internal Electronic Library System of the University (IELSU)

№	Name of the electronic resource	Brief description (content)	Access conditions	Number of users
1	Internal Electronic Library System (EBS)	The works of the academic staff of the Academy: textbooks and manuals, monographs, collections of scientific papers, scientific articles, dissertations, abstracts of dissertations, patents.	from any computer located on the Internet, using an individual login and password	by the number of students

8.3.2. Electronic educational resources acquired by the University

№	Name of the electronic resource	Brief description (content)	Access conditions	Number of users
1	Electronic database "Student Consultant"	Educational literature + additional materials (audio, video, interactive materials, test tasks) for higher medical and pharmaceutical education. Publications are structured by specialties and disciplines in accordance with the current Federal State Educational Standards of Higher Education.	from any computer located on the Internet, using an individual login and password [Electronic resource] – Access mode: http://www.studmedlib.ru/	by the number of students
2	Electronic library system "Bukap"	Educational and scientific medical literature of Russian publishers, including translations of foreign publications.	from any computer located on the Internet by login and password, from the computers of the academy. The subscription editions are available for reading. [Electronic resource] – Access mode: http://www.books-up.ru/	by the number of students
4	russian electronic periodicals	Periodicals on medical subjects and on higher school issues	from any computer located on the Internet, using an individual login and password https://elibrary.ru/	by the number of students

№	Name of the electronic resource	Brief description (content)	Access conditions	Number of users
5	International Scientometric database «Web of Science Core Collection»	Periodicals on medical subjects and on higher school issues	from any computer located on the Internet, using an individual login and password	by the number of students

8.3.3 Open access resources

№	8.3.3 Open access resources	*Brief description (content)*	*Brief description (content)*
1	Федеральная электронная медицинская библиотека	Includes electronic analogues of printed publications and original electronic publications that have no analogues recorded on other media (dissertations, abstracts, books, magazines, etc.). [Electronic resource] – Access mode: http://нэб.рф/	from any computer located on the Internet
2	Scientific electronic library eLibrary.RU Open Access Scientific Electronic Library CyberLeninka	The largest Russian information portal in the field of science, technology, medicine and education, containing abstracts and full texts of scientific articles and publications. [Electronic resource] – Access mode: https://elibrary.ru/	from any computer located on the Internet
3	Open Access Scientific Electronic Library CyberLeninka	Full texts of scientific articles with annotations published in scientific journals of Russia and neighboring countries. [Electronic resource] – Access mode: https://cyberleninka.ru/	from any computer located on the Internet
4	Russian State Library	**Abstracts for which there are copyright agreements with permission for their open publication [Electronic resource] – Access mode: http://www.rsl.ru/**	from any computer located on the Internet
5	Legal reference system "Consultant Plus"	Federal and regional legislation, judicial practice, financial advice, comments on legislation, etc. [Electronic resource] – Access mode:	from any computer located on the Internet

Ite m no.		http://www.consultant.ru/		

9. Material and technical support of the discipline

9.1. List of premises* required for conducting classroom classes in the discipline:

4 study rooms equipped with multimedia equipment and a microphone for conducting group practical classes in conflictology: academic building, 22 Semashko str.

9.2. List of equipment* required for conducting classroom classes in the discipline:

1) multimedia complex (laptop, projector, screen) for lectures (1 pc.);

2) a set of multimedia visual materials (presentation) on the lecture course of the discipline (1 pc.);

3) classroom marker boards (4 pcs.);

4) furniture (student tables and chairs) in 4 classrooms for practical classes for at least 30 people.

9.3. A set of licensed and freely distributed software, including domestic production

Ite m no.	Software	number of licenses	Type of software	Manufacture r	Number in the unified register of Russian software	Contract No. and date
1	Wtware	100	Thin Client Operating System	Kovalev Andrey Alexandrovic h	1960	2471/05-18 from 28.05.2018
2	MyOffice is Standard. A corporate user license for educational organizations, with no expiration date, with the right to receive updates for 1 year.	220	Office Application	LLC "NEW CLOUD TECHNOLO GIES"	283	without limitation, with the right to receive updates for 1 year.
3	LibreOffice		Office Application	The Document Foundation	Freely distributed software	
4	Windows 10 Education	700	Operating systems	Microsoft	Azure Dev Tools for Teaching Subscriptio n	
5	Yandex. Browser		Browser	«Yandex»	3722	
6	Subscription to MS Office Pro	170	Office Application	Microsoft		23618/HN100 30 LLC

					"Softline Trade" from 04.12.2020
for 170 PCs for FGBOU VO "PIMU" of the Ministry of Health of Russia					

10. List of changes to the working program (to be filled out by the template)

Federal State Budgetary Educational Institution of Higher Education
"Privolzhsky Research Medical University"
Ministry of Health of the Russian Federation
(FSBEI HE "PRMU" of the Ministry of Health of Russia)

Department of
PSYCHIATRY

CHANGE REGISTRATION SHEET

working program for the academic discipline
CONFLICTOLOGE

Field of study / specialty / scientific specialty: **31.05.01 GENERAL MEDICINE**

(code, name)

Training profile: __ **GENERAL PRACTITIONER** ____
(*name) - for master's degree programs*

Mode of study: _____
full-time/mixed attendance mode/extramural

Position	Number and name of the program section	Contents of the changes made	Effective date of the changes	Contributor's signature
1				

Approved at the department meeting
Protocol No. _____of _____20__

Head of the Department
_____ _____/_____
department name, academic title   signature   print name