

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: **PSYCHOLOGY AND PEDAGOGICS**

Specialty: **33.05.01 Pharmacy**  
(code, name)

Qualification: **PHARMACIST**

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 the specialty **33.05.01 Pharmacy**, approved by Order of the Ministry of Science and Higher Education of the Russian Federation №219 of March 27, 2018.

**Developers of the working program:**

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The program was reviewed and approved at the department meeting (protocol No. 01 June 2021

Head of the Department of Psychiatry,  
doctor of sciences, professor \_\_\_\_\_  Kasimova L.N  
(signature)

01 June 2021

AGREED

Deputy Head of EMA ph.d. of biology \_\_\_\_\_  Lovtsova L.V.  
(signature)

01 June 2021

**1. The purpose and objectives of mastering the academic discipline PSYCHOLOGY AND PEDAGOGICS (hereinafter – the discipline):**

**1.1. The purpose of mastering the discipline:**

the study of the discipline is aimed at developing the following universal competencies among students: UC-6: UC-6.1, UC-6.2, UC-6.3.

The learning process has as its goal the formation in students of the foundations of psychological and pedagogical competencies necessary in the future professional activity of a pharmacist, the comprehensive education of his personality and self-development.

The target setting of the course "Psychology and Pedagogics" is to study the basics of human psychology, the issues of the influence of psychological factors on health; as well as familiarization with the psychological foundations of the pharmacist activity.

**1.2. Tasks of the discipline:**

1. formation of students' theoretical foundations of pedagogics and psychology as a branch of humanitarian knowledge;
2. perception of the specifics of psychological and pedagogical activity and its humanistic orientation;
3. possession of methods and forms of pedagogics and psychology;
4. development of communicative skills, reflection and self-reflection;
5. learning to assimilate knowledge for self-diagnostics and self-development in the field of cognitive and personal structures;
6. formation of skills to give psychological and pedagogical analysis of situations and relationships.

**1.3. Requirements to the deliverables of mastering the discipline:**

As a result of completing the discipline, the student should

**Know:**

- fundamentals of the legislation of the Russian Federation on the protection of public health, the main regulatory and technical documents;
- the subject and method of psychology and pedagogics, the place of psychology and pedagogics in the system of sciences and its main branches;
- the history of the development of psychological knowledge and the main trends in psychology;
- the main categories and concepts of psychological and pedagogical sciences;
- the main functions of the psyche, navigate the modern problems of psychological science;
- bases of psychology of interpersonal relations, psychology of small groups;
- objective connections of education, upbringing and personal development;
- the main mental phenomena and patterns underlying the processes occurring in the human body, their age characteristics;
- basic patterns of human development and life on the basis of the structural organization of the psyche;

- the main regularities of the pedagogical process and pedagogical interaction;
- the specifics of a student-centered model of education;
- personality traits and individuality of a person, different approaches to the investigation of personality, ways of human behavior in various life situations;
- methods of observation and questioning (questionnaire and conversation), the specifics of their application in the professional activities of a pharmacist;

***Be able to:***

- evaluate social factors affecting the patient's psychological health: cultural, ethnic, religious, individual, family, social risk factors (unemployment, violence, illness and death of relatives, etc.);
- give a brief psychological description of the personality (temperament, character, abilities, self-awareness, needs, motives, interests, values), cognitive processes (features of perception, memory, thinking, imagination, attention) and emotional-volitional sphere;
- determine (through observation and conversation) the mental state of the individual;
- to analyze the factors influencing the formation of personality and its professional abilities;
- use educational, scientific, popular science literature, the Internet for professional activities;
- interpret the results of the most common methods of psychological diagnostics, the results of testing and questioning, as well as the results of psychological experiments;
- carry out informational and educational activities within the competence of the pharmacist.

***Possess:***

- methods of self-regulation of the mental state;
- elements of self-reflection in life and professional activity;
- methods of conducting observation and questioning;
- skills of constructive communication and interaction with colleagues and patients.

**2. Position of the academic discipline in the structure of the General Educational Program of Higher Education (GEP HE) of the organization.**

**2.1.** The discipline "Psychology and Pedagogy" refers to the part formed by the participants of educational relations of Block 1 of GEP HE, mandatory disciplines.

The discipline is taught in 6 semester / 3 year of study.

**2.2. The following knowledge, skills and abilities formed by previous academic disciplines are required for mastering the discipline:**

- humanitarian, social and economic disciplines, including philosophy, bioethics, jurisprudence, foreign language;
- mathematical and natural science disciplines, including: human anatomy,

computer science.

**2.3. Mastering the discipline is required for forming the following knowledge, skills and abilities for subsequent academic disciplines:**

- biotechnology,
- pharmacology,
- fundamentals of marketing analysis of the pharmaceutical market,
- clinical pharmacology with the basics of pharmacotherapy,
- urgent care,
- modern technologies for the sale of pharmaceutical products,
- fundamentals of pharmacoeconomics,
- practice in management and economics of pharmaceutical organizations,
- pharmaceutical consulting and information practice.

**3. Deliverables of mastering the academic discipline and metrics of competence acquisition**

Mastering the discipline aims at acquiring the following universal (UC) or/and general professional (GPC) or/and professional (PC) competencies

Table 1

Competence code and the content of the competence (or its part)	Code and name of the competence acquisition metric	As a result of mastering the discipline, the students should:		
		know	be able to	possess
<p><b>UC-6:</b> Able to determine and implement the priorities of their own activities and ways to improve it based on self-assessment and education throughout life</p>	<p>ID-1* <b>UC-6.1.</b> Evaluates his resources and their limits (personal, situational, temporary), uses them optimally for the successful completion of the assigned task. ID-2 <b>UC-6.2.</b> Determines the priorities of professional growth and ways to improve their own activities based on self-assessment according to the selected criteria. ID-3 <b>UC-6.3.</b> Builds a flexible professional trajectory using the tools of continuous education, taking into account the accumulated experience of professional activity and the dynamically changing requirements of the labor market.</p>	<p>Principles of work with sources of information. Features of the functioning of mental processes. Psychological aspects of their activities. The specifics of continuing education and the necessary conditions for it.</p>	<p>Analyze personal cognitive, emotional-volitional and personal resources . Plan activities and evaluate their results.</p>	<p>Skills of critical analysis and synthesis of information and personal reflection. Methods of research and educational work.</p>

\* ID - an indicator of the achievement of competence - a set of planned learning outcomes in disciplines (modules) and practices that ensure the formation of all the competencies established by the program of the specialist in the graduate.

#### 4. Sections of the academic discipline and competencies that are formed when mastering them

Table 2

№	Competence code	Section name of the discipline	The content of the section in teaching units
1.	UC-6: UC-6.1, UC-6.2, UC-6.3	Psychology as a science	Object and subject of psychology. History of psychology. Formation of the subject of psychology. Methods of psychology. Specificity of observation and survey (questionnaire and interview). Psychology in the professional activity of a pharmacist
2.	UC-6: UC-6.1, UC-6.2, UC-6.3	Brain and psyche. Human consciousness	Mind as a property of the brain. Basic functions of the psyche. Localization of mental functions in the cerebral cortex. Brain blocks. Interhemispheric functional asymmetry
3.	UC-6: UC-6.1, UC-6.2, UC-6.3	Activity and communication	The concept of activity. Psychological structure of activity. Main activities. The problem of mastering activities. Individual style of activity. The concept of communication. The main aspects of communication: communicative, interactive, perceptual. Communication as information exchange. Communication as interpersonal interaction. Communication as perception and understanding of each other. Types of communication. Individual style of communication.
4.	UC-6: UC-6.1, UC-6.2, UC-6.3	Sensory processes. Attention	The concept of sensations and perception, their physiological basis. The concept of sensitivity. Classification of sensations and perceptions. properties of sensation and perception. General laws of sensations and perception. Compensatory possibilities of human sensations. Extrasensory abilities of man. Disorders of sensation and perception. Approaches to understanding attention and its physiological foundations. Types of attention.
5.	UC-6: UC-6.1, UC-6.2, UC-6.3	Memory. Thinking. Imagination.	General ideas about memory. Types of memory. Characteristics of memory processes. Thinking and its specificity. Types of thinking. Characteristics of thought processes. Essence of imagination. Types of imagination. Individual features of memory, thinking and imagination. The problem of the development of memory, thinking and imagination of a person. Memory, thinking and imagination in the professional activity of a pharmacist.
6.	UC-6: UC-6.1, UC-6.2, UC-6.3	Feelings. Will. Mental states.	The concept of feelings and emotions. Forms of expression of feelings. Basic qualities of feelings. Forms of experiencing feelings. The highest social feelings of man. Development and education of feelings. The

			problem of negative feelings. Feelings and interpersonal relationships. Will functions. The psychological structure of the will. Simple and complex volitional acts. Overcoming external and internal obstacles. Volitional effort. Individual characteristics of the will. General idea of mental states. Types of mental states. Characteristics of some mental states. Emotional and volitional disorders.
7.	UC-6: UC-6.1, UC-6.2, UC-6.3	Age-related psychology	The concept of age periods and age crises. The main psychological features of all age periods.
8.	UC-6: UC-6.1, UC-6.2, UC-6.3	Temperament. Character. Abilities.	The concept of temperament. temperament criteria. Types of temperament and their psychological characteristics. Temperament and individual style of activity. The concept of character. Character structure. Character and temperament. Character and personality. The problem of character formation. Inclinations and abilities. Conditions for the development of abilities. Types of abilities. Professionally significant abilities of a pharmacist.
9.	UC-6: UC-6.1, UC-6.2, UC-6.3	Self-consciousness and self-concept of personality	Self-consciousness and self-concept. The structure of the self-concept. The main functions of the self-concept. The role of self-concept in personality development. The problem of the formation of the self-concept. Positive and negative self-concept signals.
10.	UC-6: UC-6.1, UC-6.2, UC-6.3	Motivational-need sphere	The concept of needs and motives. Motives and activity of the personality, its activity and behavior. Personal interests. Values and value orientations. Needs, motives and values of the pharmacist.
11.	UC-6: UC-6.1, UC-6.2, UC-6.3	Social Psychology	Group, its signs and characteristics. Group types. Intragroup processes and phenomena. The position of an individual in a group as a member. Pharmacist as a member of a professional group.
12.	UC-6: UC-6.1, UC-6.2, UC-6.3	Pedagogics in the system of human sciences. Humanistic foundations of modern pedagogics.	Pedagogics as a science. General and private categories of pedagogy (education, upbringing, training, development / purpose, principles, content, methods, forms). Pedagogical process and pedagogical interaction. The idea of humanism as the basis of modern pedagogics. Humanistic principles of pedagogics. Personally oriented models of education.
13.	UC-6: UC-6.1, UC-6.2, UC-6.3	Informational and educational activities of a pharmacist	Goals, objectives, features of informational and educational activities of a pharmacist. Designing of informational and educational activities

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

Table 3

Type of educational work	Labor intensity		Labor intensity (AH) in semesters <i>6 semester</i>
	volume in credit units (CU)	volume in academic hours (AH)	
Classroom work,	1,2	44	44
including:			
Lectures (L)	0,3	10	10
Practicals (P)	-	-	-
Seminars (S)	0,9	34	34
Laboratory practicum (LP)*	-	-	-
Student's individual work (SIW),	0,8	28	28
including:			
Course work	0,8	28	28
Abstract	-	-	-
Student research work	-	-	-
Mid-term assessment (credit/exam)	-	-	credit
<b>TOTAL LABOR INTENSITY:</b>	<b>2</b>	<b>72</b>	

## 6. Content of the academic discipline

### 6.1. Sections of the discipline and types of academic work

Table 4

№	Name of the section of the academic discipline	Types of academic work* (in AH)							Evaluation tools
		L	LP	P	S	SIW	total	L	
1	Psychology as a science	1	-	-	-	2	1	4	Group discussion. Compiling a table
2	Brain and psyche. Human consciousness	-	-	-	-	2	1	3	Discussion questions. Solution of problematic tasks.
3.	Activity and communication	1	-	-	-	3	1	5	Solution of problematic tasks. Express survey.
4.	Sensory processes. Attention	1	-	-	-	3	1	5	Solution of problematic tasks. Test.
5.	Memory. Thinking. Imagination.	1	-	-	-	2	1	4	Solution of problematic tasks. Test.
6.	Feelings. Will. Mental states.	2	-	-	-	2	1	5	Solution of problematic tasks. Test.

7.	Age-related psychology	-	-	-	-	4	1	5	Group discussion. Analytical task.
8.	Temperament. Character. Abilities.	2	-	-	-	4	1	7	Solution of problematic tasks. Control work. Express survey.
9.	Self-consciousness and self-concept of personality	-	-	-	-	2	2	4	Solution of problematic tasks. Creative work.
10.	Motivational-need sphere	-	-	-	-	4	1	5	Solution of problematic tasks. Creative work. Express survey.
11.	Social Psychology	2	-	-	-	2	1	5	Group discussion. Analytical task.
12.	Pedagogics in the system of human sciences. Humanistic foundations of modern pedagogics.	-	-	-	-	2	1	3	Group discussion. Analytical task.
13.	Informational and educational activities of a pharmacist	-	-	-	-	2	1	3	Express survey. Creative work.
14.	Credit	-	-	-	-	-	14	14	Course work (research project)
TOTAL		10	-	-	-	34	28	72	-

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

## 6.2. Thematic schedule of educational work types:

### 6.2.1 Thematic schedule of lectures

Table 5

№	Name of the section of the academic discipline	Name of lecture topics	Volume in AH	semester
1.	Psychology as a science	Object and subject of psychology. History of psychology. Formation of the subject of psychology. Methods of psychology.	1	6
2.	Activity and communication	The concept of activity. Psychological structure of activity. The concept of communication. The main aspects of communication: communicative, interactive, perceptual.	1	6

3.	Sensory processes. Attention	The concept of sensations and perception, their physiological basis. The concept of sensitivity. Classification of sensations and perceptions. General laws of sensations and perception. Approaches to understanding attention and its physiological foundations. Types of attention.	1	6
4.	Memory. Thinking. Imagination.	General ideas about memory. Types of memory. Characteristics of memory processes. Thinking and its specificity. Types of thinking. Characteristics of thought processes. Essence of imagination. Types of imagination.	1	6
5.	Feelings. Will. Mental states.	The concept of feelings and emotions. Forms of expression of feelings. Basic qualities of feelings. Forms of feeling. The highest social feelings of man. Will functions. The psychological structure of the will. Simple and complex volitional acts. General idea of mental states. Types of mental states.	2	6
6.	Temperament. Character. Abilities.	The concept of temperament. temperament criteria. The concept of character. Character structure. Inclinations and abilities. Conditions for the development of abilities. Types of abilities.	2	6
7.	Social Psychology	Group, its signs and characteristics. Group types. Intragroup processes and phenomena.	2	6
TOTAL (total - AH)			10	-

**6.2.2. The thematic plan of laboratory practicums:** not covered by FSES

**6.2.3. Thematic plan of practicals:** not covered by FSES

**6.2.4. Thematic plan of seminars\***

Table 6

№	Name of the section of the academic discipline	Name of seminar topics	Volume in AH	semester
1.	Psychology as a science	Methods of psychology. Specificity of observation and questioning (questionnaire and conversation). Psychology in the professional activity of a pharmacist	2	6
2.	Brain and psyche. Human consciousness	Mind as a property of the brain. Basic functions of the psyche. Localization of mental functions in the cerebral cortex. Brain blocks. Interhemispheric functional asymmetry	2	6

3.	Activity and communication	Main activities. The problem of development of activity. Individual style of activity. Communication is the exchange of information. Communication as interpersonal interaction. Communication as perception and understanding of each other. Types of communication. Individual style of communication.	3	6
4.	Sensory processes. Attention	Feeling properties. Compensatory possibilities of human sensations. Properties of perception. Extrasensory abilities of man. Disorders of sensation and perception	3	6
5.	Memory. Thinking. Imagination.	Individual features of memory, thinking and imagination. The problem of the development of memory, thinking and imagination of a person. Memory, thinking and imagination in the professional activity of a pharmacist.	2	6
6.	Feelings. Will. Mental states.	Development and education of feelings. The problem of negative feelings. Feelings and interpersonal relationships. Overcoming external and internal obstacles. Volitional effort. Individual characteristics of the will. Characteristics of some mental states. Emotional and volitional disorders	2	6
7.	Age-related psychology	The concept of age periods and age crises. Psychological features of all age periods.	4	6
8.	Temperament. Character. Abilities.	Types of temperament and their psychological characteristics. Temperament and individual style of activity. Character and temperament. Character and personality. The problem of character formation. Conditions for the development of abilities. Professionally significant abilities of a pharmacist.	4	6
9.	Self-consciousness and self-concept of personality	Self-consciousness and self-concept. The structure of the self-concept. The main functions of the self-concept. The role of self-concept in personality development. The problem of the formation of the self-concept. Positive and Negative Self-Concept Signals.	2	6
10.	Motivational-need sphere	The concept of needs and motives. Motives and activity of the personality, its activity and behavior. Personal interests. Values and value orientations. Needs, motives and values of the pharmacist.	4	6
11.	Social Psychology	The position of an individual in a group as a member. Intragroup processes and phenomena. Pharmacist as a member of a professional group.	2	6

12.	Pedagogics in the system of human sciences. Humanistic foundations of modern pedagogics.	Pedagogics as a science. General and private categories of pedagogics (education, upbringing, training, development / purpose, principles, content, methods, forms). Pedagogical process and pedagogical interaction. The idea of humanism as the basis of modern pedagogy. Humanistic principles of pedagogy. Learner-centered models of education.	2	6
13.	Informational and educational activities of a pharmacist	Goals, objectives, features of information and educational activities of a pharmacist. Design of information and educational activities	2	6
TOTAL (total - AH)			34	-

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

Table 7

№	Types and topics of SIW	Volume in AH	semester
1	Working with literary, documentary and other sources of information on the studied section, including in an interactive form	4	6
2	Completion of practical tasks	2	6
3	Report preparation	2	6
4	Writing a coursework	14	6
5	Preparing to participation in interactive classes	2	6
6	Preparation for current and intermediate control	4	6
TOTAL (total - AH)		<b>28</b>	-

### Approximate topics for student coursework

1. Professional identity of the individual.
2. Motivation for the professional choice of medical students.
3. Features of self-awareness of future pharmacists.
4. Value orientations of medical students.
5. Interests of people of different ages.
6. The specificity of the manifestation of professionally important personal qualities in future pharmacists.
7. Personal characteristics of representatives of helping professions.

### 6.2.6 Student research work

Table 8

№	Name of the topics of the student's research work	Volume in AH	semester
1	Preparation of a scientific article by a student on a research problem	8	6
2	Presentation with a report at a scientific student conference	4	6
3	Attending a meeting of a scientific conference on the topic of the discipline (without a report)	4	6
4	Participation in the work of a scientific student group	4	6
5	Speech with a report at a meeting of a scientific student circle	4	6

### Approximate topics of student scientific works

1. Social factors of human origin and brain evolution.

2. Ways of human evolution in the future.
3. The problem of biological age in psychology.
4. Body structure and character.
5. Endocrinological research as a way of understanding the biosocial nature of man.
6. Species unity of man and the concept of race.
7. Socio-economic ties and anthropogeocenosis.
8. The problem of the relationship between the individual and the typical in man.
9. The value of self-knowledge in human life.
10. The concept of identification.
11. The concept of reflection.
12. The concept of self-development.
13. The inner world of man and the development of subjective reality.
14. Self-development and life path of the individual.
15. Characteristics of self-development as a process.
16. The concept of self-affirmation.
17. The concept of self-improvement.
18. The concept of self-actualization.
19. Self-acceptance and self-forecasting as mechanisms of self-development.
20. Features of self-knowledge and self-development at different stages of ontogenesis.
21. Methodical approaches to the study of self-knowledge and self-development.
22. The concept of "personality" in psychology. The main approaches to its definition.
23. Typology of personality. Basic approaches.
24. Temperament and individual style of activity.
25. Individual features of the motivational sphere of a person.
26. The idea of personality orientation (basic approaches).
27. Individual features of the human volitional sphere.
28. Inclinations and abilities in the light of the concept of individual differences.
29. Giftedness and genius. Correlation of concepts.
30. The problem of asymmetry of the cerebral hemispheres. Formation of functional asymmetry in ontogeny.
31. Lateralization of the functions of the cerebral hemispheres. Sex and age characteristics.
32. Individual features of cognitive activity. The concept of cognitive style.
33. Characteristics of individual features of perception.
34. Characteristics of the individual features of the imagination.
35. Characteristics of individual features of attention.
36. Characteristics of the individual features of memory.
37. Characteristics of the individual features of thinking.
38. Features of the types and properties of the human nervous system.
39. General idea and typology of human life styles (A. Adler).
40. The problem of professional self-determination of a modern teenager.
41. The method of introspection and the problem of introspection in psychology.
42. L.S. Vygotsky's cultural and historical concept of the development of the psyche.
43. The study of the unconscious in psychology.
44. L. Festinger's theory of cognitive dissonance.
45. Psychological theory of activity in the works of Russian psychologists.
46. Brain organization of regulatory systems of human mental activity.
47. Individual features of the psyche of adults in the context of the problem of interhemispheric asymmetry.
48. Neuropsychological features of the organization of the emotional sphere.
49. Possibilities of various groups of projective methods in the study of personality
50. Characteristics and possibilities of using the technique ... (to choose from: "Drawing of a family", "Constructive drawing of a person", "Free drawing", "Picture of the world", "Self-portrait", "House - tree - man", Rorschach, "Sondi Test", "Thematic apperception test", "Completion of sentences", M. Luscher "Color choice test").
51. Characteristics and possibilities of using psychodrama in the study of personality traits.
52. The phenomenon of self-esteem and self-awareness of the individual.
53. Driving forces of personality development according to A. Adler.
54. K. Rogers's personality theory.
55. A. Maslow's theory of self-actualization of personality.
56. The theory of personality types of G. Eysenck.
57. Structural theory of personality traits of R. Cattell.
58. G. Allport's dispositional theory of personality.
59. The main provisions of E. Erickson's epigenetic theory of personality.
60. Sociocultural theory of personality of K. Horney.
61. Typology of personality in the theory of E. Fromm.
62. Humanistic theory of personality of E. Fromm.

63. The concepts of "motive" and "motivation" - a variety of approaches.
64. Classifications of motivational states and attitudes.
65. Similarities and differences in the determination of the behavior of animals and humans.
66. Needs as a source of human activity.
67. Individual features of motivation.
68. Women's psychology and questions of motivation in the works of K. Horney.
69. Psychological defense in the theory of Z. Freud and A. Freud.
70. Inferiority complex and its compensation according to A. Adler.
71. Mechanisms of escape from freedom in the works of E. Fromm.
72. Classification schemes for the mechanisms of psychological protection of the individual.
73. Mechanisms of psychological protection in children.
74. Personal self-determination in difficult life situations.
75. Coping behavior in the approaches of Russian and foreign authors.
76. Emotional burnout syndrome as a psychological defense mechanism.
77. Protective strategies in conflict situations.
78. The state of stress in extreme situations.
79. Diagnostic criteria and psychological consequences of PTSD.
80. Information and psychological security of the individual: the state and possibilities of psychological protection.
81. Activity as the basis of mental development.
82. Factors affecting the prenatal development of the child.
83. Characteristics of the newborn. Motor and perceptual development of the infant.
84. Emotional and psychosocial development of the infant.
85. Psychosocial and emotional development at an early age.
86. Characteristics of the crisis of three years.
87. Development of the self-concept of a younger student.
88. Motivational sphere in adolescence.
89. Crisis 13 years.
90. Behavioral features and the problem of deviations in adolescence.
91. The problem of age periodization of the period of adulthood in psychology.
92. Features of the development of the cognitive sphere in adolescence.
93. Motivational sphere in the youthful period of development.
94. Professional self-esteem in early adulthood.
95. The problem of mid-life crisis.
96. Behavioral features in early adulthood.
97. Features of the self-concept and behavioral features in the period of middle adulthood.
98. Aging and specific changes in the emotional sphere
99. Stage of death and dying.
100. Problems of the fear of death in psychology.

## **7. Fund of evaluation tools for ongoing monitoring and intermediate certification**

### **7.1. Types of assessment formats for ongoing monitoring and mid-term assessment**

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Table 9

№	semester №	Types of control	Name of section of academic discipline	Assessment formats		
				types		
1.	6	Monitoring the student's individual work	All sections	Coursework (research project)	2.	6

3.	6	Control of mastering the topic	Psychology as a science	Compiling a table	4.	6	
5.	6		Brain and psyche. Human consciousness	Solution of problematic tasks.	6.	6	
7.	6		Activity and communication	Solution of problematic tasks.	8.	6	
9.	6		Sensory processes. Attention	Solution of problematic tasks. Test.	10.	6	
11.	6		Memory. Thinking. Imagination.	Solution of problematic tasks. Test.	12.	6	
13.	6		Feelings. Will. Mental states.	Solution of problematic tasks. Test.	14.	6	
15.	6		Age-related psychology	Group discussion.	16.	6	
17.	6		Temperament. Character. Abilities.	Solution of problematic tasks. Control work.	18.	6	
19.	6		Self-consciousness and self-concept of personality	Solution of problematic tasks.	20.	6	
21.	6		Motivational-need sphere	Solution of problematic tasks. Creative work.	22.	6	
23.	6		Social Psychology	Group discussion. Analytical task.	24.	6	
25.	6			Pedagogics in the system of human sciences. Humanistic foundations of modern pedagogics.	Group discussion. Analytical task.	26.	6
27.	6			Informational and educational activities of a pharmacist	Creative work.	28.	6
29.	6	credit	All sections	Test. Solution of situational tasks.	30.	6	

## 7.2. Examples of evaluation tools

### 7.2.1. Examples of assessment tools for ongoing monitoring of progress Sample test tasks by topic

Test on the topic: "Introduction to General Psychology"

Option 1

1. Psychic Reflection:

- a) is an exact copy of the surrounding reality;
- b) is selective;
- c) presents a photograph of the influencing environment;
- d) does not depend on the reflection conditions.

2. The most radical attempt to put psychology on a natural scientific basis is:

- a) psychoanalysis;
- b) gestalt psychology;
- c) behaviorism;
- d) humanistic psychology.

3. Features of the ontogenetic development of the psyche are studied by psychology:

- a) medical;
- b) social;
- c) age;
- d) general.

4. As a specially developed technique, introspection has been most consistently used in psychological research by:

- a) A.N. Leontiev; b) W. Wundt;
- c) V.M. Bekhterev; d) Z. Freud.

5. Which of the following psychologists is most likely to say that "the whole is greater than the sum of its parts"?

- a) behaviorist
- b) a psychoanalyst;
- c) Gestalt psychologist;
- d) an adherent of humanistic psychology.

Option 2

1. According to idealistic ideas, the psyche is:

- a) an integral property of matter;
- b) a property of the brain, a reflection of objective reality; c) brain function;
- d) the image of an incorporeal essence.

2. Psychology as a science of behavior arose:

- a) in the 17th century; b) in the 18th century; c) in the 19th century; d) in the 20th century.

3. Mental phenomena include:

- a) nerve impulse; b) receptor;
- c) interest;
- d) heartbeat.

4. Socio-psychological manifestations of the personality, its relationship with people is studied by psychology:

- a) differential; b) social;
- c) pedagogical; d) general.

5. Which of the specialists listed below applies several areas of psychology in practice?

- a) a psychoanalyst; b) behaviorist;
- c) Gestalt psychologist;
- d) an adherent of an eclectic approach.

### **Examples of open choice tasks**

1. Determine what types of mental phenomena (processes, properties and states) appear

in the following situations:

- a) The student is doing his homework with concentration.
- b) The girl, having come from the cinema, enthusiastically tells her mother about him.
- c) The boss is strict with his subordinates, treats them rudely, gets irritated for any reason.
- d) The boy was very upset when he found out that their class was not going camping.
- e) The waiter lists to the visitor all the names of the wines in the assortment.

2. Determine which branches of psychology solve the following tasks:

- a) Determine the factors influencing the course of the crisis of adolescence.
- b) Identify the reasons for the decline in labor productivity at the enterprise.
- c) Develop ways to attract the attention of students in the lesson.
- d) Identify the leader in the team and involve him in the organization of group work.
- e) Determine the temperament of a person according to the characteristics of behavior.
- f) To study the influence of daily human biorhythms on the productivity of his work.

3. What methods of psychological research were used in the following situations:

- a) The psychologist asks the subject to repeat 10 words that he has just read.
- b) A group of subjects must answer questions about their interests in writing.
- c) The psychologist invites children to draw a non-existent animal.
- d) At a consultation with a psychologist, the visitor talks about the problems that bother him.
- e) The psychologist presents the subject with "terrible" pictures and registers the resulting changes in the skin's resistance to electric current.
- f) The psychologist, investigating the labor activity of the manager at the enterprise, is unnoticed by him in the room.

### **Examples of educational technologies in an interactive form**

#### **Role-playing game: "Interview with the employer"**

Goal: developing skills for effective self-presentation. Each participant tries himself as an applicant. Also, all participants (or some of them) try themselves as an employer.

Two volunteers are called: "applicant" and "employer". With the help of the facilitator, the plot of the role-playing game is set: what kind of organization, what position the "employer" has, what vacancy is in question, what personal characteristics the "applicant" has (but the latter is not necessary, the participant can play himself).

The "employer" can be instructed that he himself must decide at the end whether a person is accepted or not.

Other options:

- a) decisions are made by the leader,
- b) decisions are made by the group through discussion and voting,
- c) the "employer" is given a secret instruction to "fill up" "applicant"
- d) conducting an interview with two "applicants" who compete with each other

at once.

Other students are active observers. They must analyze and evaluate the actions of the players, give feedback to the “applicant” regarding the effectiveness of his self-presentation and behavior during the interview.

### **Exercise "Effective movements"**

The host explains that every person throughout his life collects all sorts of attractive movements in his piggy bank, that is, such movements, by making which, you can attract attention to yourself, and interested attention.

For some, this may be some kind of special movement of the head, for some it may be original hand gestures, for some it may be the adoption of a theatrical pose, for some it may be swaying a half-removed shoe on its toes. There are an infinite number of such movements-highlights. Question to the participants - who knows what?

To begin with, the facilitator himself can give a few examples. He shows some kind of movement and calls it one way or another. He immediately says that, as it seems to him, this movement is appropriate in such and such situations, that it can signal. With this, the facilitator encourages the participants to observe some order:

- the movement must be named,
- movement must be shown,
- movement must be explained.

If there is an argument, that's good. It is only necessary to ensure that it passes constructively and does not drag out.

### **Electronic educational resources used in the process of teaching the discipline:**

1. Educational films for practical classes and lectures.
2. Lectures in the form of multimedia presentations.
3. Tests for self-control of the development of disciplines.
4. Electronic teaching aids.

#### **7.2.1. Examples of evaluation tools for the final control of progress**

##### **Example of test tasks**

1. Cognitive ability, which determines a person's readiness to learn and use knowledge and experience, as well as to behave reasonably in problem situations, is:

- 1) thinking;
- 2) intelligence;
- 3) heuristics;
- 4) intuition.

2. The most general formal-dynamic characteristic of individual human behavior is:

- 1) temperament;
- 2) character;

- 3) abilities;
  - 4) orientation.
3. The tendency of a person to see the sources of control of his life, either mainly in the external environment, or in himself is called:
- 1) the level of claims
  - 2) locus of control
  - 3) self-esteem
  - 4) self-attitude.
4. The highest stage of development of creative abilities is called:
- a) giftedness;
  - b) genius;
  - c) talent;
  - d) deposits.
5. Set the correct sequence of phases of thinking:
- 1) awareness of the problem -> analysis of the problem situation -> production of new information in the form of hypotheses, methods;
  - 2) production of new information in the form of hypotheses, methods -> analysis of the problem situation -> awareness of the problem that has arisen;
  - 3) analysis of the problem situation -> awareness of the problem that has arisen → production of new information in the form of hypotheses, methods;
  - 4) awareness of the problem that has arisen -> production of new information in the form of hypotheses, methods -> analysis of the problem situation.

### **Control questions on the discipline**

1. Object and subject of psychology. Formation of the subject of psychology.
2. The history of the emergence of psychology.
3. Methods of psychology.
4. Specificity of observation and questioning (questionnaire and conversation).
5. Psychology in the professional activity of a pharmacist.
6. Mind as a property of the brain. Basic functions of the psyche.
7. Localization of mental functions in the cerebral cortex. Brain blocks.
8. Interhemispheric functional asymmetry.
9. The concept of activity. Psychological structure of activity.
10. Main activities.
11. The problem of mastering activities. Individual style of activity.
12. The concept of communication. The main aspects of communication: communicative, interactive, perceptual.
13. Communication as an exchange of information. Communication as interpersonal interaction. Communication as perception and understanding of each other.
14. Types of communication. Individual style of communication.
15. The concept of sensations and perception, their physiological basis. The concept of sensitivity.
16. Classification of sensations and perceptions.

17. Properties of sensations and perceptions.
18. General laws of sensations and perception.
19. Compensatory possibilities of human sensations.
20. Extrasensory abilities of a person.
21. Disorders of sensations and perception.
22. Approaches to understanding attention and its physiological foundations. types of attention.
23. General ideas about memory. Types of memory.
24. Characteristics of memory processes.
25. Thinking and its specificity. Types of thinking.
26. Characteristics of thought processes.
27. Essence of imagination. Types of imagination.
28. Individual features of memory, thinking and imagination.
29. The problem of the development of memory, thinking and imagination of a person.
30. Memory, thinking and imagination in the professional activity of a pharmacist.
31. The concept of feelings and emotions.
32. Forms of expression of feelings. Basic qualities of feelings.
33. Forms of experiencing feelings. The highest social feelings of man.
34. Development and upbringing of feelings. The problem of negative feelings. Feelings and interpersonal relationships.
35. Functions of the will. The psychological structure of the will.
36. Simple and complex volitional acts. Overcoming external and internal obstacles.
37. Willpower. Individual characteristics of the will.
38. General idea of mental states. Types of mental states.
39. Characteristics of some mental states.
40. Emotional and volitional disorders.
41. The concept of age periods and age crises.
42. Basic psychological characteristics of all age periods.
43. The concept of temperament. temperament criteria.
44. Types of temperament and their psychological characteristics. Temperament and individual style of activity.
45. The concept of character. Character structure.
46. Character and temperament. Character and personality. The problem of character formation.
47. Inclinations and abilities. Conditions for the development of abilities. Kinds abilities.
48. Professionally significant abilities of a pharmacist.
49. Self-consciousness and self-concept. The structure of the self-concept.
50. The main functions of the self-concept. The role of self-concept in personality development.
51. The problem of the formation of the self-concept. Positive and negative self-concept signals.
52. The concept of needs and motives. Motives and activity of the personality, its activity and behavior.
53. Personal interests. Values and value orientations.
54. Needs, motives and values of a pharmacist.

55. Group, its signs and characteristics. Group types.
56. Intragroup processes and phenomena.
57. The position of the individual in the group as a member.
58. Pharmacist as a member of a professional group.
59. Pedagogics as a science. General and private categories of pedagogics (education, upbringing, training, development / purpose, principles, content, methods, forms).
60. Pedagogical process and pedagogical interaction.
61. The idea of humanism as the basis of modern pedagogics. Humanistic principles of pedagogics.
62. Personally oriented models of education.
63. Goals, objectives, features of the outreach activities of a pharmacist.
64. Designing outreach activities

**8. Educational, methodological and informational support for mastering the academic discipline (printed, electronic publications, the Internet and other network resources)**

**8.1. Key literature references**

Table 10

№	Name according to bibliographic requirements	Number of copies	
		at the department	in the library
1	Lukatsky Mikhail Abramovich, Psychology: textbook for universities. M.: GEOTAR-Media, 2010.	-	296
2	Kudryavaya N.V., Pedagogy in medicine: educational allowance for students. honey. universities. M.: Academy, 2006.	-	158

**8.2. Further reading**

Table 11

№	Name according to bibliographic requirements	Number of copies	
		at the department	in the library
1	Kasimova L.N., Kitaeva I.I. Pedagogical and developmental psychology: a textbook for practical exercises. Nizhny State Medical Academy, 2009.	-	61
2	Likeeva M.V., Basics of general pedagogy: a textbook. Nizhny Novgorod: Publishing house of NizhGMA, 2009	-	121

**8.3. List of guidelines for independent work of students**

Table 12

№	Name according to bibliographic requirements	Number of copies	
		at the department	in the library
1	Kasimova L.N., Panova I.V. Psychology: educational and methodical recommendations. N. Novgorod NGMA, 2006.	-	64

## 8.4. Electronic educational resources for teaching academic subjects

## 8.4.1. Internal Electronic Library System of the University (IELSU)

Table 13

№	Name of the electronic resource	Brief description (content)	Access conditions	Number of users
1	Electronic catalog of PRMU	Badmaev B.Ts. Psychology: how to study and assimilate it: Textbook-method. manual for university students [Electronic resource]. - M: Proc. Lit, 1997. - 255 p.	individual registration required	according to the number of students
2	Electronic catalog of PRMU	Bachinin V.A. Psychology [Electronic resource]. - St. Petersburg: Publishing House of Mikhailov V.A., 2005. 271 p.	individual registration required	according to the number of students
3	Electronic catalog of PRMU	Lukatsky M.A., Ostrenkova M.E. Psychology. textbook for universities. 2nd ed., rev. and additional / Lukatsky, Mikhail Abramovich [Electronic resource]. - M.: GEOTAR-Media, 2013. 664 p.	individual registration required	according to the number of students
4	Electronic catalog of PRMU	Myers D. Social psychology [Electronic resource]. - St. Petersburg: Peter, 2009. - 793 p.	individual registration required	according to the number of students
5	Electronic catalog of PRMU	Nemov R.S. Psychology: In 3 books: Proc. for students of higher ped. textbook establishments. - M: Humanite. ed. Center "Vlados", 1998 Book. 2: Psychology of education [Electronic resource]. - M, 1998. - 606 p.	individual registration required	according to the number of students
6	Electronic catalog of PRMU	Nemov R.S. Psychology: Proc. For students of higher ped. textbook institutions: In 3 books. - M: Enlightenment: Vlados, 1995. Book. 1: General foundations of psychology [Electronic resource]. - M, 1995. - 576 p.	individual registration required	according to the number of students
7	Electronic catalog of PRMU	Dormashev Yu.B. General psychology in 3 volumes / [Electronic resource]. - M.: Kogito-Centre, 2013.	individual registration required	according to the number of students
8	Electronic catalog of PRMU	Ostrovskaya I.V. Psychology: a textbook for students of medical schools and colleges [Electronic resource]. - Moscow: GEOTAR-Media, 2008. - 399, p.	individual registration required	according to the number of students
9	Electronic catalog of PRMU	Solso R. Cognitive psychology [Electronic resource]. -Moscow; St. Petersburg: Piter, 2011. - 588 p.	individual registration required	according to the number of students

10	Electronic catalog of PRMU	Tvorogova N.D. Psychology: Lectures for medical students. universities: Proc. allowance for medical students. universities [Electronic resource]. - Vseros. educational-scientific-method. center in continuous honey. and pharmaceutical education. - M: GOU VUNMTs of the Ministry of Health of the Russian Federation, 2002. - 287 p.	individual registration required	according to the number of students
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### 8.3.2. Electronic educational resources acquired by the University

Table 14

№	Name of the electronic resource	Brief description (content)	Access conditions	Number of users
1	ELS "Student Advisor. Electronic Library of medical high school" (www.studmedlib.ru)	Lukatsky M.A., Ostrenkova M.E. Psychology: a textbook for universities [Electronic resource]. M.: GEOTAR-Media, 2013	individual registration required	according to the number of students
2	ELS "Student Advisor. Electronic Library of medical high school" (www.studmedlib.ru)	Ostrenkova M.E., Psychology. Guide to practical exercises [Electronic resource]. - M.: GEOTAR-Media, 2015	individual registration required	according to the number of students
3	ELS "YURIGHT". Electronic educational platform (https://bibli-online.ru/)	Stolyarenko L.D., Stolyarenko V.E. Psychology and Pedagogy. Moscow: Yurait Publishing House. 2019	individual registration required	according to the number of students
4	ELS "YURIGHT". Electronic educational platform (https://bibli-online.ru/)	Krysko V.G. Psychology and pedagogy. Moscow: Yurait Publishing House. 2019	individual registration required	according to the number of students
5	ELS "YURIGHT". Electronic educational platform (https://bibli-online.ru/)	Miloradova N.G. Psychology and pedagogy. Moscow: Yurait Publishing House. 2019	individual registration required	according to the number of students
6	ELS "YURIGHT". Electronic educational platform (https://bibli-online.ru/)	Psychology and Pedagogy In 2 hours. Part 1. Psychology / Ed. ed. Slastenina V.A., Kashirina V.P. M.: Publishing house Yurayt. 2019	individual registration required	according to the number of students
7	ELS "YURIGHT". Electronic educational platform (https://bibli-online.ru/)	Psychology and Pedagogy In 2 hours. Part 2. Psychology / Ed. ed. Slastenina V.A., Kashirina V.P. M.: Publishing house Yurayt. 2019	individual registration required	according to the number of students
8	ELS "YURIGHT". Electronic educational platform (https://bibli-online.ru/)	Gurevich P.S. Psychology and pedagogy. Moscow: Yurait Publishing House. 2019	individual registration required	according to the number of students

### 8.3.3 Open access resources

Table 15

No	Name of the electronic resource	Brief description (content)	Access conditions
1	CyberLeninka - scientific electronic library	dissemination of knowledge according to the open access model (free, fast, permanent, full-text access to scientific and educational materials in real time)	<a href="https://cyberleninka.ru/">https://cyberleninka.ru/</a> open access
2	Scientific electronic library - eLIBRARY.RU	the largest Russian information and analytical portal in the field of science, technology, medicine and education, containing abstracts and full texts of more than 29 million scientific articles and publications, including electronic versions of more than 5,600 Russian scientific and technical journals, of which more than 4,800 journals	<a href="https://elibrary.ru/defaultx.asp">https://elibrary.ru/defaultx.asp</a> open access

## 9. Material and technical support for mastering an academic discipline

### 9.1. List of premises for classroom activities for the discipline:

4 classrooms for conducting group practical classes in psychology and pedagogy with the possibility of using a multimedia complex: educational building st. Semashko, 22.

### 9.2. List of equipment for classroom activities for the discipline

- 1) multimedia complex (laptop, projector, screen) for lectures (1 pc.);
- 2) a set of multimedia visual materials (presentation) for 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

Item no.	Software	number of licenses	Type of software	Manufacturer	Number in the unified register of Russian software	Contract No. and date
1	Wtware	100	Thin Client Operating System	Kovalev Andrey Alexandrovich	1960	2471/05-18 from 28.05.2018
2	MyOffice is Standard. A corporate user license for	220	Office Application	LLC "NEW CLOUD TECHNOLOGIES"	283	without limitation, with the right to receive

	educational organizations, with no expiration date, with the right to receive updates for 1 year.					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 Subscription	
5	Yandex. Browser		Browser	«Yandex»	3722	
6	Subscription to MS Office Pro for 170 PCs for FGBOU VO "PIMU" of the Ministry of Health of Russia	170	Office Application	Microsoft		23618/HN10030 LLC "Softline Trade" from 04.12.2020

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  
**PSYCHOLOGY AND PEDAGOGICS**

Field of study / specialty / scientific specialty: **33.05.01 Pharmacy**

(code, name)

Training profile: \_\_\_ **PHARMACIST** \_\_\_  
(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