

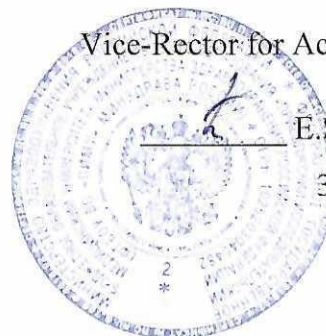
Federal State Budgetary Educational Institution of Higher Education
"Privolzhsky Research Medical University"
Ministry of Health of the Russian Federation

APPROVED

Vice-Rector for Academic Affairs

E.S. Bogomolova

31 August 2021



WORKING PROGRAM

Name of the academic discipline: **PSYCHOLOGY AND PEDAGOGICS**

Specialty: **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 work program was developed in accordance with the Federal State Educational Standard of Higher Education in the specialty 31.05.01 GENERAL MEDICINE, approved by order of the Ministry of Science and Higher Education of the Russian Federation No. 988 dated August 12, 2020.

Developers of the working program:

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

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. The purpose and objectives of mastering the discipline "Psychology and Pedagogy" (hereinafter - the discipline)

1.1. The purpose of mastering the discipline: participation in the formation of the following competencies among students: universal: UK-3, UK-6 and professional: GPC-5.

Also, 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 doctor, the comprehensive education of his personality and self-development.

The target setting of the course "Psychology and Pedagogy" is to study the basics of human psychology, the principles and methods of psychological research, the influence of psychological factors on health, the formation of students' skills of a holistic approach to the patient, taking into account his individual psychological and age characteristics, as well as familiarization with psychological and pedagogical bases of activity of the doctor.

1.2. Discipline tasks:

1) to acquaint students with the range of problems of modern psychology and pedagogy, the latest foreign and domestic research in the field of psychological and pedagogical science;

2) reveal the features of the human psyche, the essence of its main functions and patterns;

3) to acquaint with the cognitive and emotional-volitional processes of the human psyche, his personal properties, as well as motivational needs in the sphere and sphere of self-consciousness;

4) form an idea about the specifics of psychological methods and the possibilities of their use in the field of medical practice;

5) to give a general idea of modern pedagogy and a student-centered model of education;

6) self-reflection skills ;

7) to form the ability to give a psychological and pedagogical analysis of various situations and relationships;

8) contribute to the expansion of their scientific horizons;

9) to promote the development of personal readiness for future professional activities.

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

know :

– the subject and methods of psychology and pedagogy, the place of psychology and pedagogy in the system of sciences and their main branches;

– the history of the development of psychological knowledge and the main trends in psychology;

– main categories and concepts of psychological and pedagogical sciences;

– the main functions of the psyche, navigate the modern problems of

psychological science;

- fundamentals of psychology of interpersonal relations, psychology of small groups;
- objective connections of training, education and personal development;
- the main mental phenomena and patterns underlying the processes occurring in the human body, their age characteristics;
- the basic patterns of development and human 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 personality-oriented model of education;
- personality traits and individuality of a person, various approaches to their study of personality, ways of human behavior in various life situations;
- features of the functioning and manifestation of the psyche at different ages;
- methods of observation and questioning (questionnaire and conversation), the specifics of their application in the professional activities of a doctor;

be able to :

- assess social factors affecting the state of the patient's psychological health: cultural, ethnic, religious, individual, family, social risk factors (violence, mental deprivation, 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 the emotional-volitional sphere, including in relation to childhood ;
- take into account the individual typological characteristics of people of different ages in the process of interpersonal interaction;
- determine (through observation and conversation) the mental state of the patient;
- analyze the factors influencing the formation of personality;
- 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 information and educational activities within the competence of a doctor, teach the patient the features, techniques and methods of maintaining a healthy lifestyle, use educational, scientific, popular science literature, the Internet for professional activities;

own :

- a conceptual apparatus that describes the cognitive, emotional-volitional, motivational spheres of the individual, issues of communication, education, activity and self-development;
- methods of self-regulation of the mental state;

- elements of self-reflection and self-education in life and professional activity;
- methods of conducting observation and questioning;
- skills of constructive communication and interaction with patients, their relatives and colleagues.

2. The place of discipline in the structure of the OBEP HE

2.1. The discipline refers to the basic part of Block 1 of the PEP HE (B 1.B.8), is taught in the 1st year in the 2nd semester and in the 2nd year in the 3rd semester.

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

- Biology,
- History

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

- Bioethics,
- Communication skills,
- Philosophy,
- Biochemistry,
- Anatomy,
- Topographic anatomy and operative surgery,
- Histology, embryology, cytology,
- normal physiology,
- microbiology, virology,
- Immunology,
- Pathological anatomy, clinical pathological anatomy,
- Pathophysiology, clinical pathophysiology ,
- Hygiene,
- Public Health and Health Care, Health Economics ,
- Epidemiology,
- Dermatovenereology ,
- Psychiatry, medical psychology,
- Ophthalmology,
- Forensic Medicine,
- Obstetrics,
- Gynecology,
- Pediatrics,
- propaedeutics of internal diseases,

- Hospital therapy, endocrinology,
- infectious diseases,
- Phthisiology,
- polyclinic therapy,
- Anesthesiology, resuscitation, intensive care,
- Faculty Surgery,
- Urology,
- hospital surgery ,
- dentistry,
- Oncology, radiotherapy,
- Traumatology, orthopedics,
- Physical Culture and sport,
- pediatric surgery,
- Radiation diagnostics,
- Clinical laboratory diagnostics,
- history of medicine,
- Medical rehabilitation and exercise therapy,
- Clinical aspects of biochemistry,
- Microscopic fundamentals of analyzers ,
- Methods for the study of physiological functions,
- Nursing,
- nursing,
- Oncohematology ,
- Rheumatology,
- Basics of emergency care,
- Basics of Emergency Medicine (Obstetrics)
- Fundamentals of transplantology,
- evidence-based medicine,
- Fundamentals of clinical genetics,
- First aid,
- Macroscopic fundamentals of analyzers,
- medical ecology,
- Examination methods in geriatrics ,
- Fundamentals of Management,
- molecular physiology,
- Emergency conditions in therapy,
- Dietetics ,
- Fundamentals of gastroenterology,
- Functional diagnostics in the clinic of internal diseases,
- clinical immunology,
- regenerative medicine,
- Integrative methods in medicine,

- Humanities Studies
- Manufacturing practices:
- Nursing care for medical and surgical patients,
 - Assistant procedural nurse,
 - Nurse Assistant,
 - Physician assistant.

3. The results of mastering the discipline and indicators of the achievement of competencies

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

Table 1

| No. p / p | code tendencies | Content of competence (or parts of it) | Code and name of the indicator of achievement of competence | As a result of studying the discipline, students should | | |
|-----------|-----------------|--|---|--|---|---|
| | | | | know | be able to | own |
| 1. | UK-3 | Able to organize and manage the work of the team, developing a team strategy to achieve the goal | <p>ID-1 <small>UK-3.1</small> Knows: problems of selection of an effective team; basic conditions for effective teamwork; fundamentals of strategic human resource management, regulatory legal acts relating to the organization and implementation of professional activities; models of organizational behavior, factors in the formation of organizational relations; strategies and principles of teamwork, basic characteristics of the organizational climate and the interaction of people in the organization.</p> <p>ID-2 <small>UK-3.2</small> Able to: determine the management style</p> | <p>– Definition of basic concepts: communication, interaction, personality, social communication, team, socio-psychological climate, conflict;</p> <p>– The structure, types, forms, mechanisms of communication as a process of communication in labor activity for the formation and achievement of organizational goals, incl. when managing a team;</p> <p>– Fundamentals of professional motivation, methods of effective</p> | <p>– Define interaction strategies, plan and evaluate your activities in a team;</p> <p>– Apply knowledge and skills of effective teamwork.</p> | <p>– Effective communication skills with patients and colleagues;</p> <p>– Ways of interaction in conflict situations in order to increase the efficiency of professional activity.</p> |

| No. p/p | code tendencies | Content of competence (or parts of it) | Code and name of the indicator of achievement of competence | As a result of studying the discipline, students should | | |
|---------|-----------------|--|---|---|--|--|
| | | | | know | be able to | own |
| | | | for effective team work; develop a team strategy; apply the principles and methods of organizing team activities. ID-3 UK-3.3 Has practical experience: participation in the development of a team work strategy; participation in team work, distribution of roles in the conditions of team interaction. | communication with patients and colleagues. | | |
| 2. | UK-6 | Is able to determine and implement the priorities of one's own activity and ways to improve it on the basis of self-assessment and lifelong learning | ID-1 UK-6.1 Knows: the importance of planning long-term goals of activity, taking into account the conditions, means, personal opportunities, stages of career growth, time perspective for the development of activities and labor market requirements; technology and methodology of self-assessment; basic principles of self-education and self-education. ID-2 UK-6.2 Able to: identify priorities of professional activity and ways to improve it based on self-assessment; control and evaluate the components of professional activity; plan | – Know your cognitive, emotional-volitional, personal and communicative resources; – Psychological aspects of professional activity: – The specifics of continuing education and the necessary conditions for it. | – Analyze your cognitive, emotional-volitional, personal and communicative resources; – And use the tools of continuous self-education; – Plan your activities and comprehend its results, improve it. | – Skills of critical analysis and synthesis of information and personal reflection; – Possess the skills of self-diagnosis of personal abilities in professional activity; – Techniques of goal-setting and planning of one's professional activity; – The skills of building a professional trajectory, taking into account the knowledge gained, accumulated experience and health-saving technologies. |

| No. p/p | competencies | Content of competence (or parts of it) | Code and name of the indicator of achievement of competence | As a result of studying the discipline, students should | | |
|---------|--------------|---|--|--|--|---|
| | | | | know | be able to | own |
| | | | independent activities in solving professional problems. ID-3 UK-6.3 Has practical experience: planning his own professional activities and self-development, studying additional educational programs | | | |
| 3 | OPK-5 | Able to assess morphofunctional, physiological conditions and pathological processes in the human body to solve professional problems . | ID-1 OPK-5.1 Knows: anatomy, histology, embryology, topographic anatomy, physiology, pathological anatomy and physiology of human organs and systems. ID-2 OPK-5.2 Able to: evaluate the basic morphofunctional data, physiological states and pathological processes in the human body. ID-3 OPK-5.2 Has practical experience: assessments of the main morphofunctional data, physiological states and pathological processes in the human body when solving professional problems. | – Features of the functioning of the psyche; – The main mental phenomena and patterns underlying the processes occurring in the human body, their age characteristics ; | – Read the psychological and age characteristics and dynamics of a person's mental development when solving professional problems. | – Skills for assessing cognitive , emotional-volitional, personal and communicative processes, taking into account the age characteristics of a person to build professional interaction. |

4. Sections of discipline and competence that are being formed

when studying them

Sections of the discipline and competencies that are formed during their study are presented in Table 2.

table 2

| No. p / p | Code of competence and indicator of achievement of competence | Name of the discipline section | Section content |
|-----------|---|---------------------------------------|--|
| 1. | UK-3; UK-6; OPK-5 | Psychology as a science | Object and subject of psychology. The history of the emergence of psychology. Formation of the subject of psychology. Methods of psychology. Specificity of observation and questioning (questionnaire and conversation). Psychology in the professional activity of a doctor |
| 2. | UK-3; UK-6; OPK-5 | 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. Blocks of the brain. Interhemispheric functional asymmetry |
| 3. | UK-3; UK-6; OPK-5 | Activity and communication | The concept of activity. Psychological structure of activity. Main activities. The problem of development of activity. Individual style of activity. The concept of communication. The main aspects of communication: communicative, interactive, perceptual. 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. |
| four. | UK-3; UK-6; OPK-5 | 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 sensations and perception Approaches to the understanding of attention and its physiological foundations. types of attention. Basic properties of attention. |
| five. | UK-3; UK-6; OPK-5 | 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 doctor. |
| 6. | UK-3; | Feelings. Will. | The concept of feelings and emotions. Forms of |

| No. p / p | Code of competence and indicator of achievement of competence | Name of the discipline section | Section content |
|-----------|---|---|--|
| | UK-6; OPK-5 | mental states | expression of feelings. Basic qualities of feelings. forms of feeling. 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. | UK-3; UK-6; OPK-5 | Age-related psychology | Factors and patterns of age development. Criteria for periodization of age development. The concept of age periods and age crises. The main psychological features of all age periods. Specificity of development in childhood and adolescence. |
| 8. | UK-3; UK-6; OPK-5 | Temperament. Character. Capabilities | 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 doctor. |
| nine. | UK-3; UK-6; OPK-5 | 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. | UK-3; UK-6; OPK-5 | 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 doctor. |
| eleven. | UK-3; UK-6; OPK-5 | Social Psychology | Group, its signs and characteristics. Group types. Intragroup processes and phenomena. The position of an individual in a group as a member. Physician as a member of a professional group. |
| 12. | UK-3; UK-6; OPK-5 | Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy | Pedagogy 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 pedagogy. Humanistic principles of pedagogy. Personally oriented models of education. Psychological-medical-pedagogical examination. |

| No. p / p | Code of competence and indicator of achievement of competence | Name of the discipline section | Section content |
|-----------|---|--|---|
| | | | Correctional pedagogy. |
| 13. | UK-3; UK-6; OPK-5 | Information and educational activities of a doctor | Goals, objectives, features of information and educational activities of a doctor. Designing outreach activities. |

5. Volume of discipline and types of educational work

The distribution of labor intensity of the discipline and types of educational work by semesters is presented in Table 3.

Table 3

| Type of study work | Labor intensity | | Labor intensity by semesters (ACH) | |
|--|-----------------------------|-------------------------------|------------------------------------|-----------|
| | Volume in credit units (WE) | Volume in academic hours (AH) | 2 | 3 |
| Auditorial work, including: | 1.8 | 66 | 32 | 34 |
| - Lectures (L) | 0.4 | sixteen | 8 | 8 |
| - Laboratory workshops (LP) | - | - | | |
| - Practical exercises (PZ) | 1.4 | 50 | 24 | 26 |
| - Seminars (C) | - | - | - | - |
| Student independent work (SIW), including: | 1.2 | 42 | 22 | 20 |
| - Course work | 0.3 | 12 | four | 8 |
| Student research work | - | - | - | - |
| Intermediate certification | - | - | - | - |
| - offset | | | | |
| TOTAL LABOR CAPACITY | 3.0 | 108 | 54 | 54 |

6. The content of the discipline

6.1. Sections of the discipline and types of classes are presented in table 4.

Table 4

| o. p / p | semester number | Name of the discipline section | Types of educational work (in ACH) | | | | | |
|----------|-----------------|---------------------------------------|------------------------------------|----|------|------|------|-------|
| | | | L* | LP | PZ | FROM | SRS | Total |
| 1. | 2 | Psychology as a science | 2 | - | 2 | - | four | 8 |
| 2. | 2 | Brain and psyche. Human consciousness | - | - | four | - | 2 | 6 |
| 3. | 2 | Activity and communication | 2 | - | four | - | 2 | 8 |
| four. | 2 | sensory processes. Attention | 2 | | four | - | four | 10 |
| five. | 2 | Memory. Thinking. Imagination | 1 | - | five | - | 2 | 8 |
| 6. | 2 | Feelings. Will. mental states | 1 | - | five | - | four | 10 |

| o. p / p | semester number | Name of the discipline section | Types of educational work (in ACH) | | | | | |
|--------------|-----------------|---|------------------------------------|----|-----------|----------|-----------|------------|
| | | | L* | LP | PZ | FROM | SRS | Total |
| 7. | 3 | Age-related psychology | 2 | - | four | - | four | 10 |
| 8. | 3 | Temperament. Character. Capabilities | 2 | - | four | - | four | 10 |
| nine. | 3 | Self-consciousness and self-concept of personality | - | - | four | - | 2 | 6 |
| 10. | 3 | Motivational-need sphere | - | - | four | - | four | 8 |
| even. | 3 | Social Psychology | 2 | | four | - | four | 10 |
| 12 . | 3 | Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy | 2 | - | 2 | - | 2 | 6 |
| 13. | 3 | Information and educational activities of a doctor | - | - | four | - | four | 8 |
| TOTAL | | | sixteen | | 50 | - | 42 | 108 |

Notes : * L - lectures, LP - laboratory workshop, PZ - practical classes, CPC - clinical practical classes, S - seminars, SRS - independent work of the student.

6.2. The thematic plan of lectures* is presented in Table 5.

Table 5

| No. p / p | Section of discipline | Name of lecture topics | Labor intensity by semesters (ACh) | |
|-----------|-------------------------------|---|------------------------------------|---|
| | | | 2 | 3 |
| 1. | Psychology as a science | Object and subject of psychology. The history of the emergence of psychology. Formation of the subject of psychology. Methods of psychology. | 2 | - |
| 2. | Activity and communication | The concept of activity. Psychological structure of activity. The concept of communication. The main aspects of communication: communicative, interactive, perceptual. | 2 | - |
| 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. | 2 | - |
| four. | 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 | - |
| five. | 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. | 1 | - |
| 6. | Age-related psychology | Factors and patterns of age development. The concept of age periods and age crises. Specificity | - | 2 |

| | | | | |
|------------------|--|---|----------|----------|
| | | of development in childhood and adolescence. | | |
| 7. | Temperament. Character. Capabilities | 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 |
| 8. | Social Psychology | Group, its signs and characteristics. Group types. Intragroup processes and phenomena. | - | 2 |
| nine. | Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy | Pedagogy as a science. General and private categories of pedagogy. Humanistic principles of pedagogy. Personally oriented models of education. Psychological-medical-pedagogical examination. | - | 2 |
| Total: 16 | | | 8 | 8 |

* (full-time form, with the use of EIOS and DOT)

6.3. Thematic plan of laboratory workshops: not provided by the curriculum.

6.4. The thematic plan of practical classes* is presented in Table 6.

Table 6

| No. p / p | Section of discipline | Name of topics of practical classes | Labor intensity by semesters (ACH) | |
|-----------|--|--|------------------------------------|---|
| | | | 2 | 3 |
| 1. | Psychology as a science | Methods of psychology. Specificity of observation and questioning (questionnaire and conversation). Psychology in the professional activity of a doctor | 2 | - |
| 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. Blocks of the brain. Interhemispheric functional asymmetry | four | - |
| 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. | four | - |
| four. | sensory processes. Attention | Feeling properties. Compensatory possibilities of human sensations. properties of perception. extrasensory abilities of man. Disorders of sensation and perception | four | - |
| five. | 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 doctor. | five | - |

| No. p / p | Section of discipline | Name of topics of practical classes | Labor intensity by semesters (ACH) | |
|---------------|---|---|------------------------------------|-----------|
| | | | 2 | 3 |
| 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 | five | - |
| 7. | Age-related psychology | The concept of age periods and age crises. The main psychological features of all age periods. Specificity of development in childhood and adolescence. | - | five |
| 8. | Temperament. Character. Capabilities | 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 doctor. | - | four |
| nine. | 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 | - | four |
| 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 doctor. | - | four |
| eleven. | Social Psychology | The position of an individual in a group as a member . Intragroup processes and phenomena. Doctor as a member of a professional group. | - | four |
| 12. | Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy | Pedagogy 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 pedagogy. Humanistic principles of pedagogy. Student-centered models of education | - | 2 |
| 13. | Information and educational activities of a doctor | Goals, objectives, features of information and educational activities of a doctor. Designing outreach activities | - | four |
| Total: | | | 50 | 24 |

* (full-time form, with the use of EIOS and DOT)

6.5. Thematic plan of seminars: not provided by the curriculum.

6.6. Types and topics of student independent work (SIW) are presented in table 7.

Table 7

| No. p / p | Section of discipline | Name of works | Labor intensity by semesters (ACh) | |
|------------------|-----------------------|--------------------------------------|------------------------------------|-----------|
| | | | 2 | 3 |
| 1 | All sections | Preparation for practical exercises | five | five |
| 2 | All sections | Completion of practical tasks | five | five |
| 3 | All sections | Preparation for the current control | 3 | 3 |
| four | All sections | Preparation for intermediate control | | four |
| five | All sections | Coursework (research project) | four | 8 |
| Total: 42 | | | 17 | 25 |

6.8. Distribution of research work * student (SRW) by types and semesters is presented in table 8.

Table 8

| No. p / p | Section of discipline | Name of works | Labor intensity by semesters (ACh) | |
|------------------|-----------------------|---------------------------------|------------------------------------|----------|
| | | | 2 | 3 |
| 1. | All sections | Coursework (research project) | four | 8 |
| Total: 12 | | | four | 8 |

*Included in the CPC.

7. Fund of evaluation funds for current control and intermediate certification

7.1. Forms of current control and intermediate certification , types of evaluation tools are presented in table 9.

Table 9

| No. p / p | semester number | Forms control | Section name disciplines | Evaluation tools | | |
|-----------|-----------------|---------------------------------------|--------------------------|-------------------------------|---------------------------------|-------------------------------|
| | | | | kinds | number of questions in the task | number of independent options |
| 1. | 2 | control of student's independent work | All sections | Coursework (research project) | 1 | 25 topics |
| 2. | 2 | development control | Psychology as a science | Compiling a table | 1 | 1 |

| | | | | | | | |
|-----|---|--------|--|---------------------------------------|---|-----------|--------|
| 3. | 2 | themes | Brain and psyche. Human consciousness | Problem solving. | 10 | 1 | |
| 4. | 2 | | Activity and communication | Problem solving. | 10 | 1 | |
| 5. | 2 | | sensory processes. Attention | Problem solving. Test. | 10 10 | 1 2 | |
| 6. | 2 | | Memory. Thinking. Imagination | Problem solving. Test. | 10 10 | 1 2 | |
| 7. | 2 | | Feelings. Will. mental states | Problem solving. Test. | 10 2 | 1 2 | |
| 8. | 3 | | Age-related psychology | Group discussion. | 3 | 1 | |
| 9. | 3 | | Temperament. Character. Capabilities | Problem solving. Test. | 10 five | 1 2 | |
| 10. | 3 | | Self-consciousness and self-concept of personality | Problem solving. | 10 | 1 | |
| 11. | 3 | | Motivational-need sphere | Problem solving. Creative work. | 10 3 | 1 1 | |
| 12. | 3 | | Social Psychology | Group discussion. Analytical task. | 3 five | 1 five | |
| 13. | 3 | | Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy | Group discussion. Analytical task. | 3 five | 1 five | |
| 14. | 3 | | Information and educational activities of a doctor | Creative work. | 3 | 1 | |
| 15. | 3 | | offset | All sections | Test. Solution of situational problems | 20 2 | 2 2 |

7.2. Examples of evaluation tools

7.2.1. Examples of evaluation tools for monitoring progress

Exemplary 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 impact 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:

- 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) 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 inherent 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.

ABOUT educational technologies in an interactive form used in the process of teaching the discipline

Problem-based learning technologies:

- discussion of problematic issues
- solving problem situations / tasks

Interactive technologies:

- group discussions

Simulation technologies:

- role-playing and educational games and exercises.

imitation technologies:

- lecture visualization.
- problem lecture.

Only 40 % of interactive classes from the volume of classroom work.

Examples of educational technologies in an interactive form

Role play: 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” the “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,
- The movement needs to 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.

Examples of problem situations / tasks

1. What do you think the phrase "own your attention" means? Justify your answer using specific examples.

2. Who is the most attentive? Justify your answer using knowledge and terms on the topic attention. What psychic phenomena related to attention did you find an illustration of in the arguments of the disputants?

"Somehow a dispute ensued, who is the most attentive. One of the disputants claimed that Ivan Ivanovich: "When he reads a book or listens to what they say to him, nothing can distract him - neither the appearance of someone in the room, nor the conversation of neighbors, nor the sound of the radio. All his attention is absorbed by what he is doing at the moment.

Another disputant considered Nikolai Nikolayevich the most attentive: "No matter how enthusiastically he tells (it seems that he is completely absorbed in the story), still not a single detail of the behavior of students in the class escapes his attention. He sees and hears what is happening around. The third believed that Vasily Vasilyevich: "Once we were walking in the midnight darkness along the road, and suddenly the light from an electric flashlight suddenly flared up and immediately went out. We only managed to barely notice the figure of a man, and in that brief moment he saw the man, and the machine gun in his hands, and the dog standing next to him, and even saw a red star on his cap. It turned out that he noticed everything correctly. We met a border guard."

3. What property of attention is manifested in the described case? By what signs can this be established?

A student of a music school one morning was listening to an interesting radio program for schoolchildren. Suddenly he remembered that by today's music lesson he had to make out the assigned piece. Continuing to listen to the radio, he sat down at the piano and began to quietly analyze the piece. When the broadcast was over, the boy closed the piano, turned off the radio and went to music school. There he was praised for a well-disassembled play, and on the way home he told his comrades in detail the contents of the radio broadcast he had listened to.

4. Explain the fact described in the above fragment. Is it true that a silent salesperson will be less successful than a talkative salesperson in their professional endeavors? Where else, in what areas of professional activity, is the individual rhythm of dialogue important?

The American anthropologist Eliot Chapple in 1936 established that dialogue is a rhythmic process, and the ratio of speech and silence is a stable individual characteristic of each person. Once E. Chapple identified the rhythms of dialogue characteristic of 154 salesmen of a large department store. The same experimenter spoke to each salesperson for about an hour. He used the standard interview technique developed by Chapple, so that all salespeople were placed in the same conditions during the conversation. Therefore, the obtained data on the rhythm of the dialogue of each interviewee are comparable to each other. When all sellers were divided into 3 groups in accordance with their level of initiative in the dialogue, it turned out that the first group - with the greatest predominance of speech over silence - included all the best (in terms of economic indicators) sellers. (According to A. E. Voiskunsky)

5. Explain the result obtained in the study. What is he talking about?

“In the experiment, two groups of subjects - Japanese and Americans - watched a video, the visuals of which caused disgust, in three situations: alone, in the presence of a young assistant experimenter and in the presence of a high-status experimenter-professor. The American subjects expressed disgust on all three occasions. The Japanese subjects showed a vivid reaction of disgust only when alone; in the second situation, disgust was barely noticeable, in the third, an expression of calm remained on their faces.

7.2.2. 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) heuristic;
- 4) intuition.

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

- 1) temperament;
- 2) character;
- 3) capabilities;
- 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) level of claims
- 2) locus of control
- 3) self-esteem
- 4) self-relationship .

4. The highest stage of development of creative abilities is called:

- a) giftedness;
- b) genius;
- c) talent;
- d) makings.

5. Set the correct sequence of phases of thinking:

- 1) awareness of the problem that has arisen →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 →problem situation analysis→ awareness of the problem;
- 3) analysis of the problem situation →awareness of the problem→ 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 for →analyzing the problem situation.

Approximate topics of term papers (research projects)

1. Professional identity of the individual
2. The propensity to procrastinate medical students
3. Motivation of the professional choice of medical students
4. Tolerance for the uncertainty of future doctors
5. Features of different types of memory in students of different areas of training
6. Features of the development of thinking among students of different areas of training
7. Psychological health of medical students
8. Professional aspirations of today's youth
9. Stress resistance of medical students
10. Ideas about the happiness of student youth
11. Features of self-awareness of future doctors
12. Value orientations of medical students
13. Manipulative behavior of female and male persons
14. Features of the manifestation of communicative tolerance in future doctors
15. The ratio of volitional qualities and stress tolerance among medical students
16. Features of the emotional-volitional sphere of future doctors
17. Interests of people of different ages
18. The specificity of the manifestation of professionally important personal qualities in future doctors
19. Personal characteristics of representatives of helping professions
20. Features of the motivational sphere of future doctors

21. Adaptive potential of first-year students
22. Motivation of the professional choice of medical students
23. Communicative competence of medical students
24. Ideas of friendship and love of student youth
25. Propensity for conspicuous consumption of urban and rural youth

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 doctor.
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 development of activity. Individual style of activity.
12. The concept of communication. The main aspects of communication: communicative, interactive, perceptual.
13. Communication is the 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 sensation and perception.
18. General laws of sensations and perception.
19. Compensatory possibilities of human sensations.
20. Disorders of sensation and perception.
21. Approaches to understanding attention and its physiological foundations. types of attention.
22. General ideas about memory. Types of memory.
23. Characteristics of memory processes.
24. Thinking and its specificity. Types of thinking.
25. Characteristics of thought processes.
26. Essence of imagination. Types of imagination.
27. Individual features of memory, thinking and imagination.
28. The problem of the development of memory, thinking and imagination of a person.
29. Memory, thinking and imagination in the professional activity of a doctor.
30. The concept of feelings and emotions.
31. Forms of expression of feelings. Basic qualities of feelings.
32. forms of feeling. The highest social feelings of man.

33. Development and education of feelings. The problem of negative feelings. Feelings and interpersonal relationships.
34. Will functions. The psychological structure of the will.
35. Simple and complex volitional acts. Overcoming external and internal obstacles.
36. Volitional effort. Individual characteristics of the will.
37. General idea of mental states. Types of mental states.
38. Characteristics of some mental states.
39. Emotional and volitional disorders.
40. The concept of age periods and age crises.
41. The main psychological features of all age periods.
42. The concept of temperament. temperament criteria.
43. Types of temperament and their psychological characteristics. Temperament and individual style of activity.
44. The concept of character. Character structure.
45. Character and temperament. Character and personality. The problem of character formation.
46. Inclinations and abilities. Conditions for the development of abilities. Types of abilities.
47. Professionally significant abilities of a doctor.
48. Self-consciousness and self-concept. The structure of the self-concept.
49. The main functions of the self-concept. The role of self-concept in personality development.
50. The problem of the formation of the self-concept. Positive and negative self-concept signals.
51. The concept of needs and motives. Motives and activity of the personality, its activity and behavior.
52. Personal interests. Values and value orientations.
53. Needs, motives and values of the doctor.
54. Group, its signs and characteristics. Group types.
55. Intragroup processes and phenomena.
56. The position of an individual in a group as a member .
57. Physician as a member of a professional group.
58. Pedagogy as a science. General and private categories of pedagogy (education, upbringing, training, development / purpose, principles, content, methods, forms).
59. Pedagogical process and pedagogical interaction.
60. The idea of humanism as the basis of modern pedagogy. Humanistic principles of pedagogy.
61. Personally oriented models of education.
62. Goals, objectives, features of information and educational activities of a doctor.
63. Designing outreach activities

8. Educational, methodological and information support of the discipline

(printed, electronic publications, Internet and other network resources)

8.1. The list of basic literature on the discipline is presented in Table. 10.

Table 10

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

8.2. The list of additional literature on the discipline is presented in Table. eleven.

Table 11

| No. | Name according to bibliographic requirements | Number of copies | |
|-----|---|-------------------|------------|
| | | at the department | in library |
| 1 | Kasimova L.N., Panova I.V. Psychology: educational and methodical recommendations. N. Novgorod NGMA, 2006. | - | 64 |
| 2 | Kasimova L.N., Kitaeva I.I. Pedagogical and developmental psychology: a textbook for practical exercises. NizhGMA , 2009. | | 61 |
| 3 | Likeeva M.V., Basics of general pedagogy: a textbook. Nizhny Novgorod: NizhGMA Publishing House , 2009 | - | 121 |

8.4. Electronic educational resources used in the process of teaching the discipline

8.4.1. Internal Electronic Library System of the University (VEBS)

Table 12

| No. | Name of the electronic resource | Brief description (content) | Terms access | Number of users |
|-----|--|--|--------------------------------|-----------------------|
| 1 | Electronic catalog of Nizhny State Medical Academy | Badmaev B.Ts. Psychology: how to study and learn it: Textbook .- method. manual for university students [Electronic resource]. - M: Textbook . lit. , 1997. - 255 p. | individual is needed. check in | by number of students |
| 2 | Electronic catalog of Nizhny State Medical Academy | Bachinin V.A. Psychology [Electronic resource]. - St. Petersburg: Publishing House of Mikhailov V.A., 2005. 271 p. | individual is needed. check in | by number of students |
| 3 | Electronic catalog of Nizhny State | Lukatsky M.A., Ostrenkova M.E. Psychology. textbook for universities. 2nd ed., rev . and additional / | individual is needed. check in | by number of students |

| No. | Name of the electronic resource | Brief description (content) | Terms access | Number of users |
|------|--|---|--------------------------------|-----------------------|
| | Medical Academy | Lukatsky, Mikhail Abramovich [Electronic resource]. - M.: GEOTAR-Media, 2013. 664 p. | | |
| four | Electronic catalog of Nizhny State Medical Academy | Myers D. Social psychology [Electronic resource]. - St. Petersburg: Peter, 2009. - 793 p. | individual is needed. check in | by number of students |
| five | Electronic catalog of Nizhny State Medical Academy | Nemov R.S. Psychology: In 3 books: Proc. for students of higher education . ped . textbook establishments. - M: Humanite . ed. center " VladoS ", 1998 Book. 2: Psychology of education [Electronic resource]. - M, 1998. - 606 p. | individual is needed. check in | by number of students |
| 6 | Electronic catalog of Nizhny State Medical Academy | Nemov R.S. Psychology: Proc. for students of higher education . ped . textbook institutions: In 3 books. - M: Enlightenment: VladoS , 1995 Book. 1: General foundations of psychology [Electronic resource]. - M, 1995. - 576 p. | individual is needed. check in | by number of students |
| 7 | Electronic catalog of Nizhny State Medical Academy | Dormashev Yu.B. General psychology in 3 volumes / [Electronic resource]. - M.: Kogito-Center , 2013. | individual is needed. check in | by number of students |
| 8 | Electronic catalog of Nizhny State Medical Academy | Ostrovskaya I.V. Psychology: a textbook for students of medical schools and colleges [Electronic resource]. - Moscow: GEOTAR-Media, 2008. - 399, p. | individual is needed. check in | by number of students |
| nine | Electronic catalog of Nizhny State Medical Academy | Solso R. Cognitive psychology [Electronic resource]. - Moscow; St. Petersburg: Piter, 2011. - 588 p. | individual is needed. check in | by number of students |
| 10 | Electronic catalog of Nizhny State Medical Academy | 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 pharmac . education. - M: GOU VUNMTs of the Ministry of Health of the Russian Federation, 2002. - 287 p. | individual is needed. check in | by number of students |

8.4.2. Electronic educational resources

Table 13

| No. | Name of the electronic resource | a brief description of (content) | Access conditions | Number of users |
|------|---|---|--------------------------------|-----------------------|
| 1 | ELS "Student consultant. Electronic library of a medical university" (www.studmedlib.ru) | Lukatsky M.A., Ostrenkova M.E. Psychology: a textbook for universities [Electronic resource]. M.: GEOTAR-Media, 2013 | individual is needed. check in | by number of students |
| 2 | EBS "Student Consultant. Electronic Library of the Medical University" (www.studmedlib.ru) | Ostrenkova M.E., Psychology. Guide to practical exercises [Electronic resource]. - M.: GEOTAR-Media, 2015 | individual is needed. check in | by number of students |
| 3 | EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/) | Stolyarenko L.D., Stolyarenko V.E. Psychology and Pedagogy . M.: Yuray Publishing . 2019 | individual is needed. check in | by number of students |
| four | EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/) | Krysko V.G. Psychology and Pedagogy . M.: Yuray Publishing . 2019 | individual is needed. check in | by number of students |
| five | EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/) | Miloradova N.G. Psychology and Pedagogy . M.: Yuray Publishing . 2019 | individual is needed. check in | by number of students |
| 6 | EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/) | Psychology and Pedagogy In 2 hours . Ch . 1. Psychology / Ed. ed. Slastenina V.A., Kashirina V.P. M.: Yuray Publishing . 2019 | individual is needed. check in | by number of students |
| 7 | EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/) | Psychology and Pedagogy. At 2 o'clock Ch . 2. Pedagogy / Under the total. ed. Slastenina V.A., Kashirina V.P. M.: Yuray Publishing , 2019 . | individual is needed. check in | by number of students |
| 8 | EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/) | Gurevich P.S. Psychology and Pedagogy. M.: Yuray Publishing . 2019 | individual is needed. check in | by number of students |

8.4.3. Open Access Resources

Table 14

| No. | Name of electronic resource | a brief description of (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) | https://cyberleninka.ru/ open access |
| 2 | Scientific | the largest Russian information and | https://elibrary.ru/defaultx.asp |

| No. | Name of electronic resource | a brief description of (content) | Access conditions |
|-----|--------------------------------|--|-------------------|
| | electronic library eLIBRARY.RU | 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 | open access |

9. Logistics of discipline

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

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

9.2. List of equipment required for conducting classroom lessons in 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 educational organizations, with no expiration date, | 220 | Office Application | LLC "NEW CLOUD TECHNOLOGIES" | 283 | without limitation, with the right to receive updates for 1 year. |

| | | | | | | |
|---|---|-----|--------------------|-------------------------|---|--|
| | 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 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 |

10. List of changes in the work program of the discipline "Psychology and Pedagogy"

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 PEDAGOGY

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