

**FEDERAL STATE BUDGET EDUCATIONAL INSTITUTION OF HIGHER
EDUCATION
"ROSTOV STATE MEDICAL UNIVERSITY"
MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION**

Faculty for training foreign students, residents and graduate students

Fund of assessment materials
current and intermediate certification
in the discipline PSYCHOLOGY AND PEDAGOGY

(appendix to the work program of the discipline)

Speciality ___05/31/01 "Medicine" _____

1. **Form of intermediate certification test.**
2. **List of competencies formed by the discipline or in the formation of which the discipline participates**

universal (UK)

Code and name of universal competence	Indicator(s) of achieving universal competence
UK-4	ID 1 UK-4 Able to use verbal and non-verbal means of communication and choose the most effective of them for academic and professional interaction
UK-6	ID 1 UK-6 Able to determine priorities and plan their own professional activities, monitor and analyze their results.

3. Stages of developing competencies in the process of mastering the discipline

Sections of the discipline	Codes of formed competencies		
	UK-4	UK-6	
Semester 3			
Section 1	+		
Section 2	+	+	
Semester 4			
Section 3	+		
Section 4		+	

4. Types of assessment materials in accordance with the competencies being developed

Name of achievement indicator (ID) competence	Types of assessment materials	
	Current certification	Interim certification
ID 1 UK-4	Tests Situational tasks Questions for control	Tests
ID 1 UK-6	Tests Situational tasks Questions for control Report, message	Tests

5. Current control

UK-4

Interview

List of questions

Section 1. BASICS OF PSYCHOLOGY

1. Elementary mental processes: sensation and perception.
2. The concept of perception, features of perception. Properties of perception.
3. The concept of attention. Properties of attention: stability, concentration, switchability, distribution and volume. Types of attention, functions of attention.
4. Individual, gender, age, professional characteristics of memory. Mnemonic memorization techniques.
5. Speech as a transmitter of the spiritual culture of the people.
6. Speech as an indicator of the level of education, good manners, and intelligence of an individual.
7. Concept, functions, types of speech. The connection between thinking and speech. Development of speech and thinking in ontogenesis.
8. Human feelings and emotions, their functions in behavior
9. Features of communication, gaming, educational and work activities.
10. Personality structure (abilities, temperament, character, strong-willed qualities, emotions, motivation, social attitudes).

Section 2. Psychology in the medical profession

1. The concept of communication and its functions. Classifications of types of communication.
2. Specifics of information exchange in the communication process.
3. Levels of communicative acts. Communication means.
4. The problem of the effectiveness of communicative influence.
5. Nonverbal communication and nonverbal communications.
6. Effects, phenomena and mechanisms of interpersonal perception.
7. Social intelligence, social competence. Self-esteem in communication.
8. Social and psychological characteristics of small groups. Types and functions of groups.
9. Causes and conditions of conflicts.
10. Functions of conflict. Typology of conflict.

Section 3. PEDAGOGY AS A SCIENCE

1. Training as an integral part of a holistic pedagogical process. Cognition and teaching.
2. Contents, principles, methods, forms and means of teaching.
3. Modern didactic concepts of teaching.
4. Education and self-education are two sides of a single process of personality formation.

5. The concept of “good manners” and criteria for assessing the level of good manners.
6. Psychological and pedagogical aspects of working with families to create a healthy lifestyle.
7. general and specific features of training for persons with various nosologies
8. Pedagogical tasks in the professional activity of a doctor
9. Most effective pedagogical models, techniques and methods of interaction with patients, allowing to improve the quality of medical care to the population.
10. Basic principles of selection and preparation of visual aids by a doctor in his professional activities.

Test control

Section 1. BASICS OF PSYCHOLOGY

1. The branch of psychology that studies the psychological characteristics of people of different ages is called
 - a) developmental psychology**
 - б) child psychology
 - в) general psychology
 - г) zoopsychology

2. The branch of psychology that studies the psychological patterns of development of the individual, team, and society
 - a) age-related psychology
 - б) pedagogical psychology
 - в) psychology of creativity
 - г) social Psychology**

3. Name what psychological theories of memory these statements represent: Memory is a complex system of short-term and long-term, more or less stable connections by contiguity, similarity, brevity, temporal and spatial proximity
 - a) psychology of consciousness
 - b) behaviorism
 - в) associative theory of memory**
 - d) humanistic psychology

4. Sensation, perception, imagination, idea, thinking - mental
 - a) cognitive processes**
 - b) emotional processes
 - c) personality traits
 - d) individual processes

5. Reflection of individual properties of objects and phenomena of the surrounding world is
- a) **perception**
 - b) emotion
 - c) feeling
 - d) attention
6. The manifestation of emotions in expressive movements is a function
- a) grades
 - b) reflections
 - c) synthesis
 - d) **expression**
7. The property of emotions in which a person can involuntarily convey his mood, experience, to the people communicating with him is called
- a) partiality
 - b) stimulation
 - c) **infectiousness**
 - d) adaptation
8. An emotional reaction that does not have a clearly defined positive or negative sign to sudden circumstances
- a) disgust
 - b) interest
 - c) **astonishment**
 - d) sympathy
9. A person's ability to empathize and sympathize with other people is called
- a) sensitivity
 - b) empathy
 - c) responsiveness
 - d) conformism
10. The concept of "personality" in psychology is defined as
- a) a mentally healthy person engaged in socially useful activities
 - b) a strong, strong-willed person who has achieved public recognition
 - c) a person who has reached a high level of mental maturity
 - d) a social quality acquired by an individual in objective activity and communication and characterizing the degree of representation of social relations in the individual

Section 2. Psychology in the medical profession

1. The perceptual side of communication is
- a) the process of partners' perception of each other

- b) the process of organizing joint activities
- c) determining the positions of partners relative to each other
- d) perception of the essence of the message

2. The interactive side of communication is

- a) the process of partners' perception of each other
- b) the process of organizing joint activities
- c) determining the positions of partners relative to each other
- d) perception of the essence of the message

3. The communicative side of communication is

- a) the process of partners' perception of each other
- b) the process of organizing joint activities
- c) determining the positions of partners relative to each other
- d) communication as a way of exchanging information

4. The information function of communication is

- a) messaging
- b) stimulation of the partner's activity
- c) exchange of emotions between partners
- d) the process of partners' perception of each other

5. The feeling of psychological contact is provided by an element of non-verbal communication

- a) look into the eyes
- b) gesture of greeting
- c) turning the body and head towards the patient
- d) nod of head

6. In professional communication between a doctor and patients, postures are preferable

- a) symmetrical
- b) natural symmetrical
- c) natural asymmetrical closed
- d) natural asymmetrical open

7. Mandatory characteristics of a small group are

- a) contacts between its members
- b) mutual sympathy
- c) interaction of its members "face to face"
- d) psychological compatibility

8. The problem is best solved in a group when

- a) there are an equal number of active and passive group members
- b) all its members strive for leadership

- c) there is a certain combination of the number of active and passive group members
- d) one group member has more information than others

9. Group norms arise from

- a) official orders, instructions, etc.
- b) contacts between group members
- c) innate needs
- d) the aspirations of some group members for leadership

10. By conformity we mean

- a) uncritical subordination of the individual to group pressure
- b) individual resistance to group pressure
- c) cooperation between the individual and the group
- d) the individual's desire to dominate the group

Section 3. PEDAGOGY AS A SCIENCE

1. The need to transfer social experience arose:

- a) simultaneously with the emergence of society
- b) with the advent of technical teaching aids
- c) during the development of educational content
- d) with the development of pedagogy as a science

2. The purposeful process of training and education in the interests of the individual, society and the state is:

- a) social activity;
- b) formation of knowledge and skills;
- c) education;
- d) training.

3. The concept of personality is associated with the following concepts:

- a) emotionality, conflict, individuality
- b) person, individual, individuality
- c) individual, society, society

4. Self-education is of the following nature:

- a) massive
- b) individual
- c) creative
- d) group

5. The content of education means

- a) a list of curriculum subjects, the number of hours for their study, an indication of topics and sections

b) the totality of knowledge, abilities, skills, experience of creative activity and experience of an emotional and value-based attitude to reality, which the student must master

c) the circle of knowledge that each student acquires for his development, satisfying interests, inclinations and needs

d) means and techniques of perception, memorization and logical thinking that students learn

6. The advantage of traditional education is:

a) the ability to transmit a large amount of information in a short time

b) more memory oriented

c) more focused on thinking

d) promotes the development of creative abilities

7. Practical teaching methods include:

a) lectures

b) discussion

c) conversation

d) laboratory experiments

8. Verbal teaching methods include:

a) presentation

b) laboratory experiments

c) lecture

d) exercises

9. Self-education is:

a) mental education

b) polytechnic education

c) communist education

d) a person's conscious change of his personality in accordance with the requirements of society and a personal development plan

d) spontaneous education

10. The principle of humanization characterizes

a) permissiveness

b) respect for a person's right to be himself

c) development of students' cognitive powers

d) education of hard work

e) education of accuracy and thrift

Situational tasks

Section 2. Psychology in the medical profession

Task 1. You are a doctor in the therapeutic department of a hospital. You need to give recommendations on maintaining a healthy lifestyle to the patient upon discharge (male, 35 years old, smoker since 14 years old, leads a sedentary lifestyle, hypertension). What methods do you use to encourage a patient to adopt a healthy lifestyle?

Task 2. A man came for a consultation with an oncologist. Having collected an anamnesis, the doctor unceremoniously announced: "Yes, this is a big deal! Everything is hopeless." After analyzing the results of the patient's laboratory tests, he sadly shook his head, wrote down the diagnosis and silently gave a referral for further examination in the hospital. As a result, the patient was taken to the hospital with a nervous breakdown.

- a) Was the doctor right in this situation?
- b) What should the doctor have done to avoid a conflict situation?

Task 3. You are a general practitioner. You need to explain the need for influenza vaccination to: 1) a 45-year-old male patient, 2) parents of teenagers at a school meeting, 3) in a local television broadcast. Which methods will you choose?

UK-6

Interview

List of questions

Section 2. Psychology in the medical profession

1. Effective and destructive communication. Communication barriers.
2. Leadership and management - the relationship of concepts.
3. Leadership styles and their characteristics.
4. Making group decisions. Conformism.
5. Social and psychological climate of the group.
6. Communicative competence of the doctor.
7. Mechanisms of people's perception and understanding of each other.
8. Trust as a socio-psychological phenomenon in the activities of a medical worker.
9. The concept of emotional burnout syndrome and its manifestations.
10. Professional deformation of medical workers.

Section 4. PEDAGOGY IN MEDICINE

1. Stages and stages of professional development of the future doctor's personality.
2. Methods and means of educational work of a doctor.
3. Factors in the development of the personality of a future doctor.
4. Professional education of the future doctor at the university.
5. Participation of a specialist in educational programs.
6. Professional portrait of a doctor.

7. The concept of lifelong education. Goals and objectives of lifelong education.
8. Principles of lifelong education.
9. Components and functions of the continuing education system.
10. Continuing medical education.

Test control

Section 2. Psychology in the medical profession

1. Burnout syndrome is a consequence
 - a) lack of self-confidence and increased responsibility
 - b) excessive impressionability
 - c) professional incompetence
 - d) criticism from elders

2. Professional adaptation consists of
 - a) practicing practical skills
 - b) increasing the level of knowledge
 - c) establishing emotional distance with patients
 - G) improving professionalism, establishing an adequate emotional distance with patients, forming an individual medical “image”**

3. Reducing the psychological distance with the patient is acceptable
 - a) during prolonged communication with the patient
 - b) in a relationship with an aggressive patient
 - c) in situations where the patient’s life is threatened**
 - d) in the presence of mutual sympathy between the doctor and the patient

4. The patient's first impression of the doctor
 - a) develops in the first minutes of acquaintance
 - b) is formed during the first meeting between the doctor and the patient
 - c) develops gradually as they get to know each other better
 - d) unstable and quickly corrected under the influence of other impressions

5. A person who sets himself the goal of remembering and uses willpower uses what type of memory
 - a) involuntary
 - b) arbitrary**
 - c) direct
 - d) indirect

6. Features that hinder creative thinking are the following, except
 - a) tendency towards conformity

- b) the ability to see an object from a new angle**
 - c) rigidity of thinking
 - d) internal censorship
- 7. Tendency to care primarily about one's own personal good
 - a) selfishness**
 - b) prudence
 - c) modesty
 - d) pragmatism
- 8. A powerful, authoritarian model of the “doctor-patient” relationship with a fixed structure and rigid distribution of roles is a model
 - a) manuals**
 - b) partnerships
 - c) leadership-partnership
 - d) contract model
- 9. The doctor as a patient is
 - a) a grateful patient who makes the work of the attending physician easier
 - b) the same as all other patients
 - c) the most “difficult” and “atypical” patient**
 - d) the most “typical” patient
- 10. The first stage in a person’s assimilation of a social role is
 - a) establishing good relationships between a given individual and certain people
 - b) the individual’s agreement with the requirements of a given social role
 - c) obtaining by an individual information about the requirements of a given social role**
 - d) socialization of the individual

Section 4. PEDAGOGY IN MEDICINE

- 1. The patient’s ability and willingness to follow recommendations for a healthy lifestyle characterizes him**
 - 1) responsibility; 2) consciousness;
 - 3) personal maturity;
 - 4) competence.**

- 2. A form of expedient human activity aimed at preserving and strengthening health (according to Druzhilov S.A.) is:**
 - 1) healthy lifestyle;**
 - 2) sanogenic behavior; 3) hygiene; 4) self-preservation behavior.

- 3. The psychological significance of informing the patient is as follows:**
 - 1) avoid patient complaints; 2) satisfy the patient’s need for information;
 - 3) reduce the patient's anxiety;**
 - 4) solve the problem of patient focus.

4. The physical health of the patient is considered in the preventive work of the doctor as:

- 1) a resource for a fulfilling life;**
- 2) the meaning of life; 3) purpose; 4) the basis of a healthy lifestyle.

5. The specialist's readiness to convey information and clearly demonstrate is an expression of the following type of support:

- 1) medication; 2) social;
- 3) instrumental;**
- 4) emotional.

6. The psychological condition for increasing the patient's responsibility for the results of treatment is:

- 1) positive attitude towards recommendations; 2) personal resources; 3) support;
- 4) free choice.**

7. The specialist's willingness to listen, accept the patient's feelings, and express his position if necessary is an expression of the following type of support

- 1) emotional;**
- 2) social;
- 3) medicinal; 4) pedagogical.

8. Preventive work in modern conditions is considered as an aspect:

- 1) social work;
- 2) pedagogical work;**
- 3) formation of a general human culture; 4) provision of medical care.

9. Continuous education, which provides opportunities to realize the right to education throughout life, includes:

- 1) general education;
- 2) vocational education;
- 3) additional education and vocational training;**

10. Continuing education includes:

- 1) stimulation of constant self-education;
- 2) advanced training, retraining for changing conditions, constant self-education;**
- 3) constant professional development.

Situational tasks

Section 2. Psychology in the medical profession

Task 1. One employee complains to another about numerous and frequently repeated errors in her work. The second employee takes the complaints expressed as an insult. A conflict arises between them.

Question. What is the cause of the conflict? Identify the conflict situation.

Sample answer: The cause of the conflict is that one employee makes too many mistakes because of which the second employee suffers and has to correct them. Personal-functional conflict situation.

Task 2.The manager hired a specialist who must work subordinate to his deputy. The hiring was not approved by the deputy. The inability of the hired employee to perform his duties soon became evident. The deputy reports this to the manager with a memo...

Question. What would you do if you were a leader? Play through possible options. Weigh whether the hired employee is valuable; if so, talk to the deputy about what doesn't suit him about his subordinate.

Sample answer: Try to regulate the relationship between the deputy and the new employee, say it's better to take a closer look at him for a while. Send the employee to advanced specialization courses, if necessary. If the employee is not very valuable, call him, point out the shortcomings and lack of professionalism indicated in the deputy's note. Give time to join the team and correct your mistakes. If you can't handle it, fire him.

Task 3.In response to criticism from a subordinate, voiced at an office meeting, the boss began to find fault with him over trifles and increased control over his official activities.

Question. What is the cause of the conflict? Identify the conflict situation.

Sample answer: The cause of the conflict is hostility towards each other based on the discrepancy between values, attitudes, norms and principles.

6. Description of indicators and criteria for assessing competencies at the stages of their formation, description of assessment scales

	Levels of competency development		
	<i>Threshold</i>	<i>Sufficient</i>	<i>High</i>

Criteria	Competence has been formed. A threshold, satisfactory level of sustainable practical skill is demonstrated	Competence has been formed. Demonstrates a sufficient level of independence and sustainable practical skills	Competence has been formed. Demonstrates a high level of independence, high adaptability of practical skills
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Competency assessment indicators and rating scales

Grade “unsatisfactory” (not passed) or absence formation competencies	Grade "satisfactorily" (passed) or satisfactory (threshold) level of development competencies	Rating “good” (passed) or sufficient level mastering competence	Excellent rating (passed) or high level development competencies
The student’s inability to independently demonstrate knowledge when solving tasks, lack of independence in applying skills. The lack of confirmation of the development of competence indicates negative results in mastering the academic discipline.	The student demonstrates independence in applying knowledge, skills and abilities to solve educational tasks in full accordance with the model given by the teacher; for tasks the solution of which was demonstrated by the teacher, it should be considered that the competence is formed at a satisfactory level.	The student demonstrates independent application of knowledge, skills and abilities when solving tasks similar to the samples, which confirms the presence of developed competence at a higher level. The presence of such competence at a sufficient level indicates a stable practical skill.	The student demonstrates the ability to be completely independent in choosing a way to solve non-standard tasks within the discipline using knowledge, skills and abilities acquired both in the course of mastering this discipline and related disciplines; competence should be considered developed at a high level.

Criteria for evaluating forms of control:

Interviews:

Mark	Descriptors		
	strength of knowledge	the ability to explain the essence of phenomena, processes, and draw conclusions	logic and consistency of the answer

Great	strength of knowledge, knowledge of the basic processes of the subject area being studied, the answer is distinguished by the depth and completeness of the topic; mastery of terminology; logic and consistency of the answer	high ability to explain the essence, phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples	high logic and consistency of the answer
Fine	strong knowledge of the basic processes of the subject area being studied, distinguished by the depth and completeness of the topic; mastery of terminology; fluency in monologue speech, but one or two inaccuracies in the answer are allowed	the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; however, one or two inaccuracies in the answer are allowed	logic and consistency of the answer
satisfactorily	satisfactory knowledge of the processes of the subject area being studied, an answer characterized by insufficient depth and completeness of the topic; knowledge of the basic issues of theory. There may be several errors in the content of the answer	satisfactory ability to give reasoned answers and give examples; satisfactorily developed skills in analyzing phenomena and processes. There may be several errors in the content of the answer	satisfactory logic and consistency of the answer
unsatisfactory	poor knowledge of the subject area being studied, shallow coverage of the topic; poor knowledge of basic theoretical issues, poor skills in analyzing phenomena and processes. Serious errors in the content of the answer are allowed	inability to give reasoned answers	lack of logic and consistency in the answer

Test control grading scale:

percentage of correct answers	Marks
91-100	Great
81-90	Fine
71-80	satisfactorily
Less than 71	unsatisfactory

Situational tasks:

Mark	Descriptors			
	understanding the problem	analysis of the situation	situation solving skills	professional thinking
Great	full understanding of the problem. All requirements for	high ability to analyze a situation and draw conclusions	high ability to choose a method to solve a problem	high level of professional thinking

	the task have been met		Confident problem solving skills	
Fine	full understanding of the problem. All requirements for the task have been met	ability to analyze a situation and draw conclusions	ability to choose a method to solve a problem Confident problem solving skills	sufficient level of professional thinking. One or two inaccuracies in the answer are allowed
satisfactorily	partial understanding of the problem. Most of the job requirements have been met.	satisfactory ability to analyze a situation and draw conclusions	satisfactory situation-solving skills	sufficient level of professional thinking. More than two inaccuracies in the answer are allowed
unsatisfactory	misunderstanding of the problem. Many requirements for the assignment have not been met. No answer. There was no attempt to solve the problem	low ability to analyze the situation	insufficient situation-solving skills	absent