

**PRIVATE HIGHER EDUCATIONAL INSTITUTION
"INTERNATIONAL ACADEMY OF ECOLOGY AND MEDICINE"
Department of Social Medicine and Humanitarian Disciplines**

WORKING PROGRAM OF EDUCATIONAL DISCIPLINE

"MEDICAL PSYCHOLOGY"

LEVEL OF HIGHER EDUCATION Second (master's) level
DEGREE OF HIGHER EDUCATION Master's degree
BRANCH OF KNOWLEDGE 22 Healthcare
SPECIALTY 222 Medicine

Reviewed and approved
at the meeting of the department of social medicine
and humanitarian disciplines
Protocol No. 1, dated August 01, 2017

Kiev 2017

Working program of education discipline Medical Psychology for the preparation of students of higher education of the second (master's) level of higher education in specialty 222 Medicine.

INTRODUCTION

The study program of the academic discipline "Medical Psychology" is compiled in accordance with the Standard of Higher Education of Ukraine for diploma training of specialists of the second (master's) level, field of knowledge 22 - "Health care", specialty - 222 "Medicine", educational qualification "Master of Medicine", professional qualification "Physician", in the creation of the discipline, they were guided by exemplary programs of a number of universities of Ukraine, in particular for the Work program of the educational discipline "Medical Psychology" of the educational and qualification level "Master" of the Department of Psychiatry, Psychology and Sexology of the Lviv National Medical University named after Danylo Halytskyi (in terms of formal features, in terms of content, the proposed program is original, based on scientific, practical and pedagogical experience of the authors of the program - doctors of medical sciences in the fields of: "Medical psychology" and "Psychiatry").

Description of the academic discipline (abstract). According to the curriculum, students study the discipline "Medical Psychology" in the 3rd year, in the 5th semester. The discipline lays the foundation for students' further assimilation of knowledge and skills from clinical professional-practical disciplines, promotes understanding and mastering of communication skills with patients, understanding of their psychological state.

Informative description of the initial discipline

Name of indicators	Field of knowledge, direction of training, educational and qualification level	Characteristics of the academic discipline
		full-time education
The number of credits is 1.5	Branch of knowledge 22 "HEALTHCARE"	Normative (optional)
	Training direction "Medicine"	
There are 2 sections	Specialty: 222 "Medicine"	Year of preparation:
There are 2 content sections		3rd
The total number of hours is 45		5th semester
		Lectures
	Education level: master	10 hours
		Practical training
		20 hours
		Independent work
		15 hours
		Type of control:
		Diff. test

The subject of study of the academic discipline is: psychological features of a sick person, their diagnosis and correction.

Interdisciplinary connections . Academic discipline "Medical psychology" integrates with theoretical disciplines: foundations of psychology, philosophy, pedagogy and all clinical disciplines: therapeutic, pediatric, surgical, and especially with psychiatry and medical rehabilitation, since its subject is the psychology of a sick person.

1.2. The main tasks of studying the discipline are:

- studying the basic foundations of human psychology;
- understanding of the general patterns of development of the psychology of a sick person;
- mastering the concept of "internal picture of the disease";
- theoretical aspects of psychosomatic and somatopsychic interaction;
- understanding the specifics of the psychological characteristics of patients with various diseases;
- knowledge of the principles of diagnosis of psychological characteristics of a sick person;
- the ability to correct the psychological state of a sick person;
- understanding the psychology of patient-medical worker relationships;
- orientation in the main methods of prevention, psychological correction and psychotherapy for the purpose of providing assistance to patients;

1.3. Competences and learning outcomes, the formation of which contributes to the discipline.

According to the requirements of the Standard, the discipline ensures that students acquire the following **competencies**:

– **Integral** : the ability to interpret general psychological patterns, that lie in based on the processes of the psychological life of a sick person.

– **General**:

1. The ability to think abstractly, analysis and synthesis of psychological knowledge; the ability to constantly learn and acquire modern knowledge based on the achievements of psychology and medical psychology.
2. Ability to apply acquired knowledge in one's practical activities.
3. Ability to adapt and act in a new situation.
4. Efforts to create a favorable psychological environment in the team.
5. Knowledge and understanding of medical psychology, application of this knowledge in mastering related fundamental disciplines and ability to use them in health care practice.

– **Special (professional)**:

1. The ability to use knowledge in the practical activities of a doctor psychology of a healthy and sick person.
2. The ability to apply knowledge of the peculiarities of the ontogenesis of human mental activity and its connection with ontogenesis in the diagnosis and treatment of various human diseases.
3. Ability to apply knowledge of psychological features of a sick person for diagnosis, prevention and treatment of psychosomatic human diseases, development of psychoprophylaxis measures.
4. Ability to assess the impact of external psychological factors on human health, use of one's own professional activity to preserve the psychological health of citizens.

Detailing of competencies in accordance with the NQF descriptors in the form of the "Competence Matrix":

N o	Competence	Knowledge	Skill	Communication	Autonomy and responsibility
1	2	3	4	5	6
Integral competence					
The ability to interpret general psychological patterns that underlie the life processes of a healthy and sick person					
General competences					
1	Ability to system and abstract thinking, analysis and synthesis of psychological knowledge; the ability to constantly learn and acquire modern knowledge	Know the methods of analysis, synthesis and further modern education in psychology and medical psychology	Be able to analyze information, make informed decisions, be able to acquire up-to-date knowledge of the subject	Establish appropriate connections to achieve goals in matters of medical psychology	To be responsible for the timely acquisition of knowledge
2	Ability to apply acquired knowledge in one's practical activities	Have specialized conceptual knowledge acquired in the learning process	To be able to solve complex tasks and problems that arise in the professional activity of a doctor	Clear and unambiguous presentation of one's own conclusions, knowledge and explanations	Be responsible for making decisions in difficult conditions
3	Ability to adapt and act in a new situation	Know the types and methods of adaptation, the principles of action in a new situation	Apply means of self-regulation, adapt to new situations, (circumstances) of life	Establish appropriate connections to achieve results	To be responsible for the use of self-regulation methods
Special (professional) competences					
1.	The ability to use knowledge of medical psychology in the practical activities of a doctor	Knowledge of the hierarchy of spheres of mental activity, their interrelationship, structural and functional organization of the central nervous system; peculiarities of psychological development in ontogenesis	To be able to distinguish between scientific and parascientific concepts regarding psychological knowledge	To be able to explain to the patient and his family the main psychological characteristics of a sick person;	Be responsible for mastering relevant knowledge and skills
2.	To be competent in the mechanisms of development of the psychology of a sick person.	Know the concept of "internal picture of the disease", psychosomatic and somatopsychic relationships	Be able to interpret the conclusions of psychologists regarding the violation of the spheres of mental activity, analyze the results of psychological research,	Explain to the patient and relatives the possible psychological causes of diseases or their complications	To be responsible for the psychological interaction with the patient and his relatives
3.	Competence regarding issues of psychological diagnosis of a sick person	To know about verbal and non-verbal methods of psychological diagnosis, the principles of conducting psychological research	To be able to interpret the results of psychological research	Be able to explain the results of psychological research to the patient and his relatives	To be responsible for deontological and psychoprophylactic aspects of interaction with the patient and his relatives
4.	Competence in issues of psychoprophylaxis and psychological correction	To know the basic principles and methods of psychological correction of the IPD of a sick person, methods of psychotherapy	Be able to carry out psychological correction of the IPD of a sick person	To be able to interact with patients and their relatives who have psychological characteristics of the personality	To be responsible for the psychological interaction with difficult patients and their relatives
5.	Competence in matters of psychological interaction in the medical team	Knowledge of the basics of conflict theory and the principles of burnout prevention at the workplace	To be able to carry out psycho-prophylactic work in the medical team	To be able to interact with middle and junior medical workers.	To be responsible for increasing the psychological competence of medical personnel

Learning outcomes:

Integrative learning outcomes, the formation of which is facilitated by education discipline: "Medical Psychology" lays the foundation for the further formation of the following program learning outcomes in accordance with the Standard of Higher Education of Ukraine for the diploma training of specialists of the second (master's) level of the "Medicine" specialty:

1. Understand psychological features personality of a sick person, psychosomatic and somatopsychic relationships .
2. To be able to interpret the results of psychological research
3. Know the basic methods of psychological correction and psychotherapy
4. Carry out psychological correction of the "internal picture of the disease" of a sick person, be able to psychologically interact with relatives of patients
5. Use means of self-regulation and establishment of psychological interaction with colleagues
6. To carry out psycho-prophylactic work among patients, their relatives, in the process of working with families, in teams, through mass media.

Learning outcomes for the discipline:

After completing the study of the discipline "Medical Psychology", students should know:

- the main spheres of mental activity, their hierarchy and interaction;
- the principles of motivating patients to pro-healthy behavior and informing them of an unfavorable prognosis;
- ontogenetic development of spheres of human mental activity;
- psychological characteristics of a sick person;
- the current state of knowledge about the social dimension of health and disease, the impact of the social environment (family, social relationship networks) and social inequalities on health, and socio-cultural differences and the role of social stress in health and self-destructive behaviors;
- disability and socio-cultural barriers, as well as the concept of health-related quality of life;
- build an atmosphere of trust throughout the treatment process;
- give advice on adherence to therapeutic recommendations and pro-health lifestyle;
- the essence of psychosomatic and somatopsychic relationships;
- basic principles and methods of psychological diagnosis;
- understands the psychosocial consequences of hospitalization and chronic disease;
- the basic psychological mechanisms of human functioning in health and disease;
- the issues of adaptation to illness as a difficult situation, the stages of adaptation to threatening events and the needs of patients, dying and the bereavement process of the family;
- basic methods of psychological correction and psychotherapy;
- principles of psychoprophylaxis;
- apply psychological motivational and supportive interventions to a basic degree;
- methods of preventing medical staff burnout and principles of self-regulation

Upon completion of the "Medical Psychology" discipline, students should be able to:

- distinguish between scientific and parascientific theories regarding the psychology of a healthy and sick person;
- interpret the results of psychological research;
- carry out correction of the IPD of a sick person;
- interact psychologically with patients and their relatives;
- to resolve the issue of complex psychological situations in the interaction of colleagues;
- adhere to the principles of medical ethics and deontology;
- conduct psychological self-regulation to prevent "professional burnout";
- use elementary methods of psychological correction;
- to carry out psycho-prophylactic work in the medical team and among the population.

Upon completion of the "Medical Psychology" discipline, students ready to:

- recognizing and recognizing one's own limitations and making;
- self-assessment of deficits and educational needs; - use of objective sources of information;

2. Information volume of the academic discipline

45 hours are allocated to the study of the academic discipline (10 hours of lectures, 20 practical classes, 15 hours of SRS), 1,5 ECTS credits. The discipline is studied in the 3rd year in the 5th semester. The discipline program is structured into **two sections** .

Chapter 1. General aspects of medical psychology.

Specific goals of the chapter:

- Interpret the concept of psychological processes.
- Classify and define conditionally selected areas of human mental activity.
- Interpret the meaning of the processes occurring as psychological in normal and pathological conditions.
 - Learn the concepts of stress, distress and the "internal picture of the disease" (IC), which are observed when pathological processes occur.
 - Interpret modern verbal and non-verbal methods of studying psychological states of a person.
 - Interpret the meaning of the results of psychological research.
 - To analyze the psychological changes of the personality based on the results of psychological research.
 - To explain the concepts of mental hygiene and psychoprophylaxis in relations with patients, their relatives and in the medical team.
 - Interpret the significance of the modern method of cell culture for biology and medicine.

Content section 1. General aspects of medical psychology.

Topic 1. Subject, tasks and methods of medical psychology.

Subject, main tasks and structure of medical psychology. Methods of medical and psychological research. Development of medical psychology in the world and in Ukraine. The role of medical psychology in understanding the unity of somatic and mental. Psychosomatic interactions, basic theoretical concepts. Definition of mental health, WHO criteria

Topic 2. The concept of mental health and diseases. Mental hygiene and psychological prevention.

Characterization of the main properties of cognitive mental processes, emotional and volitional processes, individual psychological characteristics of the personality. Approaches to understanding the mental norm. Criteria of mental health in different theories of personality. A concept focused on nosology and the norm (negative and positive criteria of the norm). Distinguishing "nozoz" and "pathos". Clinical and functional diagnostics. Mental hygiene and psychological prevention, their structures. Principles of psychoprophylaxis in work, household, family and sexual relations.

Topic 3. Psychosomatic approach in medical psychology. Psychology of stress.

Psychosomatic theories in medicine. Psychosomatic relations. Influence of psychological factors on the course of somatic disorders. Classifications of psychosomatic disorders. Prevention and psychological treatment of psychosomatic disorders. Emotional stress as a factor in the pathogenesis of psychosomatic disorders. Mechanisms of psychological protection and coping. Diathesis-stress model. The placebo effect as a psychosomatic phenomenon. Use of placebo in medicine.

Topic 4. Internal picture of the disease.

The internal picture of the disease (IPD) and its significance in clinical practice. Factors that affect the formation of IPD. Classification of types of IPD. Methods of diagnosis of IPD. The main principles of psychological adaptation to the disease and the doctor's treatment tactics for patients with maladaptive forms of IPD. The influence of IPD on the further course of the disease and prognosis. Exacerbation, simulation, dissimulation, hospitalization, nosogeny. Principles of psychotherapeutic correction of IPD, doctor's tactics in relation to patients with pathologies of the reaction to disease type.

Topic 5. Psychology of the diagnostic and treatment process.

Psychology of the diagnostic process (psychological aspects of information gathering during a clinical interview, the patient's perception of the doctor, the psychology of diagnosis and choice bias in medicine). Transfer of information about diagnosis, prognosis and further treatment. Psychology of the treatment process (patient compliance and factors influencing it; therapeutic alliance; psychology of drug addiction). Psychological interaction with the patient's family. Medical ethics and deontology. Basic principles and ethically problematic situations in medicine. Ethical models of "doctor-patient" relations.

Chapter 2. Applied aspects of medical psychology.

Specific goals of the chapter:

- To learn the psychological features of patients with therapeutic and psychosomatic diseases, the ability to communicate, interpret the results of their psychological studies, correct their IPD
- To understand the psychological characteristics of patients at various stages of ontogenesis, to recommend, if necessary, appropriate psychological diagnosis and correction of VC, to be able to timely diagnose psychological disorders of the autistic spectrum and diseases accompanied by dementia.
- To know the stages of psychological experiences of patients with incurable diseases according to Kübler-Ross, to be able to communicate with such patients, to overcome their experiences and "burnout" when communicating with such patients.
- Be able to interpret the psychological reactions of patients with a surgical profile, conduct psychological preparation for surgical intervention, postoperative conversations
- To differentiate the condition of patients with oncological diagnoses in order to prevent their suicides.
- Be able to carry out prenatal and postpartum psychoprophylaxis, establish the presence of postpartum depression, distinguish between the manifestations of endogenous and exogenous depression, understand their consequences and refer to specialists (psychologists and/or psychiatrists, depending on the condition) for appropriate correction or treatment.
- Recommend a set of health measures to patients with climacteric disorders.
- Conduct psycho-prophylactic conversations with patients at various stages of life crisis situations.
- Distinguish the psychological characteristics of patients with neuroses and psychoses for timely referral to appropriate specialists.
- Be able to conduct family discussions in the presence of addictive behavior in patients

Content section 2. Applied aspects of medical psychology.

Topic 6. Medical psychology in internal medicine

Mental disorders in somatic diseases. Psychosomatic disorders of the cardiovascular system, respiratory and digestive organs. Psychological features of patients with dermatological problems. Somatopsychic correlates. IPD of patients with a therapeutic and dermatological profile, its correction.

Topic 7. Medical psychology in gerontology and pediatric practice

Pathopsychological and psychosomatic manifestations in children and adolescents. Hospitalism in children. Peculiarities of the child's attitude to the disease, depending on age. The behavior of medical personnel regarding the treatment of children. Deviations in the formation of the child's personality are possible with a long and unfavorable course of the disease.

General principles of examination and assessment of elderly patients. Psychosomatic disorders in elderly patients. Principles of prevention and therapy in elderly patients. Psychological problems of dying and death. Psychological aspects of palliative care.

Topic 8. Medical psychology in surgery and oncology

Psychological problems in surgery. Psychological features of patients in a surgical hospital. Attitude of patients to surgical intervention. Pathological desire for surgery (actual disorders in surgery). Psychological correction of pathological types of IPD in surgical patients. Psychological problems in oncology. Psychosocial theories of cancer. IPD in cancer patients. Psychological disorders in cancer patients. Stressful medical procedures and psychological support of cancer patients.

Topic 9. Medical psychology in obstetrics and gynecology

Psychological problems in obstetrics and gynecology. Psychological features of pregnant women at different stages of pregnancy and in the postpartum period. Prenatal psychoprophylaxis. Mental disorders after childbirth. Psychological characteristics of women with gynecological disorders. Psychological aspects of menopause. Psychoprophylactic work of patients at the stage of climacteric disorders.

Topic 10. Medical psychology in psychiatry.

Psychology in mental disorders. Psychological theories and classification of neuroses. Factors that cause neuroses. Psychological meaning of anxiety, obsessive-compulsive disorder and depression. Psychological help for mental disorders. Psychological aspects of addiction, their typical patterns. Psychological mastery and the concept of psychological professional "burnout".

3. The structure of the academic discipline

The name of meaningful sections and topics	Number of hours			
	In total	Including		
		l	p	s.s.
<i>Content section 1. General aspects of medical psychology.</i>				
Topic 1. Subject, tasks and methods of medical psychology.	5	2	2	1
Topic 2. The concept of mental health and diseases. Mental hygiene and psychological prevention.	5	2	2	1
Topic 3. Psychosomatic approach in medical psychology. Psychology of stress.	5	2	2	1
Topic 4. Internal picture of the disease.	5	2	2	1
Topic 5. Psychology of the diagnostic and treatment process.	5	2	2	1
<i>Together by chapter 1</i>	25	10	10	5
<i>Content section 2. Applied aspects of medical psychology.</i>				
Topic 6. Medical psychology in internal medicine	4	-	2	2
Topic 7. Medical psychology in gerontology and pediatric practice	4	-	2	2
Topic 8. Medical psychology in surgery and oncology	4	-	2	2
Topic 9. Medical psychology in obstetrics and gynecology	4	-	2	2
Topic 10. Medical psychology in psychiatry.	4	-	2	2
<i>Together by chapter 2</i>	20	-	10	10
<i>TOTAL FROM THE DISCIPLINE</i>	45	10	20	15

4. Topics of lectures

No.	Topics names	Hours
1.	Subject, tasks and methods of medical psychology	2
2.	The concept of mental health and diseases. Mental hygiene and psychological prevention	2
3.	Psychosomatic approach in medical psychology. Psychology of stress.	2
4.	Internal picture of the disease	2
5.	Psychology of the diagnostic and treatment process	2
	IN TOTAL	10

5. Topics of seminar classes are not provided for in the program.

6. Topics of practical classes.

No.	Topics names	Hours
Chapter 1. General aspects of medical psychology.		
1.	Subject, tasks and methods of medical psychology	2
2.	The concept of mental health and diseases. Mental hygiene and psychological prevention	2
3.	Psychosomatic approach in medical psychology. Psychology of stress.	2
4.	Internal picture of the disease	2
5.	Psychology of the diagnostic and treatment process	2
Chapter 2. Applied aspects of medical psychology.		2
6.	Medical psychology in internal medicine	2
7.	Medical psychology in gerontology and pediatric practice	2
8.	Medical psychology in surgery and oncology	2
9.	Medical psychology in obstetrics and gynecology	2
10	Medical psychology in psychiatry.	2
	IN TOTAL	20

7. Topics of laboratory classes are not provided by the program

8. Topics for independent studies

No.	Topic name	Hours
Chapter 1. General aspects of medical psychology.		
1.	Subject, tasks and methods of medical psychology	1
2.	The concept of mental health and diseases. Mental hygiene and psychological prevention	1
3.	Psychosomatic approach in medical psychology. Psychology of stress.	1
4.	Internal picture of the disease	1
5.	Psychology of the diagnostic and treatment process	1
Chapter 2. Applied aspects of medical psychology.		
6.	Medical psychology in internal medicine	2
7.	Medical psychology in gerontology and pediatric practice	2
8.	Medical psychology in surgery and oncology	2
9.	Medical psychology in obstetrics and gynecology	2
10.	Medical psychology in psychiatry.	2
IN TOTAL		15

9. Individual tasks.

Individual tasks are one of the forms of organization of education at the university, which aims to deepen, generalize and consolidate the knowledge that students receive in the process of learning, as well as the application of this knowledge in practice. Individual tasks are performed by students independently under the guidance of the teacher.

Individual tasks include: writing abstracts and creating multimedia presentations with reports at meetings of the scientific student circle of the department, communicating with patients, conducting psychological research, participating in the scientific and research work of the department, participating in writing theses and articles for reports at student scientific conferences.

List of tasks for individual student work: compiling psychological crosswords from the relevant sections of the academic discipline; participation in the work of the student scientific circle and speeches at scientific forums; participation in the student Olympiad in discipline; selection of video and audio materials from sections of the academic discipline; selection of materials and creation of a presentation on a relevant topic or section of the discipline.

Topics for individual tasks

No.	Topics for individual tasks (preparation of messages, presentations)
1.	The impact of chronic diseases on the human psyche
2.	Personality of the doctor. Professional deformities of doctors. Emotional burnout.
3.	Psychological features of patients with cardiovascular diseases (heart disease, angina and myocardial infarction, hypertension). Medical and psychological assistance .
4.	Psychological features of patients with lung diseases (asthma, pneumonia, bronchitis). Medical and psychological assistance
5.	Psychological features of patients with gastrointestinal diseases (gastritis, gastric and duodenal ulcers, irritable bowel syndrome). Medical and psychological assistance.
6.	Psychological features of patients with endocrine diseases (diabetes, hyperthyroidism, Itsenko-Cushing syndrome, etc. mental disorders caused by steroid-hormonal treatment). Medical and psychological assistance.
7.	Disorders of children's psychological development (language disorders, academic skills, motor functions). Medical and psychological assistance.
8.	Psychological features of patients with dementia (Alzheimer's disease, Pick's disease, vascular dementia and others). Medical and psychological assistance to patients and their families.
9.	Psychology of patients with malignant tumors. Medical and psychological assistance.
10.	Psychological features of patients with congenital and acquired defects of the body, musculoskeletal system and facial injuries (defects). Medical and psychological assistance.
11.	Psychological characteristics of patients with sensory impairments (blind, deaf, mute). Medical and psychological assistance.
12.	Medical and psychological assistance to patients with behavioral and emotional disorders that begin in childhood and adolescence (hyperactive disorders, behavioral disorders).
13.	Medical and psychological assistance to persons suffering from mental retardation and their families.
14.	Medical and psychological assistance to patients with psychological and behavioral disorders related to sexual development and orientation.

10. Tasks for independent work

<i>No.</i>	<i>Topic name</i>	Topics of classroom classes, on which S.S. is considered and control is carried out
Chapter 1. General aspects of medical psychology.		
1.	Present examples of verbal and non-verbal methods of psychological diagnosis, conduct them with classmates	Subject, tasks and methods of medical psychology
2.	Develop samples of psychoprophylactic work for schoolchildren or the elderly	The concept of mental health and diseases. Mental hygiene and psychological prevention
3.	Develop a graphic diagram of stress and distress, investigate their difference	Psychosomatic approach in medical psychology. Psychology of stress.
4.	Investigate (with the preservation of medical confidentiality and ethical norms) the peculiarities of IPD among your acquaintances	Internal picture of the disease
5.	Prepare a message on the topic of psychoprophylactic work with medical personnel	Psychology of the diagnostic and treatment process
Chapter 2. Applied aspects of medical psychology.		
6.	Conduct research on the level of anxiety in patients with a therapeutic profile	Medical psychology in internal medicine
7.	Conduct psychological research on the level of depression in gerontological patients	Medical psychology in gerontology and pediatric practice
8.	Investigate the level of transferred stress in patients with a surgical profile or oncological patients	Medical psychology in surgery and oncology
9.	Learn the principles of psychoprophylaxis for pregnant women	Medical psychology in obstetrics and gynecology
10.	Prepare a comparative table of psychological disorders in patients with neuroses and psychoses	Medical psychology in psychiatry.

11. Teaching methods

The types of training according to the curriculum are: lectures; practical training; independent work of students.

The lectures cover the main theoretical material of a single or several topics of the academic discipline, reveal the main problematic issues of the relevant sections of the discipline.

Practical classes involve a detailed examination by students of individual theoretical provisions of the academic discipline with the teacher and the formation of the skills and abilities of their practical application through the student's individual performance of formulated tasks and solving situational problems.

The independent work of students involves the student's mastery of the educational material, namely, the independent study of individual topics of the academic discipline in the time free from mandatory educational classes, and also involves preparation for all types of control. The educational material of the discipline provided by the working curriculum for assimilation by the student in the process of independent work is submitted to the final control along with the educational material that was worked out during classroom classes.

According to the nature of the logic of knowledge, methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive. According to the level of independent mental activity, methods are used: problem-based, partially research-based, research.

According to sources of knowledge, teaching methods are used: verbal (verbal), visual, practical, independent work of students, use of media resources, innovative methods

1. Verbal methods: lecture, explanation, story, debate, discussion
2. Visual methods: illustration, demonstration: figure diagrams and drawings on the board; video and photo presentations (using multimedia software)
3. Practical methods: performing practical work and solving situational tasks to develop skills and abilities;
4. Students' independent work on understanding and assimilation of new material
5. Use of control and educational computer programs
6. Innovative teaching methods: business game, brainstorming, case method.

The complex use of various methods of organization and implementation of educational and cognitive activities of students and methods of stimulating and motivating their studies, which contribute to the development of the creative foundations of the personality of the future specialist, taking into account the individual characteristics of the participants in the educational process and communication, is foreseen.

12. Control methods

Current control is carried out on the basis of control theoretical knowledge, practical skills and abilities. **Forms of current control** are: oral survey (frontal, individual, combined), interview; practical verification of professional skills (carried out based on the results of practical work at the end of the lesson), independent and individual work of students.

The final (summary) control of the sections is conducted at the end of the section in the form of control of theoretical knowledge and practical skills .

Pedagogical control is carried out in compliance with the requirements of objectivity, individual approach, systematicity and systematicity, comprehensiveness and professional focus of control.

Such methods of control as oral, written and test are used, which should contribute to increasing the motivation of students-future specialists for educational and practical activities. According to the specifics of professional training, preference is given to theoretical knowledge and development of practical skills.

13. Form of final control of study success .

The final control of the discipline is carried out on the basis of theoretical control knowledge, practical skills and abilities.

Forms of final control: practical verification of acquired knowledge and professional skills, oral survey of students.

Final control of Sections I and II - credit.

The semester ends with the assessment with points on a scale of 200.

14. Scheme of accrual and distribution of points received by students.

Evaluation of current educational activity . During the assessment of mastery of each topic for the current educational activity, the student is given grades on a 4-point (national) grading scale. At the same time, all types of work provided for by the discipline program are taken into account. The student must receive a grade in each topic. Estimates given on a traditional scale are converted into points. The final grade for the current educational activity is recognized as an arithmetic average (the sum of grades for each class is divided by the number of classes in the semester) and is converted into points according to **Table 1**.

Table 1. Recalculation of the average grade for the current activity into a multi-point scale (for disciplines ending with a differential credit)

4-point scale	120-point scale	4-point scale	120-point scale	4-point scale	120-point scale	4-point scale	120-point scale
5	120	4.45	107	3.91	94	3.37	81
4.95	119	4.41	106	3.87	93	3.33	80
4.91	118	4.37	105	3.83	92	3.29	79
4.87	117	4.33	104	3.79	91	3.25	78
4.83	116	4.29	103	3.74	90	3.2	77
4.79	115	4.25	102	3.7	89	3.16	76
4.75	114	4.2	101	3.66	88	3.12	75
4.7	113	4.16	100	3.62	87	3.08	74
4.66	112	4.12	99	3.58	86	3.04	73
4.62	111	4.08	98	3.54	85	3	72
4.58	110	4.04	97	3.49	84	Less than 3	Not enough
4.54	109	3.99	96	3.45	83		
4.5	108	3.95	95	3.41	82		

The maximum number of points that a student can score for the current educational activity for admission to the diff. credit is 120 points.

The minimum number of points that a student must score for the current educational activity for admission to the diff. the credit is 72 points. The calculation of the number of points is carried out on the basis of the grades received by the student on a 4-point (national) scale during the study of the discipline, by calculating the arithmetic mean (CA), rounded to two decimal places.

Assessment of individual student tasks . Points for individual tasks are awarded only under conditions of their successful completion and defense. The number of points awarded for different types of individual tasks depends on their volume and importance, but no more than 10-12 points. They are added to the sum of points scored by the student in classes during the current educational activity. In no case can the total amount for the current activity exceed 120 points.

Assessment of students' independent work . Students' independent work, which is provided for by the topic of the lesson along with classroom work, is evaluated during the current control of the topic in the corresponding lesson. The mastery of topics that are presented only for independent work is checked during the final control.

The maximum number of points that a student can score while taking the diff. credit is **80 points**.

The evaluation of the final control is considered passed if the student scored at least 60% of the maximum number of points (for a 200-point scale – at least **50 points**).

Determining the number of points a student has scored in a discipline: the number of points a student has scored in a discipline is determined as the sum of points for the current educational activity and for the final control (dif. credit).

Conversion of the number of points from the discipline into grades on the ECTS scale and on the four-point (traditional) scale

Subject scores are independently converted to both the ECTS scale and the national grading scale, but not vice versa. **Table 2.**

Criteria for setting the assessment according to the traditional 4-point and ECTS scale for taking the exam :

Score in points	Rating by national scale	Rating according to the ECTS scale
180-200	Perfectly	A
160-179	Fine	B
150-159		C
130-149	Satisfactorily	D
120-129		E
50-119	Unsatisfactorily	FX
0- 49		F

Evaluation criteria

During the evaluation of the mastery of each topic for the current educational activity, the higher education applicant is given grades according to the national (traditional) scale, taking into account the approved evaluation criteria:

- *grade "excellent" (5)* - the student flawlessly mastered the theoretical material of the topic of the lesson, demonstrates deep and comprehensive knowledge of the relevant topic, the main provisions of scientific primary sources and recommended literature, thinks logically and constructs an answer, freely uses the acquired theoretical knowledge when analyzing practical material, expresses his attitude to certain problems, demonstrates a high level of assimilation of practical skills;
- *grade "good" (4)* - the student has mastered the theoretical material of the lesson well, has the main aspects from primary sources and recommended literature, presents it with arguments; possesses practical skills, expresses his thoughts on certain problems, but certain inaccuracies and errors are assumed in the logic of the presentation of theoretical content or in the performance of practical skills;
- *rating "satisfactory" (3)* - the student has basically mastered the theoretical knowledge of the subject, orients himself in primary sources and recommended literature, but answers unconvincingly, confuses concepts, additional questions cause the student uncertainty or lack of stable knowledge; when answering questions of a practical nature, reveals inaccuracies in knowledge, does not know how to evaluate facts and phenomena, connect them with future activities, makes mistakes when performing practical skills;
- *rating "unsatisfactory" (2)* - the student has not mastered the educational material of the topic, does not know scientific facts, definitions, hardly orients himself in primary sources and recommended literature, lacks scientific thinking, practical skills are not formed.

Estimates given on a traditional scale are converted into points. The minimum number of points that a student must score for the current academic activity per semester for admission to the exam is 120 points.

Methodical support

1. Working curriculum of the discipline;
2. Plans of lectures, practical classes and independent work of students;
3. Abstracts of lectures on the discipline;

4. Methodical recommendations and developments for the teacher;
5. Methodical instructions for practical classes for students;
6. Methodical materials that ensure independent work of students;
7. Test and control tasks for practical classes;
8. Questions to control the assimilation of the section;
9. List of questions for the exam, tasks for testing practical skills during the exam.

Recommended Books

Basic literature

1. Carr A. Handbook of child and adolescent clinical psychology. - NY: Routledge, 2018. - 985 p.
2. Medical psychology. Study guide, recommendation. MONU for university students / Pshuk N.G., Markova M.V., Kondratyuk A.I., Stukan L.V. - Vinnytsia, 2018. - 136 p.
3. Basics of general and medical psychology in higher education / Teaching manual / under the editorship. R.I. Bilobryvky - 2018. - 286 p.

Supporting literature.

1. Gleitman H., Gross J., Reisberg D. Psychology. - New York - London: WW Norton and Company, 2011. - 522 p.
2. Plante Th.G. Modern clinical psychology. - N.-Y: John Wiley & Sons, Inc., 2005. - 618 p.
3. Mayo R. Sharp M., Carson A. ABC of psychological medicine. - London: BMJ Publishing Group, 2003. - 57 p.
4. Riznyk J.N., Guli J.M., Mineka S. Abnormal psychology. - London: Pearson Publishing, 2013. - 816 p.
5. Stricker G., Widiger Th.A. Clinical psychology // Handbook of psychology, V.8. - N.-Y: John Wiley & Sons, Inc., 2003. - 615 p.
6. Pomerants A.M. Clinical psychology: science, practice and culture. - Thousand Sands: SAGE Edition, 2011. - 543 p.

Information resources:

1. http://nmu.ua/wp-content/uploads/2017/10/for_III_year_students_medical_faculty.pdf
2. <http://opl.apa.org/>
3. <http://watchdocumentary.org/topvideos.html?c=psychology>
4. <http://freevideolectures.com/Course/2589/Introduction-to-Clinical-Psychology/1>

Approved:



В.о.Пектора /Acting Rector

Iryna DOROSHENKO