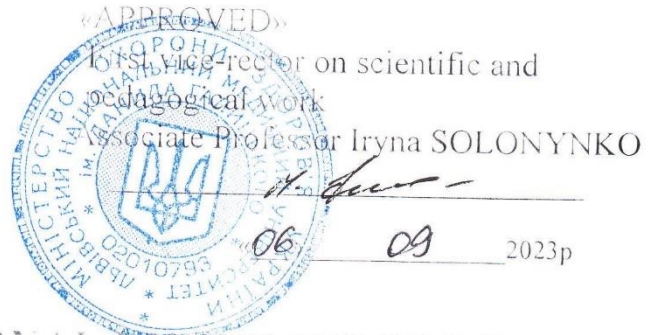


DANYLO HALYTSKY LVIV NATIONAL MEDICAL UNIVERSITY
DEPARTMENT OF PSYCHIATRY, PSYCHOLOGY AND SEXOLOGY



WORKING EDUCATIONAL DISCIPLINE PROGRAM

OK 38 "MEDICAL PSYCHOLOGY"

Second (master's) level of higher education

Field of knowledge 22 "Healthcare"

specialty 222 "Medicine"

Discussed and approved at the educational-
methodical meeting of the Department of
Psychiatry, Psychology and Sexology

Protocol No 9 dated 4 May 2023

Head of the Department


Prof. Rostyslav BILOBRYVKA

Approved

by the Profile Methodical Board on
Therapeutic Disciplines

Protocol No3 dated 4 May 2023

Head of the Board


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Introduction

The program of study of the discipline "Medical psychology" is compiled in accordance with the standard of higher education of Ukraine in the field of knowledge 22 "Healthcare" specialty 222 "Medicine" educational program "Master of Medicine"

Course description (abstract).

Academic discipline "Medical Psychology" is taught to third-year students of the "Medicine" specialty. Discipline lays the foundation for students' study of the concept of the functioning of the mental sphere of a person, forms knowledge about the psychological peculiarities of a person with somatic diseases, the types of response to the disease, the peculiarities of the doctor's communication with patients in the treatment and diagnostic process, as well as the peculiarities of psychosomatic disorders in and psychotherapeutic methods of correction.

Discipline "Medical Psychology" is based on the knowledge of medical biology, normal and pathological physiology, the basics of psychology, pharmacology and epidemiology. The general concept of teaching the discipline involves the integration of the acquired knowledge into the future professional activity of the doctor. Educational activities of students are monitored during practical classes in accordance with specific goals. The following methods of assessing of the of students' knowledge level are used:

testing, written or oral answers to control questions, control of practical skills. The final control of students' knowledge in the form of a credit is carried out upon completion of the study of the discipline. Assessment of student achievement in the discipline is a rating, it is rated on a multi-point scale and has ECTS definitions and a scale adopted in Ukraine. The educational discipline "Medical Psychology" is mandatory for students of specialty 222 "Medicine". The educational process is organized according to the requirements of the European credit transfer system.

Study discipline structure	Number of credits, hours			Indiv. work	Year of study (semester)	Type of control
	Total	Auditory				
		Lectures (hours)	Practical class (hours)			
Course title: Medical Psychology <i>Content sections</i> 2	3.0 credits ECTS / 90 hours	14	30	46	3 year (5/6 semester)	credit
<i>Content section 1</i> General issues of medical psychology	1.0 credit ECTS / 30 hours	2	10	18		
<i>Content section 2</i> Applied aspects of medical psychology	2.0 credits ECTS / 60 hours	12	20	28		

The subject of study of the discipline is the personality of the sick person in

the broad sense of the word, the personality of medical worker, the relationship of the patient and medical professionals at all stages of the treatment and diagnostic process.

Interdisciplinary Relations:

The discipline "Medical Psychology" is based on the study of the students of the basics of medical biology, general psychology, sociology, human anatomy and physiology, pathomorphology and pathophysiology, deontology in medicine, psychology of communication and integrates with these disciplines. The discipline lays the foundations of the study by students of modern methods of diagnosis of the peculiarities of the mental state as well as the basics of doctor-patient communication used in the doctor's clinical practice, the psychological characteristics of the medical worker and their role in the diagnostic and treatment process, which involves the integration of teaching with various disciplines and the formation of skills and abilities that are used in various fields of the doctor's professional activity. Discipline lays down an understanding of the peculiarities of the development of mental processes and the basis of the prevention of the development of mental disorders in humans.

1. The purpose and objectives of the discipline

1.1. The purpose of teaching the course "Medical Psychology" is to acquaint students with the main problems of medical psychology at the current stage of the development of science and clinical practice; to be able to define the subject and tasks of medical psychology, to know the basics of psychological development of the personality, modern approaches to determining the peculiarities of the mental state of a sick person; to be oriented in the organization of psychological and psychotherapeutic assistance to patients, as well as familiarization with psychological problems that arise in medical workers during treatment diagnostic process with patients and in the medical environment in general; active use of theoretical knowledge in clinical practice.

1.2. The main tasks of studying the discipline "Medical Psychology" are: formation of a system of knowledge, professional skills and practical skills that form the basis of future professional activity in the field of diagnosis, assistance, prevention of pathological mental reactions and disorders among patients, as well as prevention and ways to overcome psychological problems of a medical worker. All together this prepares the basis of future professional activity in the field of clinical medicine.

As a result of studying the discipline "Medical Psychology", the student should know:

- Peculiarities of the functioning of the child's psyche in different age categories;
- Methods of complex experimental psychological examination and peculiarities of their application;
- Types of reactions and behavior among patients with somatic diseases;
- Peculiarities of diagnostic and therapeutic processes;
- Psychological traits of the medical worker's personality;
- Rules of communication between doctors and patients or their relatives. Rules of interaction between doctors in the medical environment;
- Peculiarities of management patients with various medical problems and providing psychological assistance in emergency crisis situations;

- Principles of interaction of the psychiatric service with other health care specialists;
- Basic principles of prevention of mental disorders.

As a result of studying the discipline "Medical Psychology", the student should be able to:

- Conduct experimental psychological examination;
 - Communicate effectively with patients' relatives;
 - Establish the types of the patient's reaction towards the disease;
 - Determine psychological peculiarities and mental disorders in connection with the disease and its course, form adaptive behavior strategies together with the patient;
 - Determine psychological peculiarities and mental disorders caused by the disease and its course, form adaptive behavior strategies together with the patient;
 - Provide assistance for the patients in crisis situations;
 - Have the skills of effective communication with patients, their relatives, as well as in the medical environment in general;
 - Effectively prevent and resolve conflicts in the medical environment

1.3. Competencies and learning outcomes

facilitated by the discipline of Medical Psychology. In accordance with the requirement of the Higher Education Standard of Ukraine, the second (master's) level of higher education discipline "Medical Psychology" provides students with the following competencies:

integral:

The ability to solve complex innovative problems, including research in the field of medicine. Ability to continue learning with a high degree of autonomy.

General

GC1. Ability to think abstractly, analyze and synthesize.

GC2. The ability to learn and master modern knowledge.

GC3. The ability to apply knowledge in practical situations.

GC4. Knowledge and understanding of the subject area and understanding of professional activity.

GC5. The ability to adapt and act in a new situation.

GC6. Ability to make reasoned decisions.

GC7. The ability to work as a team.

GC8. The ability to Interpersonal activity

GC 10. Ability to use information and communication technologies.

GC11. Ability to search, process and analyze information from various sources.

GC12. Determination and persistence in relation to assigned tasks and assumed responsibilities.

GC13. Awareness of equal opportunities and gender issues.

GC14. The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable

development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC15. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies. Use various types and forms of motor activity for active recreation and leading a healthy lifestyle.

special(professional,subject):

SC1. Ability to collect medical information about the patient and analyze clinical data.

SC2. The ability to determine the necessary list of laboratory and instrumental examination methods and to evaluate their results.

SC3. Ability to establish a preliminary and clinical diagnosis of the disease.

SC4. The ability to determine the necessary regime of work and rest for the treatment and prevention of diseases.

SC 5. Ability to determine the nature of nutrition in the treatment and prevention of diseases in patients of various ages: infants, children, adolescents and adults.

SC 6. Ability to determine the principles and nature of treatment and prevention of diseases among adults, as well as children and adolescents.

SC 7. Ability to diagnose emergency conditions in adults, children and adolescents.

SC 8. Ability to determine tactics and provide emergency medical care to a child.

SC 9. Ability to carry out medical evacuation measures.

SC 10. Ability to perform medical manipulations.

SC11. Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.

SC 13. Ability to carry out sanitary and hygienic and preventive measures.

SC15. Ability to conduct medical and social examination and examination of working capacity.

SC 16. Ability to maintain medical documentation, including electronic forms.

SC 17. Ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual (including children and adolescents), family, population.

SC 18. Ability to analyze the activity of a doctor, unit, health care institution, ensure the quality of medical care for children, adolescents and adults and increase the efficiency of the use of medical resources.

SC19. Ability to organize and integrate the provision of medical care to the population and marketing of medical services.

SC 20. Ability to conduct epidemiological and medical-statistic all research on the health of children and adults; processing of social, economic and medical information.

SC 21. Clearly and unambiguously convey one's own knowledge, conclusions and arguments on healthcare problems and related issues to specialists and non-specialists, in particular to students.

SC 22. Ability to manage the working processes in healthcare area, including unexpected and complicated situations and to create a new strategies.

SC 23. Ability to develop and implement scientific and applied projects in the field of healthcare.

SC 24. Compliance with ethical principles when working with patients and laboratory animals.
 SC 25. Observance of professional and academic integrity, bear responsibility for the reliability of the obtained scientific results
 Specification of competencies according to the NRC descriptors in the form of the

Competence Matrix.

No	Competencies	Knowledge	Skills	Communication	Autonomy and responsibility
Integral competence					
The ability to solve complex innovative problems, including research in the field of medicine. Ability to continue learning with a high degree of autonomy.					
General competencies					
1.	Ability to think abstractly, analyze and synthesize.	Know the methods of analysis, synthesis and further modern learning	Be able to analyze information, make reasoned decision, be able to acquire modern knowledge	Make the right connections to reach the goals.	Be responsible for the timely acquisition of modern knowledge
2.	Ability to learn and master modern knowledge.	Know the current trends of the industry and analyze them	Be able to analyze professional information, make reasoned decisions, acquire modern knowledge	Make the right connections to reach the goals.	Be responsible for the timely acquisition of modern knowledge
3.	Ability to apply knowledge in practical situations	Have specialized conceptual knowledge acquired in the learning process.	Be able to solve complex problems and problems that arise in a professional activity.	Clear and unambiguous communication of their own conclusions, knowledge and explanations, which substantiate them, to specialists and non-specialists.	Responsible for decision-making under difficult circumstances
4.	Knowledge and understanding of the subject area and understanding of professional	To have deep knowledge of the structure of professional activity	Be able to perform professional activities that require updating and integration of knowledge.	Ability to effectively shape communication strategy in professional activities	Be responsible for professional development, the ability to further professional training with a high level of autonomy.

	l activity				
5.	The ability to adapt and acting in new situation.	Know the types and ways of adaptation, principles of action in a new situation	Be able to apply self-regulation tools, be able to adapt to new situations (circumstances) of life and activity.	Make appropriate connections to achieve results.	Be responsible for the timely use of self-regulation methods.
6.	Ability to make reasoned decision	Know the tactics and strategies of communication, the rules and methods of communicative behavior	Be able to make reasoned decisions, choose ways and strategies of communication to ensure effective team work	Use communication strategies and interpersonal skills	Be responsible for the choice and tactics of the communication method
7.	The ability to work as a team	Know the tactics and strategies of communicatio, the rules and methods of communicative behavior	Be able to choose ways and strategies of communication to ensure effective team work	Use communication strategies	Be responsible for the choice and tactics of the communication method
8.	Interpersonal skills	Know the laws and ways of interpersonal interaction	Be able to choose ways and strategies of communication for interpersonal interaction	Use interpersonal interaction skills	Be responsible for the choice and tactics of the communication method
10	Ability to use information and communication technologies.	Have deep knowledge in the field of information and communication technologies used in professional activities.	To be able to use information and communication technologies in a professional field that requires updating and integration of knowledge.	To use information and communication technologies in professional activity	To be responsible for the development of professional knowledge and skills
11	Ability to search, process and analyze information from various sources.	The ability to search for sources using information technologies	To be able to use information technologies and to have search skills in scientific and metric databases	Use information technologies in professional activities	To be responsible for information from scientifically proven sources, the reliability of information
12	Determination and persistence in relation to assigned	Ability to diligently perform professional tasks and duties	Possess professional qualities and communication methods to	Use effective methods of communication and management for timely and	To be responsible for the persistence, timeliness and quality of the

	tasks and assumed responsibilities		perform assigned tasks and duties	high-quality performance of assigned tasks and duties	performance of tasks and responsibilities
13	Understanding equal opportunities and gender issues	Know social and civil rights and responsibilities in the context of gender issues	To form a civil position, to be able to act in accordance with it regarding gender beliefs	The ability to communicate one's civic position, defend one's beliefs, identify and oppose gender discrimination	To bear responsibility for one's social actions, to act in accordance with laws that regulate equal opportunities in the context of gender issues
14	The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights of a person and a citizen in Ukraine.	Know own social and civil rights and responsibilities	Form own civic consciousness, act in accordance with the principles	The ability to communicate own civic and social position	To be responsible for social and civic activities
15	The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject	Know the basics of ethics and deontology, have knowledge of the history and patterns of development of the subject area, know the basics of a healthy lifestyle	To be able to apply ethical and deontological norms and principles in professional activity, to apply the principles of a healthy lifestyle to professional activity	The ability to carry out professional activities based on the principles of ethics and deontology, to carry out informational and educational activities regarding the promotion of a healthy lifestyle	To be responsible for the implementation of ethical and deontological norms and principles in professional activity, for maintaining own physical and mental health.

	area, its place in the general system of knowledge about nature and society and in the development of society, technology				
Special(professional,subject)competences					
1	Ability to collect medical information about the patient and analyze clinical data.	To have specialized knowledge about the psychological characteristics of patients with various somatic diseases.	Be able to apply psychometric methods and questionnaires, conduct a complex experimental-psychological examination. Based on the results, form an understanding of the patient's attitude towards to the disease and assess the risks of achieving effective compliance in the patient's treatment.	Effectively form a communication strategy in the process of diagnosis and treatment. Provide psychological support and assistance to the patient, communicate effectively with the patient's environment	To be responsible for high-quality clinical and psychological examination of the patient, for timely assessment of the psychological state, prevention of suicidal tendencies, recognition of addiction, provision of high-quality psychological assistance to difficult-to-treat patients.
2.	The ability to determine the necessary list of laboratory and instrumental examination and to evaluate their results.	Have knowledge of the main instrumental and psychological methods used in psychology to diagnose the functioning of the mental spheres of a person	To be able to analyze the results of psychological examination and, based on them, form an idea about the functioning of human mental processes	Prescribe an examination and evaluate the results	Be responsible for the correct interpretation of instrumental psychological research in the patient

3.	Ability to establish a preliminary and clinical diagnosis of the disease.	To highlight and identify the psychological peculiarities of the patient's personality and the patient's psychological reactions to the disease.	Be able to apply methods for assessing the psychological state of a person, identify difficulties in communication with the patient and his relatives	Determine the main difficulties in compliance with the patient based on the patient's psychological traits and reactions to the disease.	To be responsible for a high quality assessment of the patient's psychological state and the possibility of further compliance
4.	The ability to determine the necessary regime of work and rest for the treatment and prevention of diseases.	Determine the necessary mode of work and rest for a patient with a somatic or mental illness. To determine the necessary regime of work and rest for medical workers. Know the signs of "burnout" syndrome and professional deformation.	Provide recommendations on ensuring the quality of life of a person suffering from a disease by organizing work and rest regime Provide recommendations to others and follow them to ensure quality of life, prevention of professional burnout syndrome and professional deformation.	Develop individual plans for a person suffering from a somatic disease, taking into account his professional activity and lifestyle. Develop individual plans for effective work capacity and opportunities for emotional recovery of medical workers	To comply with the relevant ethical and legal norms by making a reasoned decision according to the existing algorithms and standard schemes regarding the appointment of the work and rest regime
5	The ability to determine the nature of nutrition in the treatment and prevention of diseases in patients of various ages: infants, children, adolescents and adults.	To have a specialized knowledge of metabolic disturbances and treatment regimens for eating disorders	To determine the nature of nutrition for patients with eating disorders	Ability to provide the therapeutic nutritional recommendations for patients with eating disorders	Be responsible for the reasonableness of the prescribed nutritional regime for patients with eating disorders
6.	Ability to determine the principles and nature of treatment and prevention	Have specialized knowledge of algorithms for providing psychological assistance and methods of psychotherapeutic correction of the patient's attitude to the disease. To have knowledge about the	Be able to identify and identify effective strategies for providing psychological and psychotherapeut	The ability to carry out psychological correction regarding the types of attitude to the disease and to provide psychological and	To be responsible for making a decision regarding the principles and nature of providing psychological

	of diseases in adults, as well as children and adolescents .	occurrence and signs of mental state disorders in medical workers due to the peculiarities of professional activity	ic assistance to a child based on evidence-based treatment methods Be able to identify and identify effective strategies for providing psychological and psychotherapeut ic assistance to medical workers	psychotherapist mental help to patients suffering from somatic diseases, to provide psychological and psychotherapist mental help medical workers	and psychotherapeut ic help to patients suffering from somatic diseases, medical workers
7.	Ability to diagnose emergency conditions in adults, children and adolescents .	Determine conditions associated with the impact of an emergency situation that will require psychological first aid	Determine the algorithm of actions and communication strategies when providing assistance to patients in conditions associated with the impact of an emergency situation	Be able to apply knowledge that determines communication strategies when communicating with a patient who is in an emergency situation and has suffered a negative impact on the mental state	Adhere to ethical and legal norms when communicating and diagnosing a condition that requires urgent psychological help for a person
8	Ability to determine tactics and provide emergency medical help for a child.	Knowledge of clinical symptoms of emergency conditions that require emergency medical care. To have knowledge of algorithms for providing emergency medical care according to clinical protocols.	To define a clear algorithm of actions for providing emergency medical care based on clinical signs in emergency situations.	The ability to provide emergency care, following clinical guide lines and taking into account the individual characteristics of the patient.	Be responsible for the timely and high-quality provision of emergency medical care in accordance with clinical recommendation s in emergency situations in psychiatry and nar cology
9	Ability to carry out medical evacuation measures.	To organize the provision of medical assistance and medical evacuation measures to patients in emergency situations and combat operations, incl. Infield conditions.	To form rational medical routes for patients; to organize interaction with colleagues in their own and other institutions, organizations and institutions.	To determine the need for additional methods of examination and consultation of specialists of various profiles for high-quality emergency medical care	Determine and ensure the need for continued treatment in outpatient or inpatient conditions after providing emergency first aid until stabilization of the physical and mental state
10	Ability to perform	Knowledge of performing	Be able to perform	Ability to perform	Be responsible for

	performing medical manipulations.	general medical manipulations (intramuscular and intravenous injections, etc.).	general medical manipulations.	medical manipulations.	performing medical manipulations
11	Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.	Have knowledge of the methods of examination of patients with mental disorders in the absence of closer relatives, the specifics of providing assistance to children who have been in a war zone, have experienced physical and sexual violence, the effects of natural disasters and catastrophes	Be able to assess the mental state of a person in an emergency situation, establish verbal contact, provide first psychological, medical, medical aid	Create a safe and trusting environment when providing care to patients in an emergency situation and affected by war, physical and sexual violence, natural disasters	Take responsibility for creating safe conditions and providing high-quality professional assistance to a person in emergency situations at the risk of occurrence or recurrence of mental disorders.
13	Ability to conduct sanitary and hygienic and preventive measures.	Have knowledge about the prevention of mental disorders	Be able to carry out educational work on preventive measures to prevent the development of mental illnesses	Ability to organize preventive measures for mental health care	Take responsibility for organizing preventive measures to preserve mental health
15	The ability to conduct an examination of working capacity	To have basic knowledge about medical and social expertise; on the main normative documents establishing the type, degree and duration of incapacity for work; the main types of temporary incapacity and the procedure for its examination; the main limitations of vital activity and the principles of determining permanent incapacity	To be able to determine the presence and severity of limitations, the type, degree and duration of disability in a simulated clinical and organizational situation based on data about the disease, its course and the peculiarities of a person's professional activity. Be able to draw up relevant documents certifying temporary incapacity	Organize interaction with the head of the unit, the medical and advisory commission (MAC), the medical and social expert commission (MSEC) on issues of work capacity examination	To be responsible for the validity of decisions regarding the medical and social examination of work capacity
16	Ability to maintain medical documentation,	Knowledge of methods of keeping medical records in paper and electronic form	Be able to fill out and maintain medical documentation	Ability to correctly and timely complete medical documents	Be responsible for identifying errors in medical documents

	including electronic forms.		incorrectly.	tation as required.	ntation
17	The ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual (including children and adolescents), family, population.	Have knowledge of negative environmental factors (within the biopsychosocial model of mental disorders) and their impact on the state of mental health, know the specifics of the influence of certain medical professions, the professional environment on the mental state and behavior of medical workers	To be able to identify environmental factors that have a direct and indirect impact on the state of mental health and form risk factors for the occurrence of mental diseases, to be able to determine the factors of influence of certain medical professions, the professional environment on the mental state and behavior of medical workers	Ability to assess environmental factors, in particular psychological factors (bullying, domestic violence, etc.) on the mental state of a person, assessment of the possibility of minimizing these factors, ability to assess environmental factors, in particular psychological factors on the professional activity of a doctor, to prevent conflicts in the medical environment	To be responsible for identifying negative environmental factors affecting the mental state of a person and reducing the impact of these factors, to be responsible for preventing the occurrence of conflict situations in the medical environment and minimizing the impact of other psychological external factors and the professional activity of the doctor
18	The ability to analyze the activities of a doctor, unit, health care institution, ensure the quality of medical care for children, adolescents and adults and increase the efficiency of the use of medical resources.	Know the main indicators characterizing the activity of health care institutions/units; medical and organizational factors affecting the activity of a clinical psychologist, unit, health care institution; characteristics of the quality of psychological assistance; components of improving the quality of psychological care; basic requirements for standardization	Be able to calculate the main indicators of the activity of a clinical psychologist, unit, health care institution and evaluate them dynamically. Be able to detect activity defects and the reasons for their formation. Be able: to choose an appropriate unified clinical protocol for the provision of psychological or psychotherapeutic assistance, to develop a general scheme	Receive information from relevant sources about the activities of a clinical psychologist, unit, health care institution, inform relevant officials to ensure conditions for providing high-quality and safe psychological care. Formulate conclusions regarding the justification of the form of organization of providing psychological assistance, the method of financing the	Be responsible for the validity of decisions regarding the improvement of the activities of a clinical psychologist, health care institution/unit; increasing the efficiency of the use of available resources of the unit, institution, health care system

		<p>of psychological care.</p> <p>Know the effectiveness of various forms of organization of providing psychological assistance; the basics of pricing in health care and elements of the price of psychological services; methods of economic evaluation of alternative psychological or psychotherapeutic interventions.</p>	<p>of the local protocol for providing psychological assistance; calculate indicators of the structure, process and results of activity; determine the factors that prevent the improvement of the quality and safety of psychological care.</p> <p>Be able to estimate the cost of providing psychological assistance services, choose a rational form of organization for providing psychological and psychotherapeutic services.</p> <p>Be able to justify the choice of the economic analysis method for comparing alternative psychological and psychotherapeutic interventions</p>	<p>health care institution; regarding methods of reducing the cost of psychological assistance services; conclusions regarding the evaluation of alternative psychological and psychotherapeutic interventions based on economic analysis</p>	
19	<p>The ability to organize and integrate the provision of medical care to the population and conduct marketing</p>	<p>Know about effective ways of providing psychiatric care, prevention of problems in the field of mental health for children and adolescents through psychoeducational programs in educational institutions, know about ways of creating a healthy psychological climate for</p>	<p>To be able to conduct promotional activities in order to provide information about conditions associated with mental health disorders among children</p>	<p>The ability to communicate with children and adolescents, participants in the educational process, parents, medical professionals. The ability to organize and provide</p>	<p>To be responsible for the quality of conducting educational and promotional activities regarding mental health problems in children and adolescents and medical workers,</p>

	of medical services.	medical workers in a medical environment.	and adolescents in educational institutions To be able to conduct promotional activities with the aim of providing information about conditions related to mental health disorders among medical workers in health care institutions	information about problems related to the state of mental health in children and adolescents among health professionals.	the possibility of receiving professional help.
20	Ability to conduct epidemiological and medical-statistical research on the health of children and adults; processing of social, economic and medical information	Know about the methods of assessing the prevalence of mental disorders among children, have knowledge about the collection and processing of data from epidemiological and medical-statistical studies	To be able to conduct medical and statistical research among defined groups of the children's population	Effectively determine the main tasks and work with the data obtained as a result of conducting a medical and statistical study	Be responsible for the quality of conducted research and the reliability of the results
21	Clear and unambiguous convey own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to people who are	Have knowledge about communicative styles and peculiarities of informing children's patients about the medical and diagnostic process. To know the age-specific peculiarities of perception and processing of information in children. Know the peculiarities of communication with children suffering from somatic disorders.	Be able to conduct an initial interview with children and relatives. Be able to effectively help form compliance with the patient, taking into account age and individual psychological characteristics	The ability to effectively and qualitatively convey information in various life situations and psychological states of the child and his adult relatives	Be responsible for the correct, unambiguous and accessible explanation of information about the state of health, as well as the methods used in the diagnostic process.

	studying.				
22	Ability to manage healthcare workflows that are complex, unpredictable and require new strategic approaches	Knowledge of the algorithm of actions in professional activities in emergency situations, including situations related to humanitarian disasters	Be able to organize a step-by-step algorithm of actions and flexibly change it in urgent situations, including situations related to humanitarian disasters	The ability to act quickly and effectively in the professional field when an unforeseen situation arises	Be responsible for the organization of a new algorithm of actions in emergency situations, including situations related to humanitarian disasters
23	The ability to develop and implement scientific and applied projects in the field of health care.	Knowledge of the stages of scientific research and presentation of results, knowledge of developing an applied project using modern technologies	To be able to organize the stages of scientific research and present the results, to be able to develop and present an applied project using a multimedia presentation	Ability to conduct scientific research using questionnaires and scales, conduct statistical analysis of results, present research results and conclusions through presentations	To be responsible for the quality of the conducted research, proper presentation of its results in the scientific and academic community.
24	Compliance with ethical principles when working with patients, laboratory animals.	Knowledge of research and treatment ethics in working with pediatric patients and their relatives. Adhere to ethical and deontological principles in working with colleagues in the medical environment.	Be able to communicate effectively with pediatric patients, as well as their relatives based on the principles of medical ethics	The ability to communicate effectively, to form good compliance, based on the principles of medical ethics, with pediatric patients and their relatives, with colleagues in the medical environment.	To be responsible for compliance with the rules of medical ethics in the treatment and diagnostic process with pediatric patients and their relatives, with colleagues in the medical environment.
25	Adherence to professional and academic integrity, to be responsible for the reliability of the obtained scientific results	Knowledge of the legal basis of copyright, principles of prevention of plagiarism, falsification and corruption	Be able to independently carry out educational and scientific activities, express own views, make own decisions, use information technologies to identify signs of plagiarism	Ability to honorably and responsibly perform educational and scientific activities, gain trust and respect among colleagues and students	Responsibility for the presented results of activity, integrity, trust and responsibility for one's own actions, responsibility for using means to identify plagiarism in scientific research and

					projects. Liability for falsification.
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Learning outcomes:

Integrative

final

programming learning outcomes that are facilitated by the discipline.

Learning outcomes for the discipline.

To acquire modern knowledge about:

- Neurophysiological basics of the functioning of the human mental sphere
- Algorithm for conducting a complex experimental psychological examination
- Peculiarities of the types of response to the disease and behavior in relation to the disease
- Classification of psychosomatic disorders
- Psychological types of medical workers
- Personal traits of medical workers and their role in professional activity
- Features of suicidal and self-injurious behavior
- Peculiarities of addictive and suicidal behavior
- Peculiarities of communication in the medical environment
- Conflicts in the medical environment
- Stages and psychological features of the medical and diagnostic process
- Peculiarities of the impact of a specific somatic disease on a person's mental state
- Methods of psychotherapy
- Crisis psychological states

Be able to apply knowledge in practical situations

- Conduct complex experimental psychological examination
- Interpret the results of psychological examination methods
- Fill out paper and electronic medical documentation
- To determine the types of response and behavior of a person in relation to the disease, to carry out psychological correction of the type of attitude to the disease
- To determine the psychological types of medical workers
- Apply effective communication strategies with the patient and relatives, with colleagues in the medical environment
- Provide assistance in psychological crisis situations
- Provide psychological first aid in cases of mental disorders in emergency situations
- Carry out measures to promote mental health
- Carry out measures to prevent the occurrence of mental disorders in medical workers
- Recognize and prevent suicidal behavior and conditions associated with dependence on psychoactive substances
- Prevent and effectively resolve conflicts in the medical environment
- Conduct psychotherapeutic interventions in crisis situations
- To conduct psycho-educational conversations with patients suffering from somatic diseases, as well as their relatives regarding the characteristics of the disease and effective communication strategies
- Conduct educational trainings on a healthy lifestyle, prevention of infectious diseases, somatic diseases and mental disorders

Compliance with the standard definition of learning outcomes and competencies

Learning outcome	Program learning result code	Competency code
<p>Havethoroughknowledgeofthestructureof professionalactivity.</p> <p>Tobeabletocarryoutprofessionalactivitiest hatrequireupdatingandintegrationofknowl edge.</p> <p>Toberesponsibleforprofessionaldevelopm ent,</p> <p>theabilityforfurtherprofessionaltrainingwi th a highlevelofautonomy.</p>	PLR -1	GC -1, GC -2, GC - 3, GC - 4, GC - 5, GC - 6, GC - 7, GC - 8, GC - 11, GC - 12, GC - 13, GC - 14, GC - 15, SC -1, SC - 2, SC - 3, SC - 4 SC - 6, SC - 7, SC - 13, SC - 17, SC - SC - 18, SC - 19, SC - 20, SC - 21, SC - 22, SC - 23, SC - 24, SC - 25.
<p>Understandingandknowledgeoffundamen talandclinicalbiomedicalsciences, at a levelsufficientforsolvingprofessionaltask sinthefieldofhealthcare.</p>	PLR - 2	GC - 4, GC - 6, GC - 11, GC - 12, SC -1, SC - 2, SC - 3, SC - 4, SC - 6, SC - 7, SC - 13, SC - 17, SC - 19, SC - 20, SC - 24.
<p>Specializedconceptualknowledge, whichinclulesscientificachievementsinth efieldofhealthcareandisthebasisforconduc tingresearch,</p> <p>criticalunderstandingofproblemsinthefiel dofmedicineandrelatedinterdisciplinary (includingpediatric) problems.</p>	PLR - 3	GC -1, GC -2, GC - 3, GC - 6, GC - 7, GC - 8, GC - 11, GC - 12, SC -1, SC - 2, SC - 3, SC - 18, SC - 19, SC - 20, SC - 21, SC - 22, SC - 23, SC - 24, SC - 25.
<p>Identifyandidentifyleadingcl inicalsymptomsandsyndrom es (accordingtolist 1); accordingtostandardmethods , usingpreliminarydataofthepa tient'shistory, dataofthepatient'ssexaminatio n, knowledgeabouttheperson, hisorgansandsystems, establish a preliminaryclinicaldiagnosis ofthedisease (accordingtolist 2).</p>	PLR -4	GC - 3, GC - 4, SC - 16, SC - 22, SC - 24
<p>Collectcomplaints, lifeanddiseasehistory, assessthepsychomotorandph ysicaldevelopmentofanadult patientandchild, thestateoforgansandsystems ofthebody, basedontheresultsoflaborator yandinstrumentalstudies, evaluateinformationaboutthe diagnosis (accordingtolist</p>	PLR - 5	GC -1, GC -2, GC - 3, GC - 6, GC - 7, SC -1, SC - 2, SC - 3, SC - 7, SC - 8, SC - 11, SC - 16, SC - 24.

4), taking into account the age of the patient.		
Establish the final clinical diagnosis by making a reasoned decision and analyzing the received subjective and objective data of clinical, additional examination, differential diagnosis, observing the relevant ethical and legal norms, under the control of the head physician in the conditions of the health care institution	PLR - 6	GC -1, GC -2, GC - 3, GC - 6, GC - 7, GC - 8 SC-1, SC -3, SC - 7, SC - 8, SC - 11, SC - 24
Assign and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to list 4) of patients with diseases body systems for differential diagnosis of diseases (according to list 2).	PLR - 7	GC - 8, SC -1, SC - 2, SC -16, SC -24
Determine the main clinical syndrome or what causes the severity of the condition of the victim/injured (according to list 3) by making a reasoned decision and assessing the person's condition under any circumstances (in the conditions of a healthcare institution, outside its borders) , including in conditions of emergency and hostilities, in field conditions, in conditions of lack of information and limited time.	PLR - 8	GC - 3, GC - 4, SC - 5, SC - 6, SC - 7, SC - 8, SC - 9, SC - 10, SC -11, SC - 24
Determine the nature and principles of treatment (conservative, operative) of patients with diseases (according to list 2), taking into account the patient's age, in the conditions of a healthcare institution, outside its borders and at the stages of medical evacuation , including in field conditions, on the basis of a preliminary clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to algorithms and standard schemes, in case of the need to expand the standard scheme, be able to justify personalized recommendations under the control of the head physician in the conditions of a medical institution.	PLR - 9	SC - 1, SC - 2, SC -6, SC -7, SC -8, SC -10
Determine the necessary regime of work, rest and nutrition of adults, children and adolescents on the basis of the final clinical diagnosis, observing the relevant ethical and legal norms, by making a	PLR - 10	GC - 4, SC -4, SC -5, SC - 24

reasoned decision according to existing algorithms and standard schemes.		
To organize the provision of medical aid and medical evacuation measures to the population and military personnel in emergency situations and hostilities, including in field conditions.	PLR - 15	GC -7, GC -8, SC - 18, SC -21, SC - 22
Form rational medical routes for patients; organize interaction with colleagues in their own and other institutions, organizations and institutions; to apply tools for the promotion of medical services in the market, based on the analysis of the needs of the population, in the conditions of the functioning of the health care institution, its division, in a competitive environment.	PLR - 16	SC - 3, SC - 7, SC - 10, SC -11, SC - 19
Search for the necessary information in the professional literature and data bases of other sources, analyze, evaluate and apply this information.	PLR - 21	GC - 2, GC -9
Apply modern digital technologies, specialized software, and statistical methods of data analysis to solve complex health care problems.	PLR -22	GC - 5, SC - 13
Assess the impact of the environment on human health in order to assess the morbidity of the population.	PLR - 23	SC - 16
Clearly and unambiguously to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.	PLR-25	GC -5, GC -6, SC - 11, SC - 21
Manage work processes in the field of protection health conditions that can be complex, unpredictable and need new strategic approaches; to organize work and professional development of personnel taking into account acquired skills of effective teamwork with adherence to leadership positions, appropriate quality, accessibility and justice, provision of integrated medical care.	PLR- 26	GC -1, GC -3, GC - 5, GC - 6 SC - 7, SC - 9, SC - 11, SC - 15, SC - 19, SC - 22, SC - 23.
Communicate freely in the national and	PLR - 27	GC - 5, GC - 6, GC - 7, GC - 8,

English languages, both orally and in writing to discuss professional activities, research and projects		GC - 15 SC – 11, SC -18, SC -21, SC -22
Make effective decisions on healthcare issues, assess the necessary resources, take into account social, economic and ethical consequences	PLR - 28	GC 12, GC -15 SC -18, SC - 22

2. Information volume of the discipline

3 ECTS credits are given for 90 hours.

The program of discipline "Medical Psychology" consists of 2 content modules.

Content module 1.

General questions of medical psychology.

Topic 1. The subject, main tasks and research methods of medical psychology. Methods of psychological research. The role of medical psychology in a professional activity of physician. Definition of "mental health".

Topic 2. Psychological aspects of cognitive activity, emotional and volitional processes. Consciousness, self-consciousness, levels and states of consciousness.

Topic 3. Personality accentuations: definition, typology. Diagnostic of basic types of patients' attitude toward disease. The impact of the patient's attitude toward disease on its course and outcome.

Topic 4. Aggravation, simulation, dissimulation, hospitalism. The main principles of interventions for patients with pathological types of attitude toward disease.

Topic 5. Basic requirements for personality of healthcare professional. Psychological types of healthcare professionals. The basic communicative skills of healthcare professionals.

Content module 2.

Applied aspects of medical psychology.

Topic 6. The psychological issues of health care practitioners. Professional deformation, the main features of professional deformation in physicians of different medical specialties. A "burnout syndrome" of healthcare professionals, ways of detection and prevention.

Topic 7. Psychological features of the diagnostic process. The peculiarities of communication in medical community. The basics of medical ethic.

Topic 8. Conflicts in medical community: the types. The ways of resolution and prevention.

Topic 9. The psychosomatic relations. The impact of psychological factors on the course of somatic illnesses. The concept of adaptation and disadaptation. Classification of psychosomatic disorders. Psychosomatic relationship theories. Mechanisms of psychological defense. Prevention of psychosomatic disorders.

Topic 10. The psychological features of patients with infectious diseases, oncological diseases, endocrinological problems, patients with neurological diseases and mental disorders, in internal medicine. The psychological distress during the pandemic.

Topic 11. The Psychological issues of patients in dentistry, ophthalmology, otolaryngology, orthopedics and traumatology. The impact of inborn and acquired physical malformations on patient's psychological functioning.

Topic 12. The psychological aspects of addictive behavior. The suicidal behavior, prevention and early detection of suicidal tendencies, the suicidal attempts prevention. The psychological aspects of dying and death. Euthanasia.

Topic 13. The main principles of mental disorders prevention. Mental problems prevention in patients with severe somatic diseases.

Topic 14. The basics of rehabilitation. The social and professional rehabilitation, adaptive and compensating behavior.

Topic 15. A psychotherapy: science and method. Current directions of psychotherapy. The psychotherapeutic interventions application in emergency situations, during a humanitarian crisis, war and pandemic.

3. The structure of the discipline

Content module names and topics	Number of hours			
	total	lectures	Practical work	Indiv. work
Module 1. Medical Psychology				
Content module 1. General questions of medical psychology				

1.The subject, main tasks and research methods of medical psychology. Methods of psychological research. The role of medical psychology in a professional activity of physician. Definition of “mental health”.	3	1	2	-
2.Psychological aspects of cognitive activity, emotional and volitional processes. Consciousness, self-consciousness, levels and states of consciousness.	9	1	2	6
3.Personality accentuations: definition, typology. Diagnostic of basic types of patients’ attitude toward disease. The impact of the patient’s attitude toward disease on its course and outcome.	8	-	2	6
4.Aggravation, simulation, dissimulation, hospitalism. The main principles of interventions for patients with pathological types of attitude toward disease.	2	-	2	-
5.Basic requirements for personality of healthcare professional. Psychological types of healthcare professionals. The basic communicative skills of healthcare professionals.	8	-	2	6
Contentmodule2. Appliedaspectsofmedicalpsychology.				
6.The psychological issues of health care practitioners. Professional deformation, the main features of professional deformation in physicians of different medical specialties. A “burnout syndrome” of healthcare professionals, ways of detection and prevention.	4	2	2	-
7.Psychological features of the diagnostic process. The peculiarities of communication in medical community. The basics of medical ethic.	8	2	2	4
8.Conflicts in medical community: the types. The ways of resolution and prevention.	6	2	2	4
9.The psychosomatic relations. The impact of psychological factors on the course of somatic illnesses. The concept of adaptation and disadaptation. Classification of psychosomatic disorders. Psychosomatic relationship theories.Mechanisms of psychological defense. Prevention of psychosomatic disorders.	2	-	2	-
10.The psychological features of patients with infectious diseases, oncological diseases,	8	2	2	4

endocrinological problems, patients with neurological diseases and mental disorders, in internal medicine. The psychological distress during the pandemic.				
11.The Psychological issues of patients in dentistry, ophthalmology, otolaryngology, orthopedics and traumatology. The impact of inborn and acquired physical malformations on patient's psychological functioning.	4	-	2	-
12. The psychological aspects of addictive behavior. The suicidal behavior, prevention and early detection of suicidal tendencies, the suicidal attempts prevention. The psychological aspects of dying and death. Euthanasia.	7	1	2	4
13.The main principles of mental disorders prevention. Mental problems prevention in patients with severe somatic diseases.	7	1	2	4
14.The basics of rehabilitation. The social and professional rehabilitation, adaptive and compensating behavior.	7	1	2	4
15.A psychotherapy: science and method. Current directions of psychotherapy.The psychotherapeutic interventions application in emergency situations, during a humanitarian crisis, war and pandemic.	7	1	2	4
TOTAL	90	14	30	46
Type of control	credit			

THEMATIC PLAN of lectures on Medical Psychology

№	Theme	hours
1.	Subject and objectives, main tasks of medical psychology. The unity of physical and mental appearances. The psychosomatic relations, basic theories. The peculiarities of the influence of psychosomatic disorders on mental area functioning. Definition of “ mental health” term by WHO.	2
2.	The characteristics of the main features of cognitive, emotional and volitional processes, individual psychological features of personality and its mental activity.	2
3.	The personality psychology, current theories, age-related features. The personality and disease. Internal presentation of the disease. The types of patients’ attitude toward disease and its impact on the disease prognosis and treatment.	2
4.	The psychological features of the diagnostic process. The personality of health care practitioner. The basics of communication in medical community. Medical ethic and deontology. Conflicts in medical sphere, the reasons, ways of resolution and prevention.	2
5.	The psychological features of patients with somatic disorders. The peculiarities of the diagnostic process in patients with chronic and incurable diseases. Psychological aspects of dying and death. Prevention and early detection of suicidal and addictive behavior.	2
6.	The psychological support for patient in emergency situations. Mental disorders prevention during a humanitarian crisis, war and pandemic.	2
7.	The role of psychotherapy in professional activity of physician. Current directions of psychotherapy. The basics of social rehabilitation.	2
	<i>total</i>	14

THEMATIC PLAN of Practice on Medical Psychology

№	Topic	hours
1.	The subject, main tasks and research methods of medical psychology. Methods of psychological research. The role of medical psychology in a professional activity of physician. Definition of “mental health”.	2
2.	Psychological aspects of cognitive activity, emotional and volitional processes. Consciousness, self-consciousness, levels and states of consciousness.	2
3.	Personality accentuations: definition, typology. Diagnostic of basic types of patients' attitude toward disease. The impact of the patient's attitude toward disease on its course and outcome.	2
4.	Aggravation, simulation, dissimulation, hospitalism. The main principles of interventions for patients with pathological types of attitude toward disease.	2
5.	Basic requirements for personality of healthcare professional. Psychological types of healthcare professionals. The basic communicative skills of healthcare professionals.	2
6.	The psychological issues of health care practitioners. Professional deformation, the main features of professional deformation in physicians of different medical specialties. A “burnout syndrome” of healthcare professionals, ways of detection and prevention.	2
7.	Psychological features of the diagnostic process. The peculiarities of communication in medical community. The basics of medical ethic.	2
8.	Conflicts in medical community: the types. The ways of resolution and prevention.	2
9.	The psychosomatic relations. The impact of psychological factors on the course of somatic illnesses. The concept of adaptation and disadaptation. Classification of psychosomatic disorders. Psychosomatic relationship theories. Mechanisms of psychological defense. Prevention of psychosomatic disorders.	2
10	The psychological features of patients with infectious diseases, oncological diseases, endocrinological problems, patients with neurological diseases and mental disorders, in internal medicine. The psychological distress during the pandemic.	2
11	The psychological issues of patients in dentistry, ophthalmology, otolaryngology, orthopedics and traumatology. The impact of inborn and acquired physical malformations on patient's psychological functioning.	2
12	The psychological aspects of addictive behavior. The suicidal behavior, prevention and early detection of suicidal tendencies, the suicidal attempts prevention. The psychological aspects of dying and death. Euthanasia.	2
13	The main principles of mental disorders prevention. Mental problems prevention in patients with severe somatic diseases.	2
14	The basics of rehabilitation. The social and professional rehabilitation, adaptive and compensating behavior.	2
15	A psychotherapy: science and method. Current directions of psychotherapy. The psychotherapeutic interventions application in emergency situations, during a humanitarian crisis, war and pandemic.	2
	Total	30

Individual work on Medical Psychology

№	Theme	hours
1.	Accented personalities, definition and typology. Diagnosis of the main types of attitude to the disease in patients. The influence of the attitude towards the disease on the further course of the disease and prognosis.	6
2.	Clinical and psychological aspects of cognitive activity and the emotional and volitional sphere. Consciousness, self-awareness, their levels, states of consciousness in patients.	6
3	Deontological principles of psychological and medical activity. Ethical and moral factors of professional and personal development of a doctor.	6
4	Communication strategies in the medical environment	4
5	Types and methods of conflict resolution in the medical environment	4
6	Psychological features of patients with oncological diseases. Acceptance of the disease, peculiarities of communication with patients in an oncology clinic	4
7.	Self-harming and suicidal behavior. Types, reasons. Detection methods and psychological interventions.	4
8.	Basic principles of prevention of mental diseases. Prevention of mental disorders in people with severe somatic diseases.	4
9.	The main stages of rehabilitation of patients with severe somatic diseases	4
10.	Psychological counseling of patients in crisis situations	4
	Total	46

7. Individual tasks.

Not provided by the curriculum.

8. Teaching methods

In the process of teaching the discipline, various teaching methods are used:

- According to the dominant way of education: verbal, visual;
- Depending on the main didactic tasks: obtaining new knowledge, forming abilities and skills, checking and evaluating knowledge
- oral discussion of the topic with the involvement of most of the students in the group;
- blitz survey;
- discussions on problem situations;
- abstract speeches;
- testing in written form;
- performance of written tasks.

The result of the student's independent out-of-classroom work is reproduced in the form of presentations, presentations or the defense of essays.

9. Control methods

Methods and forms of control and assessment of students' success in the discipline are carried out using standardized control methods: testing, structured written work, work with medical documentation, control of practical skills. Control methods include – current control in practical classes (with the solving of 10 test tasks), for a correct answer to 9-10 tests, the student receives an "excellent" grade, 8-7 tests - "good", 6-5 tests - "satisfactory", 4 -0 tests - "unsatisfactory". Assessment of theoretical knowledge is carried out by oral or written answers, assessment of practical skills in the clinical department according to a standardized scale of performance of practical skills, solving situational problems. The correctness of solving situational problems is evaluated on a scale from 0 to 12 points, where 10-12 points are "excellent", 7-9 points are "good", 4-6 points are "satisfactory" and less than 4 are "unsatisfactory". The student performs individual work after completing the classroom part of the lesson. The final control of mastering the discipline is a credit.

10. Form of control of learning success

Routine (ongoing) control.

The task of routine control is to check the level of the student's readiness to perform specific work: assimilation of relevant educational material, acquisition of knowledge and formation of skills for solving specific issues and situations, ability to independently process texts, ability to understand the essence of the content of the lesson material, formation of skills to perform the necessary practical skills and manipulations, publicly or in writing to justify one's own point of view, the ability to work in a team, the ability to bear responsibility for the recommendations and decisions made, etc. Routine control is carried out on the basis of a comprehensive assessment of the student's activity and acquired competencies (knowledge, abilities, skills, etc.), which includes control of the input level of knowledge, the quality of practical work, the level of theoretical training

the results of the initial control of the level of knowledge. Forms of ongoing control are determined by the department and reflected in the curriculum of the relevant discipline.

Assessment of ongoing educational activities

Routine (ongoing) control is carried out during training sessions on a 4-point scale, while all types of work provided for by the program are taken into account.

The student receives a traditional assessment for each topic, which is converted into points. Types of ongoing control are: test tasks, typical situational tasks, structured written answers, assessment of practical skills.

Control methods (to control methods)

Theoretical knowledge:

- written and computer testing (MISA),
- individual interview,
- content-structured written works.

Practical skills and abilities:

- control of implementation of standardized practical skills provided by the student's practical training plan in the discipline;
- analysis of laboratory and instrumental studies;
- performing medical manipulations in pediatrics;
- providing assistance in emergency situations in children.

11. Form of final control

Assessment of the course "Medical Psychology" is a form of final control, which consists in assessing the students' learning of the study material solely on the basis of the results of the current study according to the program of the discipline and does not provide for a separate study session for taking the credit. At the last thematic study session after the discussion of the topic of the lesson, the teacher of the training group announces the amount of student points based on the results of the current control and for the individual work.

Evaluation criteria

Grade 5 ("excellent") - the student mastered theoretical material flawlessly, demonstrates deep and comprehensive knowledge of the topic, analyzes scientific sources, thinks critically, knows how to implement theoretical knowledge in practical activities.

Grade 4 ("good") - the student has mastered the theoretical material well, knows the main aspects from primary sources and recommended literature, presents the studied material in a reasoned manner, has good practical skills, but certain inaccuracies and errors may be allowed.

Grade 3 ("satisfactory") - the student has basically mastered the educational material, orients himself in primary sources and recommended literature, however, significant mistakes are made in theoretical knowledge and performance of practical skills.

Grade 2 ("unsatisfactory") - the student has not mastered the theoretical material, does not know how to perform practical skills, does not orient himself in educational

literature.

The minimum number of points that a student must score for a current educational activity to receive a credit is 120 points, the maximum number of points that a student can score for a current educational activity to receive a credit is 200 points.

12. Scheme of accrual and distribution of points received by students:

The maximum number of points that a student can score for the current educational activity to receive credit is 200 points.

The minimum number of points that a student must score for the current educational activity in order to receive credit is 120 points.

During the evaluation, the points that the student received during the training sessions are taken into account on a 4-point scale, while taking into account all types of work provided by the program. The student receives a traditional assessment for each topic, which is converted into points. The calculation of the number of points is carried out on the basis of the grades received by the student on a traditional scale during the study of the discipline during the semester by calculating the arithmetic average (SA), rounded to two decimal places. The obtained value is converted into points on a multi-point scale as follows:

$$x=(SA \times 200) / 5$$

Evaluation of current educational activities:

4-point scale	200-points scale	4-point scale	200-points scale	4-point scale	200-points scale	4-point scale	200-points scale
5	200	4.45	178	3.92	157	3.37	135
4.97	199	4.42	177	3.89	156	3.35	134

4.95	198	4.4	176	3.87	155	3.32	133
4.92	197	4.37	175	3.84	154	3.3	132
4.9	196	4.35	174	3.82	153	3.27	131
4.87	195	4.32	173	3.79	152	3.25	130
4.85	194	4.3	172	3.77	151	3.22	129
4.82	193	4.27	171	3.74	150	3.2	128
4.8	192	4.24	170	3.72	149	3.17	127
4.77	191	4.22	169	3.7	148	3.15	126
4.75	190	4.19	168	3.67	147	3.12	125
4.72	189	4.17	167	3.65	146	3.1	124
4.7	188	4.14	166	3.62	145	3.07	123
4.67	187	4.12	165	3.57.	143	3.02	121
4.65	186	4.09	164	3.55	142	3	120
4.62	185	4.07	163	3.52	141	Lesst hen3	Noteno ugh
4.6	184	4.04	162	3.5	140		
4.57	183	4.02	161	3.47	139		
4.52	181	3.99	160	3.45	138		
4.5	180	3.97	159	3.42	137		
4.47	179	3.94	158	3.4	136		

Individual work of students is evaluated during the ongoing control of the topic during the corresponding class. The learning of topics that are assigned only to individual work is controlled during the final control.

Points from the discipline are independently converted both to the ECTS scale and to the 4-point (national) scale. Points from the ECTS scale are not converted into a 4-point scale and vice versa.

Points of students studying on the same specialty, taking into account the number of points scored on the discipline, are ranked on the ECTS scale as follows:

ECTS assessment	Statistical indicator
A	Best 10 % students
B	Next 25 % students
C	Next 30 % students
D	Next 25 % students
E	Last 10 % students

Ranking with the assignment of grades "A", "B", "C", "D", "E" is carried out for students of this course who are studying on the same specialty and have successfully completed the study of the discipline. Students who receive grades of FX, F ("2") are not listed as ranked students. Students with an FX grade automatically receive an "E" grade after retaking. Discipline points for students who have successfully completed the program are converted to a traditional 4-point scale according to the absolute criteria, which are shown in the table below:

Discipline points	Evaluation on a 4-point scale
From 170 to 200 points	5
From 140 to 169 points	4
From 139 points to the minimum number of required points	3
Below the minimum required points that the student must score	2

The ECTS grade is not converted to the traditional scale, as the ECTS scale and the four-point scale are independent.

The objectivity of the evaluation of student learning activity is checked by statistical methods (the correlation coefficient between the ECTS grade and the national scale grade).

13. Methodological support

1. Summary of lectures
2. Plans for practical classes
3. Tasks for individual work of students
4. Questions and tasks for current control of students' knowledge and skills, situational tasks
5. List of practical skills subject for mandatory verification

14. Recommended literature (basic)

1. Basics of general and medical psychology / edited by Vitenko I.S., Chaban O.S. Ternopil: «Ukrmedbook». – 2003. – 344 p.
2. Gavenko V.L., Vitenko I.S., Samardakova G.O. Medical psychology practicum. – Kharkiv: «Region-inform». – 2002. – 248 p.
3. General and medical psychology (practicum) edited by I.D. Spirina, I.S. Vitenko. – Dnepropetrovsk: «Art-press». – 2002. – 175 p.
4. Vitenko I.S., Chaban O.S., Buslo O.O. Family medicine: psychological aspects of diagnosis, prevention and treatment of patients. – Ternopil: «Ukrmedbook». – 2002. – 187 p.
5. Kalat, James W. Introduction to psychology / James W. Kalat xxii, 617 pages : color illustrations ; 28 cm. 10e [edition]. Australia Wadsworth Cengage Learning, 2014
6. [Gatchel R. J.](#), [Oordt M. S.](#) Clinical health psychology and primary care: Practical advice and clinical guidance for successful collaboration. - Washington, DC, US, [Education & Workforce](#), 2003
7. Brannon L., Feist J., Updegraff J. Health Psychology: An Introduction to Behavior and Health / Cengage Learning; 8th edition – 2009. – 544 p.
8. Sperry L. Psychological Treatment of Chronic Illness: A Biopsychosocial Therapy Approach Amer Psychological Assn. – 2006. – 221 p.
9. Gorter, R. Fighting Cancer: A Nontoxic Approach to Treatment [Текст] / R. Gorter, E. Peper. – California: North Atlantic Books, 2011. – 368 p.: il.
10. Sundberg N., Winebarger A., Taplin J. Clinical Psychology: Evolving Theory, Practice and Research. – 4th edition, 2020. – 576 p.
11. Olena O. Lazurenko, Oleksandr Yu. Tabachnikov. General and medical psychology. Textbook. – Kyiv: Book-plus, 2018. – 232 p.
12. Ofovwé C. Fundamentals of general and clinical psychology. – Independently published, 2022. – 443 p.
13. Brannon L., Feist J., Updegraff J.A. Health psychology: An Introduction to Behavior and Health. 9th edition – Cengage Learning, 2017. – 544 p.
14. Brannon L., Feist J., Updegraff J.A. Health psychology: An Introduction to Behavior and Health. 9th edition – Cengage Learning, 2017. – 544 p.

Additional

1. Comer R.J., Comer J.S. Abnormal Psychology. – 11th edition. Worth Publishers, 2021. – 752 p.
2. Covey C., Manson D. Communication Psychology: A 4 In 1 Books Collection, Learn How to Communicate Intelligently and Become More Relevant and Persuasive In Your Communication with Emotional Intelligence. – Ind. Publ. – 2019 – 253 p.
3. Chen M., Giblin N. J. Individual Counseling and Therapy: Skills and Techniques. – 3rd ed. – Routledge, 2017. – 316 p.

Internet resources:

1. <https://mh4u.in.ua>
2. <https://prometheus.org.ua>
3. <https://psylib.kiev.ua>
4. <https://ipz.org.ua>
5. <https://oxfordhandbooks.com>
6. <https://efpa.eu>

