

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт клинической медицины

УТВЕРЖДЕНО
решением Ученого совета ННГУ
протокол № 10 от 02.12.2024 г.

Working programme of the discipline

Psychiatry and medical psychology

Higher education level

Specialist degree

Area of study / speciality

31.05.01 - General Medicine

Focus /specialization of the study programme

General Medicine

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2025

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.40 Психиатрия и медицинская психология относится к обязательной части образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-1: Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, выработать стратегию действий	<p>УК-1.1: Анализирует задачу, выделяя ее базовые составляющие</p> <p>УК-1.2: Находит и критически анализирует необходимую информацию и критически рассматривает возможные варианты решения задачи.</p> <p>УК-1.3: Грамотно, логично, аргументированно формирует собственные суждения и оценки</p> <p>УК-1.4: Определяет и оценивает последствия возможных решений задачи.</p>	<p>УК-1.1: Know the basics of analyzing clinical tasks and identifying their basic components. Be able to analyze clinical tasks and identify their basic components. Have the skills to analyze clinical tasks and identify their basic components.</p> <p>УК-1.2: Know the basics of searching and analyzing the necessary information and considering possible solutions to the problem. Be able to find and critically analyze the necessary information and consider possible solutions to the problem. Possess the skills to find and analyze the necessary information and consider possible solutions to the problem.</p> <p>УК-1.3: Know the basics of forming your own reasoned judgment. Be able to form their own judgments and assessments competently, logically, and reasonably. Possess the skills of competent,</p>	<p>Опрос</p> <p>Тест</p> <p>Доклад</p>	<p>Экзамен:</p> <p>Контрольные вопросы</p>

		<p>logical, reasoned formation of their own judgments and assessments.</p> <p>УК-1.4: <i>Know the principles of assessing the consequences of possible solutions to clinical problems. Be able to identify and evaluate the consequences of possible solutions to a problem. Have the skills to identify and assess the consequences of possible solutions to a problem.</i></p>		
<p>УК-9: Способен использовать базовые дефектологические знания в социальной и профессиональной сферах</p>	<p>УК-9.1: Обладает представлениями о принципах недискриминационного взаимодействия при коммуникации в различных сферах жизнедеятельности, с учетом социально-психологических особенностей лиц с ограниченными возможностями здоровья.</p> <p>УК-9.2: Планирует и осуществляет профессиональную деятельность с лицами, имеющими инвалидность или ограниченные возможности здоровья.</p> <p>УК-9.3: Взаимодействует с лицами, имеющими ограниченные возможности здоровья или инвалидность, в социальной и профессиональной сферах.</p>	<p>УК-9.1: <i>To know the principles of non-discriminatory interaction in communication in various spheres of life, taking into account the socio-psychological characteristics of people with disabilities. Be able to apply the principles of non-discriminatory interaction in communication in various spheres of life, taking into account the socio-psychological characteristics of people with disabilities. Possess the skills of applying the principles of non-discriminatory interaction in communication in various spheres of life, taking into account the socio-psychological characteristics of people with disabilities.</i></p> <p>УК-9.2: <i>Know the basics of planning and carrying out professional activities with people with disabilities or limited health opportunities. Be able to apply the basics of planning and carrying out professional activities with people with disabilities or limited health opportunities. Master the basics of planning and carrying out professional activities with people with disabilities or limited health</i></p>	<p>Опрос Тест Доклад</p>	<p>Экзамен: Контрольные вопросы</p>

		<p>opportunities.</p> <p>УК-9.3: <i>Know the principles of interaction with people with disabilities in the social and professional spheres.</i> <i>Be able to interact with people with disabilities in the social and professional spheres.</i> <i>Possess skills in interacting with people with disabilities in the social and professional spheres.</i></p>		
<p>ОПК-1: Способен реализовывать моральные и правовые нормы, этические и деонтологические принципы в профессиональной деятельности</p>	<p>ОПК-1.1: Знает правила врачебной этики, права и обязанности пациента и медицинских работников</p> <p>ОПК-1.2: Умеет применять законы и нормативные акты, регламентирующие работу в профессиональной сфере</p> <p>ОПК-1.3: Владеет нормами этики и деонтологии в общении с населением и коллективом и соблюдает моральные и правовые нормы в профессиональной деятельности</p>	<p>ОПК-1.1: <i>Know the basic rules of medical ethics, the rights and duties of the patient and medical staff.</i> <i>Be able to apply the basic rules of medical ethics, the rights and duties of the patient and medical professionals.</i> <i>Master the skills of applying the basic rules of medical ethics, the rights and duties of the patient and medical professionals.</i></p> <p>ОПК-1.2: <i>Know the laws and regulations governing work in the professional field.</i> <i>Be able to apply laws and regulations governing work in the professional field.</i> <i>Possess skills in applying the basic laws and regulations governing work in the professional field.</i></p> <p>ОПК-1.3: <i>Know the basic norms of ethics and deontology in communication with the public and the collective, as well as moral and legal norms in professional activities.</i> <i>Be able to apply in practice the basic norms of ethics and deontology in communication with the public and the collective, as well as moral and legal norms in professional</i></p>	<p>Опрос Тест Доклад</p>	<p>Экзамен: Контрольные вопросы</p>

		<p>activities.</p> <p><i>Possess the skills to apply in practice the basic norms of ethics and deontology in communication with the public and the collective, as well as moral and legal norms in professional activities.</i></p>		
<p><i>ПК-3: Готовность к сбору и анализу жалоб пациента, данных его анамнеза, результатов осмотра, лабораторных, инструментальных, патолого-анатомических и иных исследований в целях распознавания состояния или установления факта наличия или отсутствия заболевания, проведение дифференциальной диагностики</i></p>	<p><i>ПК-3.1: Знать методы сбора анамнеза, жалоб, осмотра больного с терапевтической патологией для распознавания заболеваний, этиологию, патогенез, и клинику наиболее часто встречающихся заболеваний внутренних органов; современную классификацию, принципы и особенности основных методов клинических, лабораторных и инструментальных методов обследования, их диагностическое значение</i></p> <p><i>ПК-3.2: Уметь получить информацию о заболевании, интерпретировать жалобы, анамнез заболевания и жизни, данные, применить объективные методы обследования, выявить общие и специфические признаки заболевания; построить план обследования больного с учетом стандартов и интерпретировать дополнительные методы обследования (лабораторно-инструментальные) с учетом нормы</i></p> <p><i>ПК-3.3: Владеть методами сбора анамнеза, жалоб больного с терапевтической патологией; навыком составления плана дополнительного обследования больного; интерпретацией результатов лабораторных и инструментальных</i></p>	<p><i>ПК-3.1:</i></p> <p><i>To know the methods of collecting anamnesis, complaints, examination of a patient with psychiatric pathology for disease recognition, etiology, pathogenesis, and clinic of the most common mental illnesses, modern classification, principles and features of the main methods of clinical, laboratory and instrumental examination methods, their diagnostic significance.</i></p> <p><i>Be able to apply methods of collecting anamnesis, complaints, examination of a patient with psychiatric pathology to recognize diseases, etiology, pathogenesis, and clinic of the most common mental illnesses, modern classification, principles and features of the main methods of clinical, laboratory and instrumental examination methods, their diagnostic significance.</i></p> <p><i>Possess the skills to apply in practice methods of collecting medical history, complaints, examination of a patient with psychiatric pathology to recognize diseases, knowledge of the etiology, pathogenesis, and clinic of the most common mental illnesses, modern classification, principles and features of the main methods of clinical, laboratory and instrumental examination methods, their diagnostic significance.</i></p>	<p>Опрос Тест Доклад</p>	<p>Экзамен: Контрольные вопросы</p>

	<p><i>исследований и проведения дифференциальной диагностики</i></p>	<p><i>ПК-3.2:</i> <i>Know the principles of obtaining information about the disease, interpreting complaints, medical history and life, using objective examination methods, identifying common and specific signs of the disease; building a patient's examination plan based on standards and interpreting additional examination methods (laboratory and instrumental) based on the norm.</i> <i>Be able to apply in practice the principles of obtaining information about the disease, interpreting complaints, medical history and life, using objective examination methods, identifying common and specific signs of the disease; building an examination plan for the patient, taking into account standards and interpreting additional examination methods (laboratory and instrumental), taking into account the norm.</i> <i>Master the skills of applying in practice the principles of obtaining information about the disease, interpreting complaints, medical history and life, using objective examination methods, identifying common and specific signs of the disease; building a patient's examination plan taking into account standards and interpreting additional examination methods (laboratory and instrumental) taking into account the norm.</i></p> <p><i>ПК-3.3:</i> <i>Know the methods of collecting anamnesis, complaints of a patient with psychiatric pathology, drawing up a plan for additional examination of the patient; interpreting the results of laboratory and instrumental studies and conducting differential diagnosis.</i></p>		
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		<p><i>Be able to apply in practice methods of collecting anamnesis, complaints of a patient with psychiatric pathology, drawing up a plan for additional examination of the patient; interpreting the results of laboratory and instrumental studies and conducting differential diagnosis.</i></p> <p><i>Master the skills of applying in practice methods of collecting medical history, complaints of a patient with psychiatric pathology, drawing up a plan for additional examination of the patient; interpreting the results of laboratory and instrumental studies and conducting differential diagnosis.</i></p>		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	4
Часов по учебному плану	144
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	12
- занятия семинарского типа (практические занятия / лабораторные работы)	50
- КСР	2
самостоятельная работа	44
Промежуточная аттестация	36 Экзамен

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе	
		Контактная работа (работа во взаимодействии с преподавателем), часы из них	Самостоятельная работа обучающегося,

		Занятия лекционного типа	Занятия семинарского типа (практические занятия/ лабора торные работы), часы	Всего	часы
Topic 1. History of psychiatric care development, forms of provision, legislative issues.	2.25	0.25	1	1.25	1
Topic 2. The order and standards of psychiatric care, standards of workload.	2.25	0.25	1	1.25	1
Topic 3. Issues of ethics and deontology.	1.75	0.25	0.5	0.75	1
Topic 4. Clinical and psychopathological research.	4	1	2	3	1
Topic 5. Patterns of syndrome formation and the course of mental disorders. Classification of syndromes.	1.7	0.2	0.5	0.7	1
Topic 6. Asthenic syndrome.	1.7	0.2	0.5	0.7	1
Topic 7. Affective syndromes.	2.25	0.25	1	1.25	1
Topic 8. Neurotic and neurosis-like syndromes.	2.25	0.25	1	1.25	1
Topic 9. Psychopathic and psychopathic-like syndromes.	2.25	0.25	1	1.25	1
Topic 10. Hallucinatory-delusional syndromes.	3.25	0.25	2	2.25	1
Topic 11. Catatonic and hebephrenic syndromes.	2.25	0.25	1	1.25	1
Topic 12. Syndromes of impaired consciousness.	2.25	0.25	1	1.25	1
Topic 13. Convulsive syndrome.	1.75	0.25	0.5	0.75	1
Topic 14. Amnesic syndrome.	2.25	0.25	1	1.25	1
Topic 15. Dementia syndromes.	2.25	0.25	1	1.25	1
Topic 16. Schizophrenia.	5.5	0.5	3	3.5	2
Topic 17. Affective psychoses and affective diseases of non-psychotic level.	5.25	0.25	3	3.25	2
Topic 18. Epilepsy.	2.5	0.5	1	1.5	1
Topic 19. Mental disorders in atrophic diseases of the brain.	3.2	0.2	1	1.2	2
Topic 20. Mental disorders in traumatic brain injury.	3.2	0.2	1	1.2	2
Topic 21. Mental disorders in vascular diseases of the brain. Gerontopsychiatry.	3.2	0.2	1	1.2	2
Topic 22. Mental disorders in endocrine diseases, brain tumors.	3.25	0.25	1	1.25	2
Topic 23. Mental disorders in infectious diseases of the brain.	3.25	0.25	1	1.25	2
Topic 24. Neuroses.	4.5	0.5	2	2.5	2
Topic 25. Psychogenic reactions and reactive psychoses.	5.25	0.25	3	3.25	2
Topic 26. Personality disorders.	5.5	0.5	3	3.5	2
Topic 27. Mental retardation.	4	1	1	2	2
Topic 28. Therapy of mental disorders.	7	1	4	5	2
Topic 29. Basics of narcology.	11	1	8	9	2
Topic 30. Fundamentals of child and adolescent psychiatry.	5	1	2	3	2
Аттестация	36				
КСР	2			2	
Итого	144	12	50	64	44

Contents of sections and topics of the discipline

Topic 1. History of psychiatric care development, forms of provision, legislative issues.

The history of the development of psychiatric care in Russia and abroad.

Topic 2. The order and standards of psychiatric care, standards of workload.

Tasks and principles of the organization of psychiatric care in Russia.

Forms of psychiatric care in Russia.

Inpatient, outpatient, and semi-inpatient forms of psychiatric care.

Emergency, diagnostic, therapeutic, and rehabilitative care.

Issues of legislation in the provision of psychiatric care in Russia.

The Law of the Russian Federation "On psychiatric care and guarantees of citizens' rights in its provision."

General characteristics.

The scope of the law and its place in the system of legislation.

Basic principles of psychiatric care.

Epidemiology of mental disorders.

The order and standards of psychiatric care.

Load standards.

Regulatory documents

Topic 3. Issues of ethics and deontology.

Issues of ethics and deontology. History of development.

Various deontological models of medical ethics.

Specific ethical and deontological problems in psychiatry.

The model of doctor-patient relationship in psychiatry.

Topic 4. Clinical and psychopathological research.

Clinical and psychopathological research.

General somatic research. Neurological research.

Diagnostic significance (including specificity, sensitivity) of the results of additional research methods. EEG examination

Echo EEG study. Pneumo-EG. Ultrasound Dopplerography

X-ray of the skull

Conclusion on the fundus examination

Interpretation of laboratory tests

Interpretation of the results of experimental psychological research

Topic 5. Patterns of syndrome formation and the course of mental disorders

Dynamic development of physiological, morphological, and biochemical reactions reflecting the functional state of the body at the time of the disease, related to the immediate and distant history of a person, and his ontogenesis.

The leveling of individual diversity, the stereotypical mechanism of disease development, which allows combining individual diseases into nosological forms.

Individually and hereditarily determined refraction of environmental influences on the body as the most important biological basis for a variety of forms of diseases.

Features of the course and diagnosis of mental disorders depending on age and gender.

The relationship between the condition (change of syndromes) of the disease, the patterns by which one condition turns into another.

The stereotypical mechanism of the disease development in the form of the predominance of some syndromes over others and the characteristic pattern of their alternation.

Complication of the clinical picture of any mental disorder.

The sequential change of simple (small or homogeneous) syndromes and complex (large) syndromes during the progression of the disease and recovery.

A combination of negative and positive disorders.

Differential diagnostic significance of the main symptoms and syndromes.

Topic 6. Asthenic syndrome.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 7. Affective syndromes.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 8. Neurotic and neurosis-like syndromes.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 9. Psychopathic and psychopathic-like syndromes.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 10. Hallucinatory-delusional syndromes.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 11. Catatonic and hebephrenic syndromes.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 12. Syndromes of impaired consciousness.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 13. Convulsive syndrome.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 14. Amnesic syndrome.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 15. Dementia syndromes.

Clinical picture, nosological affiliation, differential diagnosis, treatment.

Topic 16. Schizophrenia.

Endogenous, endogenously organic, and exogenously organic mental disorders. Schizophrenia. Diagnostic criteria for various classifications.

Symptoms of schizophrenia. Forms of schizophrenia. Types of schizophrenia. Types of defect in schizophrenia.

Differential diagnosis. Principles of therapy.

Topic 17. Affective psychoses and affective diseases of non-psychotic level.

Affective psychoses and affective diseases of a non-psychotic level.

Clinical classification of affective psychoses and non-psychotic affective disorders.

Major depressive disorder. Recurrent depressive disorder.

Bipolar affective disorder. Cyclothymia. Dysthymia. Somatized depression. Schizoaffective disorders.

Topic 18. Epilepsy.

Epilepsy. Diagnosis of epilepsy.

Classification of epilepsy. Epilepsy clinic. Additional research methods for epilepsy. Differential diagnosis.

Basic principles of epilepsy therapy.

Topic 19. Mental disorders in atrophic diseases of the brain.

Mental disorders in primary degenerative processes of the brain.

Alzheimer's disease. Pick's disease.

Topic 20. Mental disorders in traumatic brain injury.

Mental disorders in traumatic brain injury.

Psychopathological syndromes in the acute period of traumatic brain injury.

Psychopathological syndromes in the acute period of traumatic brain injury.

Psychopathological syndromes in the period of convalescence in traumatic brain injury.

Psychopathological syndromes in the period of long-term consequences.

Differential diagnosis.

Basic principles of therapy.

Topic 21. Mental disorders in vascular diseases of the brain. Gerontopsychiatry.

Features of the clinical picture and treatment of mental disorders in late life.

Vascular diseases of the brain.

Vascular dementia.

Vascular psychoses.

Topic 22. Mental disorders in endocrine diseases, brain tumors.

Mental disorders in endocrine diseases, brain tumors.

Mental disorders in brain tumors.

Topic 23. Mental disorders in infectious diseases of the brain.

Mental disorders in infectious diseases of the brain.

Mental disorders in syphilitic brain lesions.

Mental disorders in tuberculosis.

Mental disorders in HIV infection.

Topic 24. Neuroses.

Clinical picture, differential diagnosis, treatment.

Topic 25. Psychogenic reactions and reactive psychoses.

Clinical picture, differential diagnosis, treatment.

Topic 26. Personality disorders.

Clinical picture, differential diagnosis, treatment.

Topic 27. Mental retardation.

Clinical picture, differential diagnosis, treatment.

Topic 28. Therapy of mental disorders

Psychopharmacology. The main groups of drugs. Tactics and strategy of treatment of mental disorders.

Fundamentals of psychotherapy.

Topic 29. Basics of narcology

Diagnosis and treatment of major drug-related diseases.

Topic 30. Fundamentals of child and adolescent psychiatry.

Features of the clinical picture, diagnosis, treatment and prognosis of mental disorders developing in childhood and adolescence.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

ЭБС «Юрайт». Режим доступа: <http://biblio-online.ru>.

ЭБС «Консультант студента». Режим доступа: <http://www.studentlibrary.ru>.

ЭБС «Лань». Режим доступа: <http://e.lanbook.com/>.

ЭБС «Znaniy.com». Режим доступа: www.znaniy.com.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Interview) to assess the development of the competency УК-1:

1. The subject and content of psychiatry, narcology, its place in a number of medical disciplines. The concept of mental health, norms and pathology in psychiatry. Symptom, syndrome, and nosology. Levels of psychopathological disorders. Negative and positive symptoms.

2. Organization of psychiatric care in the Russian Federation. The Law of the Russian Federation "On psychiatric care and guarantees of citizens' rights in its provision."

3. Clinical aspects of perception. Sensory disorders.
4. Clinical aspects of perception. Clinic, diagnosis of illusions.
5. Clinical aspects of perception. Hallucinations, definition, classification.
6. Clinical aspects of perception. Differential diagnosis of true and pseudo-hallucinations. Hallucinosis syndromes.
7. Clinical aspects of perception. Psychosensory disorders. Derealization and depersonalization syndromes.
8. Clinical aspects of thinking. Mental operations. Basic types of thinking.
9. Clinical aspects of thinking. Unproductive thinking disorders (disorders of the associative process).
10. Clinical aspects of thinking. Productive thinking disorders (disorders of thinking in terms of content). Obsessive states.
11. Clinical aspects of thinking. Productive thinking disorders (disorders of thinking in terms of content). Super-valuable ideas. Nonsense. Definition of delusion, main characteristics. Primary and secondary delusions.
12. Clinical aspects of thinking. Productive thinking disorders (disorders of thinking in terms of content). The main delusions (depressive delusions, expansive delusions, perceptual delusions, delusions of special significance, delusions of staging, delusions of doppelgangers, delusions of intermetamorphosis).
13. Clinical aspects of thinking. Productive thinking disorders (disorders of thinking in terms of content). The main delusional syndromes are paranoid, paranoid, and paraphrenic.
14. Medical, psychological and clinical aspects of thinking. Productive thinking disorders (disorders of thinking in terms of content). The main delusional syndromes are Cotard's syndrome, dysmorphic disorder.
15. Clinical aspects of thinking. Productive thinking disorders (disorders of thinking in terms of content). The main delusional syndromes are the Kandinsky-Clerambault syndrome.
16. Clinical aspects of memory. Memory disorders (hypermnnesia, hypomnesia, dysmnnesia, paramnesia).
17. Clinical aspects of memory. Amnesia. Classification and clinical picture. Amnesic syndrome (Korsakov's syndrome).
18. Clinical aspects of attention. Attention disorders.
19. Clinical aspects of intelligence. Definition of intelligence. The intellectual coefficient. Classification of dementia.
20. Clinical aspects of intelligence. Oligophrenia. Definition. Classification. Etiology. The clinical picture.
21. Clinical aspects of intelligence. Dementia. Definition. Classification. Etiology. The clinical picture.

5.1.2 Model assignments (assessment tool - Interview) to assess the development of the competency YK-9:

1. The subject, tasks and methods of defectology and clinical psychology.
2. The history of the formation of defectological thought and clinical psychology.
3. The main sections of clinical psychology and their characteristics.
4. The concepts of "norm" and "impaired mental development". Patterns of mental development in norm and pathology.
5. The concepts of "dysontogenesis", "psychopathology". Psychological parameters of developmental disorders.
6. Clinical and psychological-pedagogical classifications of developmental disorders.
7. Etiological factors of mental development disorders.
8. Age-related levels of neuropsychiatric response.
9. The problem of defect and compensation of mental functions.
10. General mental underdevelopment (etiology, clinical and psychological patterns of defect formation, structure of the disorder).
11. Classifications of mental retardation.
12. Delayed mental development (concept, etiology, clinical and psychological characteristics).
13. Classification of delayed mental development according to etiopathogenetic principle.
14. Comparative characteristics of children and adolescents with mental retardation and children with mental retardation.
15. Features of the development of cognitive and emotional-volitional spheres with mental retardation of various origins.
16. Damaged mental development (etiology, clinical and mental structure).
17. Deficient mental development with hearing and visual impairment.
18. Features of education and upbringing of children and adolescents with hearing and visual impairments.
19. Deficient mental development with insufficiency of the motor sphere.
20. Features of education and upbringing of children and adolescents with disorders of the musculoskeletal system.
21. Clinical and psychological characteristics of children with cerebral palsy.

5.1.3 Model assignments (assessment tool - Interview) to assess the development of the competency ОПК-1:

1. Ethics. The moral. Human moral values.

2. W.D. Ross's prima facie theory of moral obligations.
3. Professional ethics.
4. Values in the work of a psychiatrist and their hierarchy. The concept of deontology. Deontology of a psychiatrist. The subject of psychiatric deontology.
5. The difference between psychiatric deontology and general medical.
6. Professional ethics of a psychiatrist. The subject and objectives of professional ethics.
7. The history of ethics and the main stages of its development.
8. Regulatory documents on ethics.
10. Ethical principles of the psychiatrist's work.
11. The concept of etiquette. The basics of etiquette and business culture in the work of a psychiatrist.
12. The concept of image. The professional image of a doctor and the strengthening of the authority of medicine in society.
13. Ethical principles of business communication and business correspondence. Corporate ethics.
14. Personal qualities that form the foundation of a psychiatrist's professional success. Personal beliefs of a psychiatrist and their influence on professional activity.
15. The role of the phenomenon of congruence in the profession of psychiatrist. Personal integrity, professional deformations and burnout in the work of a doctor.
16. Occupational risks of psychiatrists: the main ethical problems of activity, typical difficulties and mistakes.
17. Professional ethics of a psychiatrist in working with patients: procedural and ethical features of counseling.
18. General and specific issues of psychiatric counseling for children and adolescents. Ethical dilemmas.
19. Establishing contact when working with a child. Implementation of ethical principles when working with children and adolescents.
20. Ethics of communication with relatives, representatives.
21. Professional ethics in working with the elderly. Implementation of ethical principles when working with the elderly.

5.1.4 Model assignments (assessment tool - Interview) to assess the development of the competency IIK-3:

1. Russian pre-revolutionary psychiatry.
2. Sensory synthesis disorders (psychosensory disorders).

3. The subject and objectives of psychiatry.
4. Memory. Modern concepts of the neurophysiological and biochemical foundations of memory.
5. Types of memory. Korsakov syndrome.
6. The history of Russian psychiatry.
7. The main stages in the history of foreign psychiatry (F. Pinel, J. Conolly, E. Kraepelin).
8. Thinking (the content of the concept). Thinking and speech.
9. Disorders of thinking in terms of pace and quality.
10. Thinking. Operations of thinking. Individual peculiarities of thinking. Crazy ideas. Clinical characteristics.
11. Features of the psychiatric hospital regime.
12. Thinking (the content of the concept). Overpriced and obsessive ideas.
13. Basic indications for admission to a psychiatric hospital.
14. Thinking. Kandinsky-Clerambault syndrome of mental automatism.
15. The concept of intelligence. Oligophrenia, definition.
16. The main causes of oligophrenia, clinic of oligophrenia.
17. Modern data on the physiological, biochemical, biological, and psychological basis of emotions.
18. Criteria of sanity and legal capacity in the Criminal and Civil Codes.
19. Basic clinical disorders of emotions.
20. Manic syndrome.
21. Effector (volitional) activity. An act of will. Catatonic syndrome. Drive disorders.
22. The role of S. S. Korsakov in the development of Russian psychiatry.
23. Effector (volitional) activity. Catatonic syndrome. Hypobulia. Parabulia.

Assessment criteria (assessment tool — Interview)

Grade	Assessment criteria
pass	The student attends classes well, participates in discussions in the classroom, forms questions, expresses his point of view in discussions. Answered the survey questions.
fail	Frequent absences from classes, not active in classes. Did not answer the survey question.

5.1.5 Model assignments (assessment tool - Test) to assess the development of the competency YK-1:

1. What is the primary neurotransmitter implicated in depression?
 - A) Dopamine
 - B) Serotonin (*Correct*)
 - C) Norepinephrine
 - D) Acetylcholine
2. Which of the following disorders is characterized by excessive worry and anxiety?
 - A) Major Depressive Disorder
 - B) Generalized Anxiety Disorder (*Correct*)
 - C) Schizophrenia
 - D) Bipolar Disorder
3. What is the manic phase of bipolar disorder typically marked by?
 - A) Extreme sadness
 - B) Elevated mood and increased energy (*Correct*)
 - C) Detachment from reality
 - D) Intense fear
4. Which type of therapy is primarily used for cognitive distortions in patients?
 - A) Psychodynamic Therapy
 - B) Cognitive Behavioral Therapy (*Correct*)
 - C) Humanistic Therapy
 - D) Play Therapy
5. What is the most common type of hallucination experienced in schizophrenia?
 - A) Visual Hallucinations
 - B) Auditory Hallucinations (*Correct*)
 - C) Olfactory Hallucinations
 - D) Tactile Hallucinations
6. Which disorder is characterized by compulsive behaviors aimed at reducing anxiety?
 - A) Post-Traumatic Stress Disorder
 - B) Obsessive-Compulsive Disorder (*Correct*)
 - C) Acute Stress Disorder
 - D) Social Anxiety Disorder
7. What is the main diagnostic criterion for a Major Depressive Episode?
 - A) Elevated mood
 - B) Loss of interest or pleasure (*Correct*)
 - C) Increased energy
 - D) Paranoia
8. Which medication class is primarily used as a first-line treatment for anxiety disorders?
 - A) Antipsychotics
 - B) Mood Stabilizers
 - C) Selective Serotonin Reuptake Inhibitors (SSRIs) (*Correct*)
 - D) Benzodiazepines
9. Which of the following is a key diagnostic feature of borderline personality disorder?
 - A) Stability in relationships
 - B) Intense, unstable relationships (*Correct*)
 - C) Grandiosity
 - D) Social withdrawal

10. A patient with PTSD may experience which of the following?
- A) Hyperarousal symptoms (*Correct*)
 - B) Disorganized speech
 - C) Manic episodes
 - D) Psychomotor retardation
11. What is the primary risk associated with untreated schizophrenia?
- A) Poor academic performance
 - B) Homelessness
 - C) Increased substance abuse
 - D) Increased risk of suicide (*Correct*)
12. What is the term for a false belief held despite evidence to the contrary?
- A) Compulsion
 - B) Hallucination
 - C) Delusion (*Correct*)
 - D) Illusion
13. Which disorder is characterized by a significant phobia of a specific object or situation?
- A) Generalized Anxiety Disorder
 - B) Social Anxiety Disorder
 - C) Specific Phobia (*Correct*)
 - D) Panic Disorder
14. Which of the following is NOT typically a feature of schizophrenia?
- A) Disorganized behavior
 - B) Flat affect
 - C) Increased social functioning (*Correct*)
 - D) Cognitive deficits
15. What is the primary feature of anorexia nervosa?
- A) Binge eating
 - B) Lack of control over eating
 - C) Restriction of food intake leading to low body weight (*Correct*)
 - D) Eating in secret
16. In which mental health condition is "fear of gaining weight" a criterion?
- A) Bulimia Nervosa
 - B) Anorexia Nervosa (*Correct*)
 - C) Binge Eating Disorder
 - D) Avoidant Restrictive Food Intake Disorder
17. Which of the following is a common side effect of antipsychotic medications?
- A) Drowsiness
 - B) Weight loss
 - C) Extrapyramidal symptoms (*Correct*)
 - D) Increased appetite
18. The term "derealization" refers to what experience?
- A) Feeling detached from one's body
 - B) Feeling disconnected from reality (*Correct*)
 - C) Experiencing hallucinations
 - D) Having a false belief
19. What is the hallmark symptom of a panic attack?
- A) Shortness of breath (*Correct*)
 - B) Depression
 - C) Hallucinations
 - D) Memory loss

20. The prevalence of schizophrenia is approximately:

- A) 1% (*Correct*)
- B) 5%
- C) 10%
- D) 15%

21. Which of the following is characterized by difficulty in maintaining a stable self-image?

- A) Narcissistic Personality Disorder
- B) Borderline Personality Disorder (*Correct*)
- C) Antisocial Personality Disorder
- D) Avoidant Personality Disorder

5.1.6 Model assignments (assessment tool - Test) to assess the development of the competency YK-9:

1. In cognitive therapy, how are cognitive distortions typically addressed?

- A) By increasing medication
- B) Through insight and reinterpretation (*Correct*)
- C) By developing physical skills
- D) By promoting avoidance

2. What is a common characteristic of dissociative disorders?

- A) Persistent anxiety
- B) Memory loss or detachment (*Correct*)
- C) Flat affect
- D) Mood swings

3. Which neurotransmitter is primarily associated with schizophrenia?

- A) Serotonin
- B) GABA
- C) Dopamine (*Correct*)
- D) Glutamate

4. What is the first-line treatment for Attention-Deficit/Hyperactivity Disorder (ADHD)?

- A) Behavioral therapy
- B) Stimulant medications (*Correct*)
- C) Antidepressants
- D) Mood stabilizers

5. What does the term "bipolar II disorder" refer to?

- A) Presence of one manic episode
- B) Presence of hypomanic and depressive episodes (*Correct*)
- C) Lack of depressive episodes
- D) Presence of more severe manic episodes

6. Which of the following is a symptom of withdrawal from alcohol?

- A) Increased social interactions
- B) Hallucinations
- C) Tremors (*Correct*)
- D) Heightened mood

7. What is the primary focus of psychoanalytic therapy?

- A) Behavioral changes
- B) Uncovering unconscious conflicts (*Correct*)
- C) Skills training
- D) Medication management

8. Patients with which disorder may experience intense fear of public speaking?

- A) Generalized Anxiety Disorder

- B) Social Anxiety Disorder (*Correct*)
 - C) Bipolar Disorder
 - D) Obsessive-Compulsive Disorder
9. In which mental health condition do patients typically experience mood swings between mania and depression?
- A) Major Depressive Disorder
 - B) Bipolar Disorder (*Correct*)
 - C) Dysthymia
 - D) Adjustment Disorder
10. What is a common psychological defense mechanism where an individual attributes their own undesirable feelings to others?
- A) Rationalization
 - B) Projection (*Correct*)
 - C) Repression
 - D) Denial
11. Which of the following best describes a "psychotic break"?
- A) A sudden onset of anxiety
 - B) A loss of contact with reality (*Correct*)
 - C) A brief period of sadness
 - D) An episode of extreme mania
12. What is the primary symptom of major depressive disorder?
- A) Mania
 - B) Low energy and fatigue (*Correct*)
 - C) Excessive happiness
 - D) Hallucinations
13. In relation to trauma, what is "re-experiencing"?
- A) Accepting the trauma
 - B) Avoiding trauma reminders
 - C) Reliving the traumatic event through flashbacks (*Correct*)
 - D) Discovering new coping mechanisms
14. The main feature of avoidant personality disorder is:
- A) Excessive attention-seeking behavior
 - B) Extremely high self-esteem
 - C) Social inhibition and feelings of inadequacy (*Correct*)
 - D) Anger management issues
15. Which type of medication is often prescribed for mood stabilization in bipolar disorder?
- A) Antidepressants
 - B) Antipsychotics
 - C) Mood stabilizers (*Correct*)
 - D) SSRIs
16. What is the term for a severe, time-limited reaction to a traumatic event?
- A) Adjustment Disorder
 - B) Acute Stress Disorder (*Correct*)
 - C) Post-Traumatic Stress Disorder
 - D) Dissociative Identity Disorder
17. In pediatric psychiatry, what is often utilized for children who cannot articulate their feelings?
- A) Cognitive Behavioral Therapy
 - B) Play Therapy (*Correct*)
 - C) Family Therapy
 - D) Psychopharmacology

18. Which of the following is a common effect of long-term opioid use?
- A) Increased anxiety
 - B) Social withdrawal
 - C) Physical dependence (*Correct*)
 - D) Enhanced mood stability
19. What condition is characterized by persistent thoughts that cause significant anxiety?
- A) Compulsions
 - B) Obsessions (*Correct*)
 - C) Delusions
 - D) Hallucinations
20. A common symptom of major depressive disorder is:
- A) Hyperactivity
 - B) Anhedonia (*Correct*)
 - C) Grandiosity
 - D) Euphoria
21. Which disorder is marked by recurrent binge eating without compensatory behaviors?
- A) Anorexia Nervosa
 - B) Bulimia Nervosa
 - C) Binge Eating Disorder (*Correct*)
 - D) Pica

5.1.7 Model assignments (assessment tool - Test) to assess the development of the competency OIK-1:

1. What is the primary characteristic of Major Depressive Disorder?
 - A) Euphoria
 - B) Anhedonia (*Correct*)
 - C) Hallucinations
 - D) Compulsions
2. Which of the following is a common symptom of Generalized Anxiety Disorder (GAD)?
 - A) Increased energy
 - B) Excessive worry (*Correct*)
 - C) Delusions
 - D) Repetitive behaviors
3. In which disorder is the presence of obsessions and compulsions most prominent?
 - A) Social Anxiety Disorder
 - B) Post-Traumatic Stress Disorder
 - C) Obsessive-Compulsive Disorder (*Correct*)
 - D) Panic Disorder
4. What is the hallmark symptom of schizophrenia?
 - A) Depression
 - B) Delusions and hallucinations (*Correct*)
 - C) High energy levels
 - D) Compulsive behavior
5. The primary pharmacological treatment for bipolar disorder is:
 - A) Antidepressants
 - B) Mood stabilizers (*Correct*)
 - C) Antipsychotics
 - D) Anxiolytics
6. What type of therapy focuses on changing negative thought patterns?
 - A) Behavioral Therapy

- B) Dialectical Behavior Therapy
 - C) Cognitive Behavioral Therapy (*Correct*)
 - D) Humanistic Therapy
7. Which childhood disorder involves persistent inattention and/or hyperactivity?
- A) Autism Spectrum Disorder
 - B) Attention-Deficit/Hyperactivity Disorder (*Correct*)
 - C) Oppositional Defiant Disorder
 - D) Conduct Disorder
8. The term "catatonia" refers to:
- A) A mood disorder
 - B) An inability to move properly (*Correct*)
 - C) A form of delusion
 - D) A psychoactive drug effect
9. Which of the following is NOT typically classified as a personality disorder?
- A) Borderline Personality Disorder
 - B) Antisocial Personality Disorder
 - C) Major Depressive Disorder (*Correct*)
 - D) Narcissistic Personality Disorder
10. What is a common risk factor for suicide?
- A) Social connectedness
 - B) Previous suicide attempts (*Correct*)
 - C) Strong family support
 - D) Good coping strategies
11. Dissociative Identity Disorder is characterized by:
- A) Memory loss of past events
 - B) Presence of two or more distinct personality states (*Correct*)
 - C) Social withdrawal
 - D) Mood swings
12. Seasonal Affective Disorder is primarily associated with:
- A) Financial stress
 - B) Changes in daylight and season (*Correct*)
 - C) Occupational challenges
 - D) Family conflicts
13. What is the most effective treatment for PTSD?
- A) Cognitive Behavioral Therapy (*Correct*)
 - B) Electroconvulsive Therapy
 - C) Psychoanalysis
 - D) Fitness training
14. In which disorder does a person avoid social interactions due to fear of negative evaluation?
- A) Generalized Anxiety Disorder
 - B) Avoidant Personality Disorder (*Correct*)
 - C) Paranoid Personality Disorder
 - D) Schizophrenia
15. Which of the following is a characteristic feature of the manic phase in bipolar disorder?
- A) Hyperactivity (*Correct*)
 - B) Loss of interest in activities
 - C) Social withdrawal
 - D) Persistent sadness
16. Which neurotransmitter is most often associated with mood regulation?
- A) Serotonin (*Correct*)

- B) Acetylcholine
 - C) GABA
 - D) Norepinephrine
17. A person experiencing excessive fear of a specific object or situation may have:
- A) Generalized Anxiety Disorder
 - B) Phobia (*Correct*)
 - C) Schizoaffective Disorder
 - D) Social Anxiety Disorder
18. What is an effective intervention for children with Autism Spectrum Disorder?
- A) Behavioral therapy (*Correct*)
 - B) Strict medication regimen
 - C) Psychoanalysis
 - D) Family conflict resolution
19. Which of the following behaviors is a sign of conduct disorder in youth?
- A) Focusing on schoolwork
 - B) Aggression toward animals (*Correct*)
 - C) Compliance with authority
 - D) Long-lasting friendships
20. Which disorder is characterized by extreme mood swings from very high to very low?
- A) Major Depressive Disorder
 - B) Schizophrenia
 - C) Bipolar Disorder (*Correct*)
 - D) Generalized Anxiety Disorder
21. The term "psychosis" refers to:
- A) A state of high energy
 - B) A loss of contact with reality (*Correct*)
 - C) Feeling a sense of dread
 - D) Social withdrawal
22. Which is a common type of therapy for people with eating disorders?
- A) Psychoanalysis
 - B) Dialectical Behavior Therapy (*Correct*)
 - C) Hypnosis
 - D) Medication only

5.1.8 Model assignments (assessment tool - Test) to assess the development of the competency IIK-3:

1. Attention-deficit/hyperactivity disorder (ADHD) is often diagnosed in:
 - A) Adolescents only
 - B) Young children (*Correct*)
 - C) Older adults
 - D) Middle-aged individuals
2. The primary treatment for schizophrenia includes:
 - A) Mood stabilizers
 - B) Antipsychotics (*Correct*)
 - C) Antidepressants
 - D) Cognitive Behavioral Therapy
3. A significant characteristic of borderline personality disorder is:
 - A) Stable relationships
 - B) Fear of abandonment (*Correct*)
 - C) Extreme self-discipline

- D) Rational decision-making
4. An individual with narcissistic personality disorder generally exhibits:
 - A) Low self-esteem
 - B) A sense of grandiosity (*Correct*)
 - C) Selflessness
 - D) High empathy
 5. Which of the following is most commonly treated with exposure therapy?
 - A) Depression
 - B) Phobias (*Correct*)
 - C) Bipolar Disorder
 - D) Personality Disorders
 6. What is the primary goal of cognitive-behavioral therapy?
 - A) To analyze childhood experiences
 - B) To identify and change negative thought patterns (*Correct*)
 - C) To prescribe medication
 - D) To provide a supportive environment
 7. In children, what symptoms are indicative of Oppositional Defiant Disorder?
 - A) Cooperation with authority
 - B) Defiance and hostility (*Correct*)
 - C) High intelligence
 - D) Excessive shyness
 8. Which of the following is a key symptom of panic disorder?
 - A) Chronic low energy
 - B) Sudden panic attacks (*Correct*)
 - C) Memory loss
 - D) Emotional detachment
 9. What is typically the first-line treatment for anxiety disorders?
 - A) Antipsychotics
 - B) Selective Serotonin Reuptake Inhibitors (*Correct*)
 - C) Mood stabilizers
 - D) Electroconvulsive therapy
 10. A mental health professional's duty to keep patient information confidential is known as:
 - A) Informed Consent
 - B) Therapeutic Privilege
 - C) Privacy (*Correct*)
 - D) Beneficence
 11. An elderly patient showing signs of confusion, mood changes, and cognitive decline may be experiencing:
 - A) Bipolar Disorder
 - B) Delirium (*Correct*)
 - C) Schizophrenia
 - D) Major Depression
 12. An important aspect of Dialectical Behavior Therapy is:
 - A) Developing meditation skills
 - B) Validating emotions (*Correct*)
 - C) Focusing solely on cognitive distortions
 - D) Encouraging detachment
 13. Which type of medication is primarily used to treat attention-deficit/hyperactivity disorder?
 - A) Antidepressants
 - B) Stimulants (*Correct*)

- C) Mood stabilizers
 - D) Antipsychotics
14. The term "altruism" in psychology refers to:
- A) Selfishness
 - B) Unselfish concern for others (*Correct*)
 - C) Avoidance of social situations
 - D) Dependency on others
15. Cognitive dissonance is best described as:
- A) A state of comfort with multiple beliefs
 - B) The mental discomfort experienced when holding contradictory beliefs or values (*Correct*)
 - C) A condition resulting from mental illness
 - D) An extreme form of anxiety
16. Which mental health condition is characterized by the belief that one has already died?
- A) Major Depressive Disorder
 - B) Cotard's Syndrome (*Correct*)
 - C) Delusional Disorder
 - D) Bipolar Disorder
17. The primary purpose of group therapy is to:
- A) Isolate individuals
 - B) Foster interpersonal skills through shared experiences (*Correct*)
 - C) Deliver medication
 - D) Provide one-on-one counseling
18. What distinguishes avoidant personality disorder from social anxiety disorder?
- A) A fear of public speaking
 - B) A pattern of detachment from social relationships (*Correct*)
 - C) A lack of social skills
 - D) High levels of self-esteem
19. The term "neurodevelopmental disorders" includes:
- A) Disorders arising from trauma
 - B) Disorders present at birth or during developmental stages (*Correct*)
 - C) Disorders resulting from substance abuse
 - D) Disorders exclusively in adults
20. What does "treatment-resistant" depression refer to?
- A) Depression that responds to treatment but then reoccurs
 - B) Depression that does not improve despite adequate treatment (*Correct*)
 - C) Depression that is resolved with self-care
 - D) Depression that requires inpatient hospitalization
21. Which therapy uses operant conditioning techniques to modify behavior?
- A) Psychoanalytic therapy
 - B) Behavioral therapy (*Correct*)
 - C) Humanistic therapy
 - D) Cognitive therapy
22. Which disorder is often marked by the presence of somatic symptoms that cannot be fully explained by medical conditions?
- A) Hypochondriasis
 - B) Psychological factors affecting other medical conditions
 - C) Somatic Symptom Disorder (*Correct*)
 - D) Personality disorder

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	The student attends classes well, participates in discussions in the classroom, forms questions, expresses his point of view in discussions. I answered the test questions.
fail	Frequent absences from classes, not active in classes. Did not answer the test question.

5.1.9 Model assignments (assessment tool - Report) to assess the development of the competency YK-1:

1. The Neuroscience of Depression: What We Know So Far
2. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Exploring the Concept of Flow in Mental Health
3. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. The Role of Exercise in Mental Health Recovery
4. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Psychotic Disorders: Understanding Symptoms and Management
5. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Narratives and Personal Stories in Mental Health Recovery
6. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Balancing Medication and Therapy in Mental Health Treatment
7. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. The Dangers of Self-Diagnosis in Mental Health
8. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Screening Tools for Bipolar Disorder in Primary Care
9. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. The Role of Family Dynamics in Schizophrenia
10. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Digital Mental Health: Apps and Online Therapy
11. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion
1. Exploring the Impact of Social Media on Youth Mental Health
12. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion

1. The Effects of Sleep Disorders on Mental Health
13. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Role of Psychoeducation in Mental Health Treatment
14. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Intersection of Mental Health and the Criminal Justice System
15. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. Cultural Competence in Psychiatric Care
16. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Importance of Therapeutic Alliance in Treatment
17. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Role of Art Therapy in Mental Health Recovery
18. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. Assessing Risk: Suicide Prevention in Clinical Practice
19. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Biological Basis of Anxiety Disorders
20. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. Innovations in Electroconvulsive Therapy: Current Perspectives
21. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Psychopathology of Hoarding Disorder
22. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

5.1.10 Model assignments (assessment tool - Report) to assess the development of the competency YK-9:

1. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report
4. Critical analysis 5. Practical application 6. Conclusion

1. The Evolution of Psychiatry: Historical Perspectives
2. Understanding Bipolar Disorder: Symptoms and Management
3. The Role of Genetics in Mental Health Disorders
4. Anxiety Disorders: Types, Symptoms, and Treatments
5. The Impact of Trauma on Mental Health: PTSD and Beyond
6. Schizophrenia: Myths, Facts, and Current Treatments
7. The Use of Psychopharmacology in Treating Depression
8. Exploring Cognitive Behavioral Therapy: Techniques and Efficacy
9. The Importance of Early Diagnosis in Autism Spectrum Disorders

10. Eating Disorders: Causes, Consequences, and Treatment Options
11. The Influence of Culture on Mental Health Disorders
12. Gender Differences in the Presentation of Mental Health Conditions
13. The Connection Between Substance Abuse and Mental Health
14. Child and Adolescent Psychiatry: Key Issues and Interventions
15. The Role of Psychotherapy in Treating Personality Disorders
16. Neurodevelopmental Disorders: Lifelong Impacts and Interventions
17. The Relationship Between Chronic Illness and Mental Health
18. Stigma Surrounding Mental Health: Challenges and Strategies
19. Ethics in Psychiatry: Balancing Patient Autonomy and Care
20. The Role of Support Systems in Mental Health Recovery
21. Mindfulness and its Application in Psychiatry

5.1.11 Model assignments (assessment tool - Report) to assess the development of the competency OIK-1:

1. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion

1. Addressing Mental Health in the Workplace: Strategies for Employers
2. The Role of Play Therapy in Child Psychiatry
3. Advances in Neuroscience: Implications for Psychiatry
4. Understanding Delirium: Diagnosis and Management
5. The Impact of Natural Disasters on Community Mental Health
6. Assessing and Treating Grief Disorders
7. The Ethical Challenges of Involuntary Commitment
8. Non-Pharmacological Treatments for Depression
9. The Role of Spirit and Religion in Mental Health
10. The Interface of Neuroscience and Psychology
11. Pharmacogenomics in Psychiatry: Personalized Treatment Approaches
12. Addressing Co-Occurring Disorders: Mental Health and Addiction
13. Integrated Care Models in Psychiatry
14. The Role of Occupational Therapy in Mental Health
15. Mental Health in Geriatric Populations
16. The Science of Habit Formation: Implications for Mental Health
17. Understanding Relationship Issues Through the Lens of Family Therapy
18. The Use of Virtual Reality in Treating Anxiety Disorders
19. The Role of Gender Identity in Mental Health
20. Exploring the Concept of Resilience in Mental Health

5.1.12 Model assignments (assessment tool - Report) to assess the development of the competency IIK-3:

1. Plan of response to the report: 1. Introduction 2. Brief summary of the report 3. Strengths of the report 4. Critical analysis 5. Practical application 6. Conclusion

1. The Importance of Preventative Measures in Mental Health
2. The Role of Psychiatry in Pain Management
3. Examining the Efficacy of Group Therapy
4. The Influence of Childhood Adversity on Adult Mental Health

5. Medication Adherence: Barriers and Solutions
6. The Role of Mind-Body Practices in Mental Health Treatment
7. The Psychiatric Manifestations of Chronic Stress
8. The Impact of Economic Factors on Mental Health
9. Understanding Obsessive-Compulsive Disorder: Treatment Approaches
10. The Role of Peer Support in Mental Health Recovery
11. Exploring the Link Between Mental Health and Dementia
12. The Importance of Cultural Sensitivity in Psychotherapy
13. Neurofeedback: Promises and Limitations in Psychiatry
14. The Evaluation and Treatment of Impulse Control Disorders
15. Psychotherapy Techniques for Treating Trauma
16. The Science Behind Placebo Effects in Psychiatry
17. Assessing and Managing Psychosomatic Disorders
18. The Influence of Major Life Changes on Mental Health
19. The Role of Social Determinants of Health in Mental Well-Being
20. Understanding the Biopsychosocial Model in Psychiatry
21. The Relationship Between Mindfulness and Emotional Regulation

Assessment criteria (assessment tool — Report)

Grade	Assessment criteria
pass	The student attends classes well, participates in discussions in the classroom, forms questions, expresses his point of view in discussions. He revealed the topic of the report.
fail	Frequent absences from classes, not active in classes. I did not disclose the topic of the report.

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие	При решении	Продемонс	Продемонс	Продемонс	Продемонс	Продемонстр

	минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	трированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	трированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	трированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами	трированы все основные умения. Решены все основные задачи с отдельными и несущественными недочетами, выполнены все задания в полном объеме	трированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторыми и недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторыми и недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач

Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency YK-1

1. The procedure for submitting an application and making a decision on psychiatric examination of a person without his consent or without the consent of his legal representative.
2. Examination of minors and persons declared legally incompetent who have been placed in a psychiatric hospital at the request or with the consent of their legal representatives.
3. Examination of persons placed in a psychiatric hospital in an involuntary manner.
4. Disorders of sensory-imaginative cognition. Hallucinations and illusions.
5. Thinking disorders. Paranoid delusions.
6. Super-valuable ideas and paranoid delusions. Mechanisms of delusional formation.
7. Delusional and hallucinatory-delusional syndromes.
8. Memory, symptoms and syndromes of its disorders.
9. Psychology and psychopathology of intelligence.
10. The syndrome of psycho-organic personality decline.
11. Psychology and psychopathology of emotions, feelings, moods.
12. Syndromes of affective mood changes.
13. Disorders of instincts and drives.
14. Pathological attraction to psychoactive substances.
15. Disorders of the will and effector-motor sphere
16. Consciousness and its disorders.
17. Personality and its disorders.
18. Psychopathies (specific personality disorders).
19. Psychology and pathology of character.
20. Characteristics of the syndrome of dependence on surfactants.
21. Syndromes of pre-mental disorders of the psyche.
22. Syndromes of psychotic disorders of the psyche.
23. Concepts of negative and productive mental disorders.

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency YK-9

1. Definition of defectology, characteristics of its structure. Patterns of formation and development of the conceptual apparatus of defectology (the phenomenon of parallel terminology).
2. The evolution of the attitude of the state and society towards persons with developmental disabilities (according to N.N. Malofeev). Characteristics of the periods.
3. The history of studying mentally retarded people and helping them.
4. The history of studying people with visual impairments and helping them.
5. The history of studying people with hearing impairments and helping them.
6. Causes and manifestations of hearing disorders (according to L. V. Neiman and R. M. Boskis).
7. Causes and manifestations of visual impairment.
8. Causes and manifestations of speech disorders.
9. Causes and manifestations of motor function disorders.
10. The most important indicators of a child's development, significant for identifying developmental abnormalities.
11. The concept of limited health opportunities.
12. The main types of disorders of body functions.
13. Basic life-sustaining abilities.
14. General features characterizing impaired mental development.
15. The main parameters determining the type of mental development disorder (according to V.V. Lebedinsky).
16. The concept of defect structure.
17. A complex defect. The difference between primary and secondary defects.
18. Pathological factors affecting the child's body during the prenatal period.
19. Causes of natal pathology.
20. Conditions in which decompensation and maladaptation phenomena may occur.
21. Basic principles of psychological and pedagogical study of a child.
22. Typology of mental development disorders in children (according to V.V. Lebedinsky).

5.3.3 Model assignments (assessment tool - Control questions) to assess the development of the competency ОПК-1

1. The subject of bioethics. The specifics of the formation of bioethics as a discipline: interdisciplinary nature and focus on solving socio-practical problems.
2. Features of the development of modern scientific knowledge and the history of the formation of the subject area of bioethics.
3. Forms of social regulation of medical activity: ethics, etiquette, law, religion, customs and morality.
4. Anthropocentrism and biocentrism as ideological foundations of bioethics.
5. Neuropsychological approach to the study of the problem of biological and social determination of the human psyche.
6. The ethical teachings of antiquity. Ethics in the Renaissance. The Age of Enlightenment.
7. The universal ethics of A. Schweitzer. The concept of ethics according to O. Leopold.
8. Medical ethics and deontology
9. The problem of informed consent in psychiatry
10. Medical secrecy in psychiatry.
11. Factors contributing to the transformation of traditional professional medical ethics into modern biomedical ethics.
12. Principles, rules and rights in biomedical ethics. Features of ethical behavior in the doctor-patient, researcher-subject system.
13. Death and dying: biological, medical, ethical and legal aspects. The problem of euthanasia.
14. The problem of maintaining physical and mental integrity in modern medicine and psychiatry.
15. Ethical status of human and animal microchipping projects. Social, ethical and legal problems related to the use of biotechnologies.
16. Features of ethical behavior in the doctor-patient system in psychiatry.
17. The relationship between morality and law in modern bioethics. Legal mechanisms for implementing the principles and rules of bioethics.
18. The main international normative documents in the field of bioethics (UN, UNESCO, Council of Europe, etc.).
19. Normative documents related to bioethical issues in force in the legislation of the Russian Federation.
20. Instructional materials on bioethical issues in force in the legislation of the Russian Federation.

21. Respect for individual autonomy, freedom of will and choice.
22. The Code of Medical Ethics
23. Idealistic-deontological type of ethical theories. Conservatism in bioethics.

5.3.4 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-3

1. The subject and objectives of psychiatry. The main stages of the development of clinical psychiatry, the principles of modern classification of mental illness.
2. Organization of psychiatric care in Russia. The main provisions of the legislation on psychiatric care. The tactics of a doctor in the case of socially dangerous behavior in a mentally ill person.
3. Concepts of health and norms in psychiatry. Risk factors for mental illness. Psychohygiene and psychoprophylaxis (definition, tasks, meaning).
4. Psychopathological symptoms and syndromes. The concept of psychosis. Productive and negative symptoms. Diagnostic and prognostic significance of these concepts.
5. Examination methods used in psychiatry. Rules for the collection of anamnestic information, their analysis. The use of paraclinical methods (laboratory, instrumental and psychological), their diagnostic capabilities.
6. Perceptual disorders (illusions, psychosensory disorders, true, pseudo-hallucinations). Getting sick, in which perception disorders are most common. Objective signs of hallucinations.
7. Violation of associative activity (quantitative and qualitative disorders of the thinking process). The main symptoms and their diagnostic significance.
8. Delirium (definition, clinical forms, diagnostic significance, socially dangerous behavior of patients). Super-valuable ideas, their difference from nonsense.
9. Obsessive states (definition, types, diagnostic significance). The difference between obsessions and delusions.
10. The main delusional syndromes (paranoid, paranoid, paraphrenic). Their dynamics, diagnostic significance, socially dangerous behavior of patients.
11. Kandinsky-Clerambault syndrome of mental automatism. Examples of various automatisms. Diagnostic value.
12. Memory disorders. Their main types. Diseases in which memory disorders are observed.
13. Korsakov syndrome, definition, psychopathological content, diagnostic significance.
14. The concept of intelligence. Ways to assess intelligence and the degree of its decline. Oligophrenia (definition, causes, degrees). The problem of social and labor adaptation in oligophrenia.
15. Dementia (definition, clinical variants). Types of acquired dementia, the diseases they are associated with.

16. Emotional disorders in the mental illness clinic. The main symptoms and syndromes, their diagnostic significance. Pathological affect.
17. Disorders of will and drives, their diagnostic significance. Socially dangerous behavior of people with drive disorders. Apathetic-abusive syndrome.
18. Syndromes of affective disorders (depressive, manic, apathetic-abusive). Definition, structure, concomitant somato-autonomic disorders, diagnostic significance. The concept of masked depression.
19. Catatonic syndrome, its main symptoms. Diseases in which it occurs. Differences between catatonic arousal and manic and catatonic stupor from depressive.
20. Forms of motor arousal, diseases in which they occur. Doctor's tactics in case of socially dangerous behavior, methods of coping.
21. Clinical signs of disturbed consciousness. Syndromes of decreased consciousness, their connection with various mental and somatic disorders.
22. Syndromes of confusion, their structure, dynamics, diagnostic significance. Socially dangerous behavior of people with mental confusion.
23. Paroxysmal phenomena (seizures, epileptic, hysterical, diencephalic, epileptic status, special states of consciousness). Their diagnostic value.
24. Disorders of physiological functions (appetite, sleep, sexual functions) and somatic disorders as symptoms of mental illness. The concept of hysterical conversion, examples of hysterical somatic and neurological disorders.
25. Asthenic syndrome, psychopathological content, diagnostic significance, examples of diseases in which it occurs.

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
outstanding	All competencies (parts of competencies) that the discipline is aimed at forming are formed at a level not lower than "excellent", knowledge, skills, and proficiency in relevant competencies are demonstrated at a level higher than stipulated by the program.
excellent	All competencies (parts of competencies) that the discipline is aimed at forming are formed at a level not lower than "excellent", while at least one competence is formed at the "excellent" level
very good	All competencies (parts of competencies) that the discipline is aimed at forming are formed at a level not lower than "very good", while at least one competence is formed at the "very good" level
good	All competencies (parts of competencies) that the discipline is aimed at forming are formed at a level not lower than "good", while at least one competence is formed at the "good" level

Grade	Assessment criteria
satisfactory	All competencies (parts of competencies) that the discipline is aimed at forming are formed at a level not lower than "satisfactory", while at least one competence is formed at the "satisfactory" level
unsatisfactory	At least one competence has been formed at the "unsatisfactory" level, none of the competencies has been formed at the "poor" level
poor	At least one competence is formed at the "bad" level

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Александровский Ю.А. Психиатрия : практическое руководство / Александровский Ю.А.; Незнанов Н.Г. - Москва : ГЭОТАР-Медиа, 2020. - 1008 с. - ISBN 978-5-9704-5414-5., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=870645&idb=0>.
2. Ковалев Ю. В. Психиатрия : учебник / Ю. В. Ковалев, А. Р. Поздеев. - Москва : Юрайт, 2022. - 251 с. - (Высшее образование). - URL: <https://urait.ru/bcode/497153> (дата обращения: 14.08.2022). - ISBN 978-5-534-14942-5 : 1029.00. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=817556&idb=0>.
3. Психиатрия : практическое руководство / Дмитриева Т.Б.; Краснов В.Н.; Незнанов Н.Г.; Семке В.Я.; Тиганов А.С. - Москва : ГЭОТАР-Медиа, 2021. - 624 с. - ISBN ISBN 978-5-9704-6175-4., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=775154&idb=0>.
4. Иванец Н.Н. Наркология. Национальное руководство. Краткое издание : практическое руководство / Иванец Н.Н.; Винникова М.А. - Москва : ГЭОТАР-Медиа, 2020. - 704 с. - ISBN 978-5-9704-5423-7., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=734973&idb=0>.
5. Psychiatry : textbook / Tsygankov B.D., Ovsyannikov S.A. - Москва : ГЭОТАР-Медиа, 2022., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=790083&idb=0>.
6. Robert Boland. Kaplan & Sadock's Synopsis of Psychiatry. - Lippincott Williams & Wilkins, 2022. - 1 online resource. - ISBN 9781975145576. - ISBN 9781975145569. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=856427&idb=0>.

Дополнительная литература:

1. Дмитриева Т. Б. Этнокультуральная психиатрия / Дмитриева Т. Б., Положий Б. С. - 2-е изд. - Москва : Юрайт, 2022. - 424 с. - (Высшее образование). - URL: <https://urait.ru/bcode/486425> (дата обращения: 05.01.2022). - ISBN 978-5-534-15031-5 : 1289.00. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=785168&idb=0>.
2. Фесенко Ю. А. Детская и подростковая психиатрия: пограничные психические расстройства / Фесенко Ю. А. - Москва : Юрайт, 2022. - 224 с. - (Высшее образование). - URL: <https://urait.ru/bcode/494342> (дата обращения: 05.01.2022). - ISBN 978-5-534-11128-6 : 739.00. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=784765&idb=0>.

3. Станько Э. П. Наркология : пособие для студентов обучающихся по специальностям 1-79 01 01 «лечебное дело», 1-79 01 02 «педиатрия», 1-79 01 05 «медико-психологическое дело» / Станько Э. П., Игумнов С. А. - Гродно : ГрГМУ, 2021. - 388 с. - Книга из коллекции ГрГМУ - Медицина. - ISBN 978-985-595-591-8., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=803894&idb=0>.
4. Шабанов П.Д. Наркология : практическое руководство / Шабанов П.Д. - Москва : ГЭОТАР-Медиа, 2015. - 832 с. - ISBN ISBN 978-5-9704-3187-0., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=734244&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

ЭБС «Юрайт». Режим доступа: <http://biblio-online.ru>.

ЭБС «Консультант студента». Режим доступа: <http://www.studentlibrary.ru>.

ЭБС «Лань». Режим доступа: <http://e.lanbook.com/>.

ЭБС «Znaniium.com». Режим доступа: www.znaniium.com.

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ФГОС ВО по направлению подготовки/специальности 31.05.01 - General Medicine.

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