

INSTITUTE OF ENGINEERING PHYSICS FOR BIOMEDICINE

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

ACADEMIC COURSE OUTLINE

**ПСИХИАТРИЯ, МЕДИЦИНСКАЯ ПСИХОЛОГИЯ / PSYCHIATRY, MEDICAL
PSYCHOLOGY**

Educational program track (speciality) [1] 31.05.01 General Medicine

Semester	Labour input, credits	Total course academic, hours	Lectures, hrs.	Practical sessions, hrs.	Laboratory sessions, hrs.	In the form of practical studies, hrs.	Independent studies, hrs.	Independent studies monitoring, hrs.	Course progress, Exam/Pass-fail exam/Term
10	4	144	16	40	0		34	0	Ex
9	3	108	20	40	0		48	0	PFE
Total	7	252	36	80	0	80	82	0	

ABSTRACT

The academic discipline provides knowledge and skills for students to develop the skills necessary in clinical practice experience. Students master methods of communicating with patients, learn to identify the leading symptoms and syndromes of mental disorders, acquire knowledge about clinical manifestations, as well as the principles of differential diagnosis, treatment, prevention and rehabilitation of patients with mental and drug-related diseases, acquire medical care skills in case of emergency conditions in psychiatry, learn how to choose optimal treatment regimens for mental disorders, they master the principles of conducting an examination of temporary disability, professional aptitude and medical and social expertise in mental disorders.

1. ACADEMIC COURSE GOALS AND OBJECTIVES

The purpose of mastering the discipline is to provide students with systematic knowledge and skills in general and private psychopathology, narcology, medical psychology, the formation of competencies in the diagnosis of mental illnesses, pharmacological and psychotherapeutic correction, prevention, organization of assistance to people with mental disorders, as well as the preparation of students for the implementation of professional tasks.

Tasks:

- to form a knowledge system in the field of general and private psychopathology, medical psychology, to study the practical skills of interviewing patients, taking into account the patterns of verbal and non-verbal communication, communication with relatives, medical professionals;
- to develop skills in analyzing personality, its temperament, characterological features, hierarchy of motives, prevailing mechanisms of psychological defense and strategies for overcoming obstacles (coping strategies);
- to form competencies that make it possible to distinguish between the norm and pathology of mental activity, choose the optimal methods of clinical and paraclinical examination, and compile an algorithm for the differential diagnosis of mental disorders;
- to form a system of knowledge of the etiological and pathogenetic mechanisms of psychopathological conditions, therapeutic methods of influencing the pathogenesis of diseases as a whole or its individual links, the ability to assess the effectiveness and safety of prescribed treatment, knowledge of the principles of conducting an examination of temporary disability, professional suitability and medical and social expertise in mental disorders;
- to form the willingness and ability to apply a psychotherapeutic approach in professional activities;
- to develop communication skills with patients, taking into account ethics and deontology and the legal specifics of psychiatric care;
- to develop clinical thinking, the ability to work with scientific literature, apply methods of examination, psychopharmacology, social rehabilitation and prevention of mental disorders, apply regulatory documents in the field of psychiatry in professional activities, the ability to maintain medical records.

2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

The discipline is implemented as the main part of the educational program. It is based on the knowledge, skills and abilities acquired during the study of such disciplines as psychology and pedagogy, pathological anatomy and physiology, immunology, pharmacology, propaedeutics of internal diseases, diagnostic radiology, faculty course of internal diseases, neurology and medical genetics, etc.

The knowledge, skills and abilities acquired as a result of mastering the discipline are necessary for the subsequent successful development of such disciplines as polyclinic therapy, internal diseases and surgical diseases, hospital course, clinical practice “Outpatient Medicine” and other clinical disciplines.

3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
<p>OPIK-4 [1] – Capable of using medical devices stipulated by the medical care procedures, as well as conducting patient examination for diagnosis establishment.</p>	<p>3-OPIK-4 [1] – Know: - modern diagnostic instrumental examination methods for patients, including functional, radiological, ultrasound, radionuclide diagnostics, and endoscopy; - diagnostic capabilities of instrumental examination methods; - medical devices stipulated by the procedure for providing medical care to the adult population in the "Therapy" specialty, and the equipment standard for a therapeutic room; - main medical devices stipulated by the procedures for providing medical care to the adult population in major surgical specialties, obstetrics, and gynecology; - indications for referring patients for instrumental examinations and functional diagnostics; - techniques for physical examination of patients using medical devices stipulated by procedures and considering medical care standards</p> <p>Y-OPIK-4 [1] – Be able to: - use medical devices stipulated by the medical care procedure; - determine the required volume and content of instrumental and functional diagnostics to establish a diagnosis; - interpret results of the most common functional and instrumental diagnostic methods</p> <p>B-OPIK-4 [1] – Possess skills in: - using basic medical devices (stethoscope, blood pressure monitor, sphygmomanometer, pulse oximeter, height-weight scale, measuring tape, neurological hammer, scalpel, forceps, and other devices); - operating electrocardiographs and devices for measuring external respiratory function; - interpreting results of the most common functional and instrumental diagnostic methods</p>
<p>OPIK-6 [1] – Capable of organizing general nursing, providing primary medical care, ensuring the organization of work and making professional decisions in emergencies at the pre-hospital stage, in emergency situations,</p>	<p>3-OPIK-6 [1] – Know: - a set of measures for general nursing with diseases of various organs and systems; Signs of clinical and biological death; - indications for patient hospitalization for the most common diseases with typical progression.</p> <p>Y-OPIK-6 [1] – Be able to: - organize care for patient when providing medical care in an outpatient setting; - determine the need for patient hospitalization; - ensure the organization of work</p>

epidemics and in areas of mass destruction	in emergency situations, epidemics, and in mass casualty zones. B-OPIK-6 [1] – Possess skills in: - general care of a patient (general nursing); - providing first aid; - making medical decisions in emergencies at the prehospital stage, including in emergency situations, epidemics, and in mass casualty zones.
OPIK-7 [1] – Capable of prescribing treatment and monitoring its effectiveness and safety.	3-OPIK-7 [1] – Know: - pharmacological groups of medicinal drugs and their intended purposes; - mechanisms of action of pharmacological and non-pharmacological treatments, indications and contraindications for their use, side effects, and complications caused by their application; - methods for monitoring the effectiveness and safety of various treatment approaches. Y-OPIK-7 [1] – Be able to: - make rational choices for pharmacological and non-pharmacological treatments based on clinical guidelines and in accordance with medical care standards; - develop a treatment plan for a disease or condition considering the diagnosis, age, disease course characteristics, and comorbidities, based on clinical guidelines and medical care standards; - prescribe medications, medical devices, and therapeutic nutrition considering the diagnosis, age, disease course characteristics, and comorbidities, based on clinical guidelines and medical care standards; - justify prescribed pharmacological and non-pharmacological treatments; - evaluate the effectiveness and safety of medications, medical devices, therapeutic nutrition, and other treatment methods. B-OPIK-7 [1] – Possess skills in: - administering medications through various routes of administration; - developing treatment plans for diseases or conditions considering diagnosis, age, disease course characteristics, and comorbidities; - assessing the effectiveness and safety of prescribed treatments.

Professional competencies in compliance with the goals and professional knowledge areas:

Professional activity goal	Professional activity knowledge area	Professional competency code and title; Based on the professional standard, experience analysis	Code and title of competency-based rubrics
medical			
Diagnostics of diseases and pathological conditions of the patients.	Individuals (patients); the population; the set of means and technologies aimed at creating conditions for preserving and strengthening the health of the adult population	IIK-3.2 [1] - Capable of conducting patient examinations to establish a diagnosis <i>The base:</i> Professional standard: 02.009	3-IIK-3.2[1] - Know: - clinical diagnosis establishment algorithm; - patient history-taking and physical examination methodology; - laboratory and instrumental research methods for health assessment to establish a diagnosis; - semiotics of

			<p>diseases of different organs and systems; - structure, principles of the current International Statistical Classification of Diseases and Related Health Problems (hereinafter - ICD).;</p> <p>Y-IIK-3.2[1] - Be able to: - conduct patient history-taking and physical examination; - interpret history, physical examination data, laboratory and instrumental results to recognize a condition or establish the presence/absence of a disease, establish a diagnosis; - distinguish and recognize in each specific case tissue damage, the reaction to it, and the form of adaptability; - develop a patient examination plan, justify the necessity and scope of laboratory and instrumental examination; - identify main pathological conditions, symptoms and syndromes, nosological forms in the patient according to the current ICD.;</p> <p>B-IIK-3.2[1] - Possess skills in: - patient history-taking and physical examination; Formulating a preliminary diagnosis; - developing a patient examination plan; Interpreting laboratory and instrumental results; - establishing a diagnosis considering the current ICD</p>
<p>Providing primary medical care in outpatient settings and day hospital settings.</p>	<p>Individuals (patients); the population; the set of means and technologies aimed at creating conditions for preserving and</p>	<p>IIK-3.3 [1] - Able to provide primary medical care in an outpatient setting</p> <p><i>The base:</i></p>	<p>3-IIK-3.3[1] - Know: - general issues of organizing medical care for the population and organizing medical care for the adult population in</p>

	<p>strengthening the health of the adult population</p>	<p>Professional standard: 02.009</p>	<p>outpatient settings, including at home; - features of medical care using telemedicine technologies; - Clinical picture, differential diagnosis, features of the course of the disease, complications and outcomes of internal diseases; - diagnostic criteria for the most common diseases of internal organs and systems; - indications for referring patients for specialist consultations according to clinical guidelines and considering relevant medical care standards; - indications for referring patients for specialized medical care in inpatient settings and day hospitals according to clinical guidelines and considering relevant medical care standards; - features of managing and treating elderly patients in outpatient settings. ; Y-IIK-3.3[1] - Be able to: - perform differential diagnosis of internal diseases; - monitor the course of physiological pregnancy; - justify the need for referring patients to specialist consultations; - recognize the main and concomitant diseases; - assess disease or condition severity - the degree of organ and/or system damage or functional impairment due to the disease/condition or its complications; - determine management, examination and treatment tactics for patients with specific diseases (nosological units)</p>
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			<p>depending on disease severity and condition, according to clinical guidelines and considering relevant medical care standards.;</p> <p>B-IIK-3.3[1] - Possess skills in: - conducting differential diagnosis with other diseases/conditions, including emergencies; - interpreting data obtained from patient consultations with specialists; - prescribing additional tests to clarify the diagnosis; - formulating a clinical diagnosis; - prescribing treatment according to clinical guidelines and considering relevant medical care standards.</p>
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4. PEDAGOGIC POTENTIAL OF THE COURSE

Pedagogic tracks/objectives	Pedagogic goals (code)
Vocational and labor education	Establishing conditions for: formation of psychological readiness for professional activity in the chosen profession (B15)
Professional education	Establishing conditions for: formation of responsibility for professional choice, professional development and professional decisions (B18)
Professional education	Establishing conditions for: formation of motivation to improve the quality of medical care to the population and the desire to follow the rules and norms of interaction between the doctor, colleagues and the patient, contributing to the creation of the most favorable environment for the patient's recovery (B34)

5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>9 Semester</i>						
1	The First Section	1-8	10/20/0	T-8 (25)	25	T-8	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
2	The Second Section	9-16	10/20/0	T-15 (25)	25	T-15	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
	<i>Totals for 9 Semester</i>		20/40/0		50		
	Assessment events for 9 Semester				50	PFE	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2,

							3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
	<i>10 Semester</i>						
1	The First Section	1-8	8/20/0	T-8 (25)	25	T-8	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
2	The Second Section	9-15	8/20/0	T-15 (25)	25	T-15	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
	<i>Totals for 10 Semester</i>		16/40/0		50		
	Assessment events for 10 Semester				50	Ex	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3

* – abbreviated name of assessment

** – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
T	Testing
PFE	Pass/fail examination
Ex	Exam

SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>9 Semester</i>	20	40	0
1-8	The First Section	10	20	0
1 - 4	<p>Fundamentals of general psychopathology. Formation of professional competence in the diagnosis of mental disorders</p> <p>Differentiation of the norm and pathology of mental activity. The main provisions of the semiotics of mental disorders. Productive and negative (deficit) symptoms in psychiatry. Syndromes of sensory, memory, and intelligence disorders. Perceptual disturbances. Types of sensations are normal and pathological conditions. Quantitative and qualitative sensory disorders: hyperesthesia, hyposthesia, anesthesia, paresthesia. Senestopathies. Classification of types of memory. Dysmnnesia and paramnesia. Visual, auditory, olfactory, gustatory, tactile hallucinations. Comparative characteristics of true and pseudo-hallucinations. Psychosensory disorders. Depersonalization. Derealization. The concept of intelligence. General characteristics of congenital and acquired forms of intellectual disabilities. Diagnostic value. Methods for assessing disorders of sensation, memory, and intelligence.</p>	All 5 Online 0	10	0
5 - 8	<p>The main symptoms and syndromes of disorders of emotions, thinking, and speech. Formation of practical skills in identifying the leading symptoms and syndromes of mental illness.</p> <p>Disorders of the emotional sphere. Classification, psychopathological content of positive (productive) and negative (deficient) emotional disorders. Characteristics of manic and depressive syndromes. Thinking disorders. Classification, psychopathological content of quantitative and qualitative thinking disorders. Comparative characteristics of paranoid, paranoid, and paraphrenic syndromes. The structure and diagnostic significance of the Kandinsky–Clerambault syndrome. Speech disorders. Psychological, laboratory— instrumental, clinical diagnostic methods used in psychiatry.</p>	All 5 Online 0	10	0
9-16	The Second Section	10	20	0
9 - 12	<p>The main syndromes of disorders of consciousness, motor – volitional sphere, attention.</p> <p>Formation of practical skills in studying the medical case of a</p>	All 5 Online	10	0

	mental disorder. Disorders of consciousness. Criteria of disturbed consciousness according to Jaspers. Classification, psychopathological content of the main forms of disorders of consciousness, diagnostic significance. Violations of will, motor skills, and drives. Attention deficit hyperactivity disorder. Impaired physiological functions and somatic disorders as manifestations of mental illness.	0	0	0
13 - 16	Regulatory and legal bases of psychiatric care Labor, military, and forensic psychiatric expert evaluations. Legislation in psychiatry. The Law of the Russian Federation "On Psychiatric care and guarantees of citizens' rights in its provision. The basic principles of labor, military and forensic psychiatric expert evaluations. Mental and behavioral disorders as a result of substance use. Formation of practical skills for outpatient admission in a neuropsychiatric dispensary. Alcoholism. Stages of development and course, main forms of alcoholic psychosis, clinical manifestations. Drug addiction and substance abuse. Classification. The main clinical forms. Etiological and pathogenetic mechanisms of additive conditions, therapeutic and preventive methods of influencing the pathogenesis of the disease as a whole and its individual links in chronic alcoholism, drug addiction, substance abuse.	All		
		5	10	0
		Online		
		0	0	0
	<i>10 Semester</i>	16	40	0
1-8	The First Section	8	20	0
1 - 4	Issues of private psychiatry. Practical skills of interviewing patients. The basics of verbal and non-verbal communication, communication with relatives, medical professionals. Mental disorders in congenital forms of mental retardation. Classification depends on the etiology and depth of the intellectual defect. Genetic and environmental bases of hereditary forms of Oligophrenia. Exogenously caused Oligophrenia. Mixed etiology (endogenous-exogenous) forms of Oligophrenia. Psychogenic-related mental disorders. The analysis of the characterological features of a personality, its temperament, the hierarchy of motives, the prevailing mechanisms of psychological protection and strategies for overcoming obstacles (coping mechanisms). Psychogenic reactions. Neurotic, stress-related, and somatoform disorders. Post-traumatic stress disorder (PTSD). Adjustment disorders. Selection of optimal methods of clinical and paraclinical examination, compilation of an algorithm for differential diagnosis of mental disorders. Personality disorders. Etiopathogenetic mechanisms of formation, classification, basic clinical forms, concepts of compensation and decompensation, therapeutic tactics, rehabilitation, expert assessment. Types of psychotherapy.	All		
		4	10	0
		Online		
		0	0	0
5 - 8	Formation of practical skills in studying the symptoms of diseases accompanied by emotional disorders, thinking disorders, psycho-organic and convulsive syndromes. Organic, exogenous, and somatogenic disorders. Definition, etiopathogenetic mechanisms of formation, classification, main clinical forms. Mental disorders in epilepsy. The main types of	All		
		4	10	0
		Online		
		0	0	0

	paroxysms, classification of clinical forms of epilepsy, differential diagnosis of epileptic and schizophrenic psychoses. Schizophrenia and other delusional psychoses. Definition, etiopathogenetic theories of development, main clinical forms, types of schizophrenia, the concept of schizophrenic defect. Affective disorders. Bipolar affective disorder. Classification. The main clinical manifestations, typical and atypical affective phases. Differential diagnosis with cyclothymia and masked depression. Therapy, rehabilitation, expert assessment.			
9-15	The Second Section	8	20	0
9 - 12	Features of the course of mental disorders in children and adolescents. Formation of practical skills in assessing the psychomotor development of young children. Fundamentals of perinatal psychiatry and medical psychology, the comparative age aspect of diseases. Clinic, diagnosis, and treatment of endogenous mental illnesses, affective, and residual organic neuropsychiatric disorders that occur in childhood. Early childhood autism. Features of drug addiction formation in adolescents, modern approaches to drug addiction treatment. Behavioral disorders, character accentuation, personality disorders, psychosomatic disorders in children. Mental disorders in Tourette's disease. Etiology, pathogenesis, clinical forms, differential diagnosis of generalized tics disease. Pathogenetic substantiation of examination methods and treatment approaches.	All 4	10	0
		Online		
		0	0	0
13 - 15	Psychopharmacology. Principles of differential diagnosis, treatment, prevention and rehabilitation of patients with mental and drug-related diseases. Formation of practical skills in choosing optimal treatment regimens for mental disorders, providing medical care for emergency conditions in psychiatry. Antipsychotic drugs. Remedies for the treatment of dementia. Antidepressants. Insomnia treatment products. Correctors of neuroleptic therapy. Anticonvulsants. Anxiolytics. Thymoisoleptics (normothymic drugs). The history of discovery. Classifications. Characteristic. Comparative characteristics of the clinical effect mechanisms. Indications and contraindications for use.	All 4	10	0
		Online		
		0	0	0

Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

PRACTICAL SESSIONS TOPICS

Weeks	Topics / Content
	<i>9 Semester</i>
1 - 8	Formation of professional competence in the diagnosis of mental disorders. Syndromes of sensory, memory, and intelligence disorders. Perceptual disturbances. Symptoms and syndromes of disorders of emotions, thinking, and speech. Formation of practical skills in identifying the leading symptoms and syndromes of mental illness
9 - 16	Formation of practical skills for studying the medical case of illness in a patient with a mental disorder. Violations of will, motor skills, and drives. Attention deficit hyperactivity disorder. Impaired physiological functions and somatic disorders as manifestations of mental illness. Regulatory and legal bases of psychiatric care. Formation of practical skills for outpatient admission in a neuropsychiatric dispensary.
	<i>10 Semester</i>
1 - 8	Practical skills of interviewing patients. Making a diagnosis Mental disorders in congenital forms of mental retardation. Psychogenic-related mental disorders. Personality disorders. Selection of optimal methods of clinical and paraclinical examination, compilation of an algorithm for differential diagnosis of mental disorders. Formation of practical skills in studying the symptoms of diseases accompanied by emotional disorders, thinking disorders, psycho-organic and convulsive syndromes. Differential diagnosis with cyclothymia and masked depression. Therapy, rehabilitation, expert evaluations.
9 - 15	Features of the course of mental disorders in children and adolescents. Psychopharmacology Formation of practical skills in assessing the psychomotor development of young children. Fundamentals of perinatal psychiatry and medical psychology, the comparative age aspect of diseases. Pathogenetic rationale of examination methods and treatment approaches. Principles of differential diagnosis, treatment, prevention and rehabilitation of patients with mental and drug-related diseases. Formation of practical skills in choosing optimal treatment regimens for mental disorders, providing medical care for emergency conditions in psychiatry.

6. EDUCATIONAL TECHNOLOGIES

In the process of teaching the discipline, methods based on modern achievements of science and information technology in education are used. They are aimed at improving the quality of specialist training by developing students' creative abilities and independence. For this purpose, both traditional teaching methods (lectures, clinical practical exercises) and interactive forms of seminars and clinical discussions are used.:

- training forms of practical learning (clinical situational task, case study, role-playing game in the form of clinical analysis or patient supervision);
- interactive clinical debriefing with patient demonstrations;
- involvement of students in scientific preclinical and clinical research, preparation of presentation materials, reports, essays or abstracts.

7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)	Assessment activity (Syl 2)
ОПК-4	3-ОПК-4	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-4	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-4	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ОПК-6	3-ОПК-6	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-6	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-6	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ОПК-7	3-ОПК-7	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-7	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-7	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ПК-3.2	3-ПК-3.2	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ПК-3.2	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ПК-3.2	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ПК-3.3	3-ПК-3.3	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ПК-3.3	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ПК-3.3	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15

Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64			F
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

CORE READING:

1. ЭИ Т89 Psychiatry : textbook : учебное пособие, Tsygankov B.D., Ovsyannikov S.A., Москва: ГЭОТАР-Медиа, 2022
2. ЭИ К 56 Психиатрия : учебник для вузов, Ковалев Ю. В., Поздеев А. Р., Москва: Юрайт, 2024
3. ЭИ И18 Психиатрия и медицинская психология : учебник, Тюльпин Ю.Г., Иванец Н.Н., Кинкулькина М.А., Москва: ГЭОТАР-Медиа, 2024

FURTHER READING:

1. ЭИ Д 69 Когнитивная нейрофизиология : учебное пособие для вузов, Дорошева Е. А., Москва: Юрайт, 2024
2. ЭИ Д 32 Основы психиатрии : учебник для вузов, Демьянов Ю. Г., Москва: Юрайт, 2024

3. ЭИ П 16 Психиатрия. Современные психотропные средства : учебное пособие для вузов, Абрамов А. В., Панкова О. Ф., Алексеев А. В., Москва: Юрайт, 2025

SOFTWARE:

No special softwares is required

LMS AND ONLINE RESOURCES

<https://online.mephi.ru/>

<http://library.mephi.ru/>

9. LOGISTICAL SUPPORT

1. Персональный компьютер: Процессор CPU Intel Core i7-8700 (3.2GHz/12MB/6 cores)
Материнская плата Gig (Клиническая база)
2. Мышь, клавиатура (Клиническая база)
3. Проектор SMART P109 (Клиническая база)
4. Кушетка медицинская (Клиническая база)
5. Монитор (Клиническая база)
6. Молоточек неврологический KaWe Colorflex с острием (Клиническая база)
7. Динамометр кистевой ДК-140 (Клиническая база)
8. Динамометр становой ДС-200 (Клиническая база)
9. Иное оснащение, предусмотренное порядками оказания медицинской помощи по соответствующему профилю (Клиническая база)

10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS

Recommendations for preparing for seminars.

The plan of practical classes, their topics, recommended literature, the purpose and objectives of studying the discipline are communicated by the teacher in introductory classes or in the curriculum for this discipline. Practical exercises help to master the educational material more deeply, to acquire the skills of creative work with scientific literature. Before starting to study the topic, it is necessary to familiarize yourself with the main questions of the practical lesson plan and the list of recommended literature. When preparing for a practical lesson, it is necessary, first of all, to refer to the lecture notes, sections of textbooks and manuals in order to get a general idea of the place and meaning of the topic in the course being studied. Then work with additional literature, make notes on recommended sources.

In the process of studying the recommended material, it is necessary to understand the structure of the topic under study, identify the main points, trace their logic and thereby delve into the essence of the problem under study. It is necessary to keep records of the studied material in the form of a

synopsis, which, along with visuals, includes motor memory and allows you to accumulate an individual fund of auxiliary materials for rapid repetition of what you read, for the mobilization of accumulated knowledge. The main forms of writing are: a plan (simple and detailed), extracts, abstracts. During the preparation process, it is important to compare sources, think over the studied material and build an algorithm of actions, and carefully consider your oral presentation.

Clinical practical classes

The most important stage of practical training is the independent work of students to master practical skills: in simulated conditions, at the bedside of a patient, a functional diagnostic room, etc. Depending on the specific topic of the lesson, the student independently (or under the supervision of a teacher) questions the patient, conducts a clinical study, is present during instrumental diagnostics and examines the results of additional studies, summarizes the data, presents the medical history in fragments and reports the results to the teacher. Achievements are assessed individually for each student, the degree of formation of practical skills and their theoretical foundations.

Clinical reviews of thematic patients are conducted for the whole group or through the participation of students in clinical reviews and periodic scientific and practical conferences in medical organizations where practical training takes place. During the analysis, the teacher evaluates the active participation of each student, the ability to think clinically.

Recommendations for preparing for the test.

Test work – 10 -15 – 20 - 25 points. Each question is awarded 1 (2) points.

TOPICS: specified in each specific section/

The requirement for the answer is a clear: detailed answer (2 points / task) or the choice of the correct answer to the test task (1 point / task).

Recommendations for preparing for the test/exam/

Response requirement and evaluation criteria:

The "excellent" score of 45-50 points on the test / exam is given with: correct, complete and logically constructed answer; ability to use special terms; ability to illustrate theoretical positions with practical material.

The "good" score of 35-44 points on the exam is given with: a correct, complete and logically constructed answer with minor errors or inaccuracies; the ability to operate with special terms, but incomplete conclusions or generalizations are made.

A "satisfactory" score of 30-34 points on the exam is given with: a sketchy incomplete answer; inability to use special terms or ignorance of them; with one gross mistake;

The grade "unsatisfactory" < 30 points on the exam is given when: answering all the questions of the ticket with gross errors; inability to use special terminology; inability to give examples of the practical use of scientific knowledge.

Admission to the exam in the discipline is carried out with a score of more than 30 points.

A student can score from 30 to 50 points per semester.

The minimum score for an answer on the exam is 30, the maximum is 50.

11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

Clinical practical classes.

The most important stage of practical training is the independent work of students to master practical skills: in simulated conditions, at the bedside of a patient, a functional diagnostic room, etc. Depending on the specific topic of the lesson, the student independently (or under the supervision of a teacher) questions the patient, conducts a clinical study, is present during instrumental diagnostics and examines the results of additional studies, summarizes the data, presents the medical history in fragments and reports the results to the teacher. Achievements are assessed individually for each student, the degree of formation of practical skills and their theoretical foundations.

Clinical reviews of thematic patients are conducted for the whole group or through the participation of students in clinical reviews and periodic scientific and practical conferences in medical organizations where practical training takes place. During the analysis, the teacher evaluates the active participation of each student, the ability to think clinically.

Solving situational tasks proposed by the teacher, which develop clinical thinking and force the student to use the knowledge gained in various specialty subjects.

Graduation and criteria for test papers, tests with detailed answers, homework and final test:

1) - Test papers are evaluated according to the scheme of 1 point – 1 correct answer. If the student did not start work – (-1) point

2) - Control papers with a detailed answer are evaluated according to the scheme: full answer – 2 points, incomplete answer – 1 point, no answer – 0 points, if the student did not start work – (-2) points.

3) – Homework must be completed by all students for admission to the final assessment. For work that is not completed on time, a deduction from the final score (-1) point follows.

4) - Criteria for evaluating the presentation report. Recalculation from a 100-point to a 10 (5)-point system

5) - Criteria for evaluating the abstract. Maximum of 10 points. It is possible to develop into a 5-point system

10 points are awarded if all the requirements for writing an abstract are met: the problem is identified and its relevance is justified, a brief analysis of the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the article is fully analyzed, the volume is maintained, the design requirements are met.

9 points are awarded if the following requirements for writing an abstract are met: the problem is identified and its relevance is justified, a brief analysis of the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the article is fully analyzed, but the volume is not maintained and the design requirements are not met.

8 points – the main requirements for the abstract are fulfilled, but there are shortcomings. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the abstract is not maintained; there are omissions in the design.

7 points – the main requirements for the abstract are fulfilled, but the following shortcomings are allowed: there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; conclusions are not formulated, the volume of the abstract is not maintained; there are omissions in the design

6 points – there are significant deviations from the requirements for abstracting; the topic is only partially covered; factual errors are made in the content of the abstract, there are no conclusions and a personal point of view on the problem.

5 points – there are significant deviations from the requirements for the abstract: the topic is only partially covered; factual errors were made in the presentation of materials and methods, there are no conclusions and a personal point of view on the problem, the format is not consistent.

4 points – there are significant deviations from the requirements for the abstract: the relevance of the topic has not been disclosed; factual errors have been made in the presentation of materials and methods, there are no conclusions and a personal point of view on the problem, the format has not been maintained

3 points – there is no analysis of the relevance of the research topic, the approaches and methods used, while the volume of the abstract is formally respected.

2 points – the topic of the abstract is not disclosed, there is a significant misunderstanding of the problem. At the same time, the volume of the abstract and the formal requirements are fulfilled.

1 point – the topic of the abstract is not disclosed, there is a significant misunderstanding of the problem.

0 points – the student did not submit the abstract.

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