Federal State Budgetary Educational Institution

higher education

“Orenburg State Medical University”

Ministry of Health of the Russian Federation

**Fund of assessment tools for monitoring progress and intermediate certification of students**

**THE DISCIPLINE**

**"ADAPTIVE PSYCHOLOGICAL TRAINING"**

31.05.01 “General medicine”

Is the part of the main professional educational program of higher education

education in the direction of training (specialty) 31.05.01 General medicine,

approved by the Academic Council of the FSBEI HE ORGMU of the Ministry of Health of Russia

Protocol No. 8 dated March 25, 2016

Orenburg

**1. Passport of the fund of assessment tools**

The fund of assessment tools for the discipline contains standard control and assessment materials for monitoring the progress of students, including monitoring the independent work of students, as well as for monitoring the learning outcomes formed in the process of studying the discipline at intermediate certification in the form of a test.

Control and evaluation materials for current monitoring of progress are distributed according to discipline topics and are accompanied by an indication of the used forms of control and assessment criteria. Control and evaluation materials for intermediate certification correspond to the form of intermediate certification in the discipline defined in the OBEP curriculum and are aimed at checking the formation of knowledge, skills and abilities for each competence established in the discipline's work program.

**As a result of studying the discipline, the student develops the following competencies:**

|  |  |  |
| --- | --- | --- |
| № | Competence | Descriptor |
| 1 | OK-5 readiness for self-development, self-realization, use of creative potential | Know: the theoretical foundations of adaptation, its main components, the basic principles of the formation of self-development, self-realization, the use of creative potential |
| Be able to: use the theoretical foundations of adaptation, its main components, the basic principles of the formation of self-development, self-realization, the use of creative potential |
| Possess: skills in the formation of self-development, self-realization, use of creative potential. |
| 2 | OK-8 readiness to work in a team, tolerantly perceive social, ethnic, confessional and cultural differences | Know: social, ethnic, confessional and cultural differences, the main factors of these differences, ways of interaction in a team |
| Be able to: tolerate social, ethnic, confessional and cultural differences, interact in a team, taking into account these differences |
| Possess: skills of working in a team, tolerant perception of social, ethnic, confessional and cultural differences |

**1. Evaluation materials for monitoring the progress of students.**

Evaluation materials across the discipline.

Monitoring form: testing.

Evaluation materials: bank of test items.

1. Objectivity of intergroup conflict means:

A) people can assess the conflict objectively

B) in any conflict there is an object of conflict

C) any conflict has its own logic of occurrence and development

D) people consciously control intergroup conflicts

2. Method of social and psychological impact (verbal or figurative),

suggesting that a person has a psychological readiness to accept

this impact, causing uncritical perception and (or) assimilation

any information is:

A) conviction B) infection

C) imitation D) suggestion

3. It is not a way of communicative influence:

A) conviction B) infection

C) identification D) suggestion

**4. In which of the groups is this kind of conformism most clearly manifested as collectivist self-determination:**

A) reference B) diffuse

C) highly developed D) team

5. The methods of making a group decision does not include:

A) group interview B) brainstorming

C) group discussion D) grouping of thinking

6. The author of the theory of the potential for self-actualization

A) K. Rogers B) S. Freud

B) A. Maslow D) C. G. Jung

7. The author of the theory of "personal constructs"

A) J. Kelly B) K. Rogers

B) J. Frank D) C.G. Jung

8. Defining intuition as a step beyond reason and inference to

full understanding or comprehension was given:

A) Allport, Bastik, Denis. C) Spinoza

B) Nisbett and Ross D) C.G. Jung

9. Which of the researchers identified 3 main features completely

functioning people: a) openness to their own experience; b) live in

in accordance with existential principles, relying on the awareness of one's own

direct experience; c) trust their organismic experience as the basis

own decisions and actions:

A) R. White B) A. Maslow

B) H. Hartmann D) K. Rogers

10. The term "socio-psychological training" introduced into psychology:

A) L.A. Petrovskaya B) V.P. Zakharov

B) M. Forverg D) Yu.V. Makarov

11. The term "socio-psychological training" introduced into psychology:

A) L.A. Petrovskaya B) V.P. Zakharov

B) M. Forverg D) Yu.V. Makarov

12. Which of the researchers identified 3 main features completely

functioning people: a) openness to their own experience; b) live in

in accordance with existential principles, relying on the awareness of one's own

direct experience; c) trust their organismic experience as the basis

own decisions and actions:

A) R. White B) A. Maslow

B) H. Hartmann D) K. Rogers

13. Definition of intuition as a step beyond reason and inference to

full understanding or comprehension was given:

A) Allport, Bastik, Denis. C) Spinoza

B) Nisbett and Ross D) C.G. Jung

14. Author of the theory of "personal constructs"

A) J. Kelly B) K. Rogers

B) J. Frank D) C.G. Jung

15. The author of the theory of the potential of self-actualization

A) K. Rogers B) S. Freud

B) A. Maslow D) C. G. Jung

16. The methods of making a group decision does not include:

A) group interview B) brainstorming

C) group discussion D) grouping of thinking

17. In which of the groups is this kind of conformism most clearly manifested as

collectivist self-determination:

A) reference B) diffuse

C) highly developed D) team

18. It is not a way of communicative influence:

A) conviction B) infection

C) identification D) suggestion

19. Method of socio-psychological impact (verbal or figurative),

suggesting that a person has a psychological readiness to accept

this impact, causing uncritical perception and (or) assimilation

any information is:

A) conviction B) infection

C) imitation D) suggestion

20. The objectivity of intergroup conflict means:

A) people can assess the conflict objectively

B) in any conflict there is an object of conflict

C) any conflict has its own logic of occurrence and development

D) people consciously control intergroup conflicts

Standards of answers to test tasks:

No. Answer

1. C 11. B

2.G 12.G

3. B 13. A

4.G 14.A

5.G 15.A

6.A 16. D

7.A 17. D

8.A 18.B

9.G 19.G

10. B 20. C

Evaluation materials for each topic of the discipline.

**Module 1. Self-confidence training.**

Topic 1. Acquaintance. Discussion of the goals and objectives of the training. Introduction of the rules of the training group. Self-knowledge. Introspection.

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

1. You want to leave work a little earlier due to family circumstances. You have already agreed on this with your boss in the morning. An hour before you wanted to leave, your boss comes and gives you an urgent job that takes you at least three hours to complete. Could you:

1. To suspect that the "old scoundrel" is deliberately spoiling your life.

2. Remain calm by telling yourself that everyone can forget something sometimes.

3. Be overwhelmed by an inability to resist.

4. Comfort yourself with the fact that the boss is, in essence, a nice person, who, in turn, is under pressure from circumstances.

5. To want to throw something against the wall out of anger.

6. Reproach yourself that you are always too weak in defending your interests.

7. In a rage, slam the door loudly.

8. Trying to find out why the boss breaks his bad mood on you.

9. Do not attach special importance to everything, since personal affairs should always give way to production ones.

10. Remain friendly to the boss, because he, after all, not for fun fills the end of the day with tasks.

**Topic 2. Feelings. Ways of expressing feelings.**

**Forms of ongoing monitoring of progress: receiving control exercises, interview.**

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

2. You stood in line for a long time at the checkout counter in a packed supermarket. Soon your turn will come, but suddenly a woman appears with a large package of diapers and a crying baby in her arms. She asks you to skip her queue. You agree. As soon as she stands in front of you, a man with a full shopping cart appears and joins her. Could you:

1. Want to drive his cart out of anger into his back.

2. Get angry with yourself for not doing anything.

3. To suspect that this couple specifically looked for you for this.

4. Do not get upset further, because the one who is smarter always gives in.

5. To think that such "steamed up" parents in the supermarket, in essence, is a pity.

6. Do not show it, because both are already having a hard time.

7. Try to find out why others are trying to win back on you.

8. To be ashamed of being left in the fools again.

9. Unleash your emotions, noisily dumping your purchases in front of the cashier.

10. Do nothing, because the loss of an extra couple of minutes, in essence, does not mean anything.

**Topic 3. Self-love. Self-acceptance. Self-approval. Positive thinking.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

3. Together with your friend, you were preparing for the driving license exam. During your driving practice, you get the impression that your driving skills are about the same. An acquaintance passes the exam successfully, but you do not, because, as you were told, you were driving too slowly and hesitantly. Could you:

1. Remain calm and calm, thinking that success in such an exam is always a matter of chance.

2. Get very angry, wanting to break something.

3. To be glad that, at least, your friend was successful.

4. Be depressed and doubt yourself.

5. Suspect that the exam taker had something against you.

6. Angrily slam the door in front of the examiner's nose.

7. Warmly congratulate your friend.

8. Calmly go home, because nothing can be changed.

9. Share with others about the test taker's bias.

10. Feel bad, reproaching yourself for failure.

**Topic 4. Self-confidence. Self-regulation.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

4. You could not go to the annual banquet held this time at the enterprise where your husband works. When, a week later, you met with your husband's employee in the store, she told you with a significant grin that your husband, in your absence, had a good deal of fun in the company of one of the employees. Could you:

1. To think that it’s not bad at all that this woman opened your eyes to her husband’s behavior. 3

2. To suspect that this scoundrel wants to provoke a conflict between you and your husband. 3

3. Remain calm by telling yourself that this is a worthless intra-agency bureaucratic relationship. 3

4. Get very angry and want to break something. 3

5. Be desperate, asking yourself how much you are to blame for this. 3

6. Do not attach much importance to this, since such things happen in any marriage. 3

7. Do nothing, feeling helpless and unhappy. 3

8. From anger to slam the store door in front of this woman's nose. 3

9. Be friendly with this woman, because she has nothing to do with it. 3

10. Ask your husband if you need to prove your independence in this way. 3

**Module 2. Interpersonal Confidence Training**

**Topic 5. Contact training.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

5. You came to the doctor's appointment at the appointed time. The nurse asks you to wait a little longer. An hour of waiting passes, and you see that several people who have come after you have already called for the appointment. Could you:

1. Be depressed without daring to complain.

2. Almost sympathize with the kind nurse who, with such an influx of patients, could confuse something.

3. Be angry with the whole world.

4. To suspect that there is some principle behind this and that you will again have to wait the longest.

5. Remain cool, telling yourself that other patients, of course, only came in.

for some help.

6. Get angry because you, as a free-of-charge patient, have to wait the longest.

7. Remain calm and wait, because of course there is some kind of organizational

schedule in establishing the queue of patients.

8. Try to communicate your complaints to the doctor as shortly as possible so that others do not have to wait even longer.

9. Do nothing and feel miserable.

10. Swear loudly, giving vent to your feelings.

**Topic 6. Barriers to interpersonal communication.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

6. For some time you have become close to a handsome man whom you really like. You were planning to go somewhere in the summer. Shortly before leaving, he calls you and informs you that he cannot go with you, because his old acquaintance must come to visit him. Could you:

1. In a rage, throw the phone against the wall.

2. Be grateful to him for not lying to you.

3. Be depressed and ask yourself what qualities, unlike you, this woman possesses.

4. Remain cool, because happiness in your personal life cannot be achieved by force.

5. To suspect that this whole story is just an excuse to get rid of you.

6. Keep a good attitude towards him and send a warm postcard from vacation.

7. Try to forget everything, since nothing can be changed.

8. Try to find out what he has against you, and why you are so offended.

9. Throw his photographs in the trash bin out of spite.

10. Rebuke yourself for misbehaving with him.

**Topic 7. Confidence in conflict situations.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

7. You are in a position of responsibility. Your department is constantly energized to meet production targets on time. Despite your efforts, recently you have not always succeeded, and therefore you were going to replace some of the employees. But suddenly your boss comes along, asks a few questions about the work of the department in a tense tone and then, quite unexpectedly, announces that one of your subordinates has been appointed as your immediate supervisor. Could you:

1. Rejoice in the success of this attractive employee.

2. Remain calm because nothing can be changed.

3. To suspect that all this is an excuse sewn with white thread to get rid of you.

4. Doubt yourself and think that you are probably really not up to par.

5. To want to throw something against the wall in a rage.

6. Stay cool as there is no point in getting upset about it.

7. To slam the door after the departed boss.

8. Blame yourself for failure.

9. Be careful in the future, as these are obvious intrigues directed against you.

**Module 3. Training in the formation of positive life goals.**

**Topic 8. Self-realization and self-determination.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

8. Against the will of your parents, you drop out of school and complete your apprenticeship courses one year before graduation. Then you are given the opportunity to open your own workshop together with your friends at a fairly cheap price. You are asking your father for financial assistance in this matter. He tells you to finally knock these frivolous plans out of your head, and that you have not already used your chance to become someone better. Could you:

1. To suspect that the father is simply enjoying his superiority.

2. Feel helpless and desperate to get your way.

3. Thinking that your father wants you in his own way.

4. Catch yourself cracking open a pair of window panes in your father’s room.

5. Remain completely cool by telling yourself not to confuse family relationships and business interests.

6. Reproach yourself for not being able to get the money yourself.

7. Break off relations with your father, so as not to give him pleasure to see you in this dependent position.

8. Stay cool as he ultimately only pursues his business interests.

9. Be grateful to him for what he, in the end, wishes you well.

10. Leaving, slam the door in a rage.

**Topic 9. Formation of positive life goals.**

Forms of ongoing monitoring of progress: receiving control exercises, interview.

Monitoring Assessment Materials: Control Exercises

Control exercises

Determine the degree of adaptability in each of the proposed answer options to each situation: a - adaptive behavior, oa - relatively adaptive behavior, on - non-adaptive behavior.

9. You are waiting for the bus at the bus stop. The street is wet and dirty, it rained all night. A car passes by in a puddle and stains you with mud. Could you:

1. Think, "Serves me right, shouldn't have stood that close to the sidewalk."

2. Get angry, regretting the inability to puncture this type of tire.

3. Stay cool by telling yourself that in this weather it can happen at all.

4. Consider whether this type wanted to cause you trouble on purpose.

5. To think that the driver, for sure, was in a hurry somewhere and did it, of course, not intentionally.

6. Telling yourself that this driver obviously enjoys messing with pedestrians.

7. Shrug your shoulders, because such things are inevitable in the rain.

8. Swear loudly.

9. Rebuke yourself for never keeping your clothes clean.

10. Telling yourself that this is not so scary, since the clothes should have been cleaned anyway.

10. You have been working with one colleague for many years. You sit with her in the same room and do the same job. One day she comes and says to you, beaming with joy: "The salary increase came in handy - I planned to buy something." As it turned out, your salary was not increased. Could you:

1. Nothing special to think about, since personnel policy in a large enterprise is difficult to understand.

2. Suspect that the management has something against you.

3. Wanting to throw something out of the window out of anger.

4. Be happy for your colleague.

5. Be depressed and say that you are doing better than her in many ways.

6. Be angry with the whole world and behave unfriendly with other colleagues.

7. Feel bad and doubt yourself.

8. Tell your coworkers how happy you are for her because she is now financially free.

9. Forget about this matter, because there is no way to influence it.

10. Try to find out what is against you.

**Evaluation criteria used in the current monitoring of progress,**

**Including monitoring the independent work of students.**

|  |  |
| --- | --- |
| **Form of control** | **Evaluation criteria** |
| **Testing** | The score "5 POINTS" is given under the condition of 91-100% correct answers |
| The score "4 POINTS" is given on condition of 81-90% of correct answers |
| The score "3 POINTS" is given on condition of 71-80% of correct answers |
| The score "2 POINTS" is given on condition of 61-70% of correct answers. |
| The score "1 POINT" is given on condition of 51-60% of correct answers. |
| The score "0 POINTS" is given on condition of 50% or less correct answers. |
| Reception of control tasks | The score "5 POINTS" is given if 100% of the task is completed correctly, the student clearly stated the essence of the topic under discussion, showed the logic of the presentation of the material, presented the argumentation. |
| The mark "4 POINTS" is given if 85% of the task is correctly completed. The student clearly stated the essence of the topic under discussion, showed the logic of the presentation of the material, but did not present the argumentation. |
| The mark "3 POINTS" is given if 50% of the task is completed correctly, the student clearly stated the essence of the topic under discussion, but did not show sufficient logic in the presentation of the material, did not present the argumentation. |
| The score "2 POINTS" is given if 30% of the task is completed correctly, the student does not understand the essence of the topic under discussion, it is difficult to logically and reasonably participate in the discussion. |
| The score "1 POINT" is given if 20% of the task is completed correctly, the student does not understand the essence of the topic under discussion, is not able to logically and reasonably participate in the discussion, did not write a conclusion. |
| The score "0 POINTS" is given according to the following criteria: incorrect performance of the assignment, missing a seminar (practical) lesson; the student's refusal to answer the questions provided by the plan for conducting seminars (practical) classes; failure to complete homework and classroom assignments. |
| Interview (checking reflective diary) | The score "5 POINTS" is given if 100% of the task is completed, creativity is demonstrated, a vision for further use is presented, and reflective assessment is given. |
| The score "4 POINTS" is given if 85% of the task is completed, creativity is demonstrated, a vision for further use is presented, and reflective assessment is given. |
| The score "3 POINTS" is given if 50% of the task is completed, creativity is not demonstrated, a vision for further use is presented, and reflective assessment is given. |
| The score "2 POINTS" is given if 30% of the task is completed, creativity is not demonstrated, a vision for further use is not presented, and reflective assessment is given. |
| The score "1 POINTS" is given if 20% of the task is completed, creativity is not demonstrated, a vision for further use is not presented, and reflexive assessment is not given. |
| The score "0 POINTS" is given if the task is not performed correctly, creativity is not demonstrated, a vision for further use is not presented, reflexive assessment is not given, a seminar (practical) lesson is skipped; the student's refusal to answer the questions provided by the plan for conducting seminars (practical) classes; failure to complete homework and classroom assignments. |
| Providing | 5 POINTS is used to evaluate a presentation in which: the background color is in harmony with the text color, everything is perfectly readable; 3 font colors used; all pages are designed in the same style; hyperlinks are highlighted and have a different design before and after visiting the frame; animation is present only in those places where it is appropriate and enhances the effect of perceiving the textual part of information; the sound background corresponds to a single concept and enhances the effect of perceiving the textual part of information; the font size is optimal; all links work; the content is strictly scientific; illustrations (graphic, music, video) enhance the effect of perceiving the textual part of information; there are no spelling, punctuation, stylistic errors; sets of numerical data are illustrated with graphs and diagrams, and in the most adequate form; information corresponds to the topic of the presentation, is relevant and modern; keywords in the text are highlighted. |
| 4 POINT evaluates a presentation in which: the background color matches the text color well, everything can be read; 3 font colors used; 1-2 pages have their own design style, different from the general one; hyperlinks are highlighted and have a different design before and after visiting the frame; animation is present only in those places where it is appropriate; the sound background corresponds to a single concept and attracts the attention of viewers in the right places to the information; the font size is optimal; all links work; the content is generally scientific; illustrations (graphic, musical, video) correspond to the text; spelling, punctuation, stylistic errors are practically absent; sets of numerical data are illustrated with graphs and diagrams; information as a whole corresponds to the topic of the presentation, is relevant and modern; keywords in the text are highlighted. |
| 3 POINTS for a presentation in which: the background color does not match the color of the text; more than 4 font colors used; some pages have their own design style; hyperlinks are highlighted, animation is dosed; the sound background does not correspond to a single concept, but is not distracting; the font size is medium (accordingly, the amount of information is too large - the frame is somewhat overloaded) with information; links work; the content includes elements of science; illustrations (graphics, music, video) in certain cases correspond to the text; there are spelling, punctuation, stylistic errors; sets of numerical data are most often illustrated with graphs and charts; information does not always correspond to the topic of the presentation, is relevant, but is represented by outdated literature; keywords in the text are most often highlighted. |
| 2 POINTS for a presentation in which: the background color does not match the color of the text; more than 5 font colors used; each page has its own design style; no hyperlinks are selected, there is no animation (or the presentation is overloaded with animation); the sound background does not correspond to a single concept, it is distracting; too small print (accordingly, the amount of information is too large - the frame is overloaded); individual links do not work; the content is not scientific; illustrations (graphic, music, video) do not correspond to the text; many spelling, punctuation, stylistic mistakes; numerical datasets are not illustrated with graphs and charts; information vaguely corresponds to the topic of the presentation, relevance is poorly emphasized, scientific sources are outdated; keywords in the text are not highlighted. |
| 1 POINT is a presentation in which: the background color does not match the color of the text; more than 5 font colors used; each page has its own design style; there are no hyperlinks and animations; there is no sound background; too small print (accordingly, the amount of information is too large - the frame is overloaded); the content is not scientific; illustrations (graphic, music, video) are missing; many spelling, punctuation, stylistic mistakes; numerical datasets are not illustrated with graphs and charts; information does not correspond to the topic of the presentation, there is no relevance, scientific sources are outdated; keywords in the text are not highlighted. |
| THE EVALUATION OF 0 POINTS is the absence of the completed task (presentation) within the specified period. |

**3. Evaluation materials for intermediate attestation of students.**

Intermediate certification in the discipline in the form of a test is carried out in the form of a presentation.

Presentation Themes

1. History of the problem of adaptation in psychology

2. Motivation and adaptation to educational activities

3. Adaptation to the educational activities of younger students

4. Adaptation to educational activities of middle-level students

5. Adaptation to the educational activities of high school students

6. Adaptation to the educational activities of students.

7. Adaptation to the educational activities of university students

8. Motivation and professional orientation of the individual

9. Cognitive-behavioral approach to adaptation

10. Psychodynamic approach to adaptation

11. Existential-humanistic approach to adaptation

12. Neurological regulation of adaptation processes

13. Individual level of adaptability. Adaptation and biorhythms

14. Psychodiagnostics of social adaptation

15. Adaptation and stress resistance

16. Individual and personal characteristics and adaptation

17. The role of personality in the adaptation process

18. Adaptation and solution of applied problems of educational psychology

19. Stress as a systemic human motivation

20. Problems of stress diagnosis

**Questions for test theoretical knowledge**

1. Factors of determination of human behavior.

2. Internal (systems of views, beliefs) and external (facial expressions, gestures, posture, gait, posture, speech) behavior.

3. Features of behavior in the process of interaction of a psychologist.

4. Factors that determine human emotions.

5. Social perception.

6. Features of speech and behavior of people of various constitutional types.

7. Extraversion, introversion and behavior.

8. Human temperament and its influence on interpersonal communication.

9. Non-verbal signals of a person's emotional state (facial expressions, gestures, posture, gait, posture, eye expression).

10. Self-presentation of a psychologist.

11. Influences of the external appearance and speech behavior of the psychologist

12. Psychological foundations of interaction with a client.

13. Models of personality behavior in conflict interaction.

14. Effective communication and rational behavior in conflict.

15. Psychological conflict and ways of its favorable resolution.

16. Theoretical and methodological foundations of social and psychological training (SPT).

17. Basic methods used in SPT.

18. Technology of carrying out SPT.

**Criteria used to assess students at intermediate certification:**

The disciplinary rating of the student's discipline (module) (Rd) is calculated as the sum of the current standardized rating (Rcs) and the examination (test) rating (Re / Rt) according to the formula:

Rd **=** Rcs **+** Re / Rt

Where:

Rcs Ртс – the current standardized rating;

Re / Rt- examination (test) rating

**Correspondence table of learning outcomes for the discipline assessment materials used in intermediate certification.**

|  |  |  |  |
| --- | --- | --- | --- |
| № | Competence | Descriptor | Control and evaluation tool |
| 1 | OK-5 readiness for self-development, self-realization, use of creative potential | Know: the theoretical foundations of adaptation, its main components, the basic principles of the formation of self-development, self-realization, the use of creative potential | Questions #: 1,2,3,15,16,17,18 |
| Be able to: use the theoretical foundations of adaptation, its main components, the basic principles of the formation of self-development, self-realization, the use of creative potential | Practical tasks number: 4,5,6 |
| Possess: skills in the formation of self-development, self-realization, the use of creative potential. | Practical tasks number: 4,5,6,7 |
| 2 | OK-8 readiness to work in a team, tolerantly perceive social, ethnic, confessional and cultural differences | Know: social, ethnic, confessional and cultural differences, the main factors of these differences, ways of interaction in a team | Questions #: 6,7,8,9,10,11,12,13,14,15 |
| Be able to: tolerate social, ethnic, confessional and cultural differences, interact in a team, taking into account these differences | Practical tasks number: 1,2,3,4,5,6,7,8,9 |
| Possess: skills of working in a team, tolerant perception of social, ethnic, confessional and cultural differences | Practical tasks number: 1,2,3,4,5,6,7 |

**4. Guidelines for the use of point-rating**

**systems for assessing the educational achievements of students in the framework of**

**study discipline: Adaptive psychological training**

Within the framework of the implementation of the point-rating system for assessing the educational achievements of students in the discipline in accordance with the regulation "On the point-rating system for assessing the educational achievements of students", the following rules for the formation

• the current actual rating of the student;

• bonus actual student rating.

4.1. Rules for the formation of the current actual rating of the student.

The current actual rating (Ртф) by discipline (maximum 5 points) is calculated as the arithmetic mean of the results (points) of all control points aimed at assessing the success of mastering the discipline in the framework of classroom and extracurricular work (DAC):

- monitoring the progress of students at each practical lesson in the discipline (TC);

- control of extracurricular independent work of students in the discipline (CSW).

For each practical lesson, from 1 to 2 control points are provided. For these control points, the student receives from 0 to 5 points inclusive.

The criteria for evaluating each form of control are presented in the FOS by discipline. The arithmetic mean of the results (points) is calculated as the ratio of the sum of all the marks (mandatory checkpoints) received by the student to the number of these marks.

If you skip a practical lesson, "0" points are awarded for the mandatory checkpoints. The teacher is given the opportunity to improve the current rating in the academic discipline during the consultation hours in accordance with the department's consultation schedule.

**4.2. Rules for the formation of a bonus actual student.**

Bonus actual rating by discipline (the maximum number of points is established based on the fact of the bonus points gained by students of the given academic year in this specialty area and does not have a specific maximum value).

Bonus points are awarded only upon successful completion of the educational process (the average grade is above 3.0). If the average score is below this value, bonus points will not be awarded.

**Tab.1 - types of activities, based on the results of which the bonus actual rating is determined**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | Bonus work type \* | Points | Note |
|  | Attending practical classes | 0-2 | 0 - there is at least 1 pass without a valid reason; |
|  | Successful learning | 2-3 | 1 - there is one pass for a good reason; |
|  | Development of didactic materials for the discipline (crosswords, puzzles, visual diagrams and tables, case assignments) | 5-6 | 2 - all classes attended. |
|  | Speech at the final conference of the SSS ORGMU | 8 | 2 - for the current actual rating from 4.0 to 4.5; |
|  | Publication of abstracts at the final conference of the SSS of the Omsk State Medical University | 5 | 3 - for the current actual rating from 4.5 to 5.0. |
|  | Participation in the competitions of the SSS of the Omsk State Medical University (essays, educational films, visual models, the best student work) | 7-10 | 5 - for crosswords, puzzles, visual diagrams and tables; |
|  | Participation in nonresident conferences of various levels (all-Russian, regional, international) | 5,8 | 6 - for developing a case study. |
|  | Participation in nonresident competitions of various levels (competition for FQP, research papers, educational papers, etc.) | 7-10 | Copy of the conference program and participant certificate |
|  | Publication of research results in scientific journals | 10,15 | A photocopy of the abstracts with the title page and the imprint of the collection. |