

**MINISTRY OF HEALTH OF UKRAINE**  
**ODESSA NATIONAL MEDICAL UNIVERSITY**

**Faculty: medical, full-time form of education**

**Department: Psychiatry, Addictions and Psychology**

**SILLABUS OF THE COURSE “PSYCHIATRY AND ADDICTIVE  
DISORDERS”**

<b>Scope</b>		<b>90/3,0</b>		
<b>Year, semester</b>		<b>4<sup>th</sup> year, VII-VIII semester</b>		
<b>Date, time, place</b>		According to the schedule , lecture room №1, classrooms 1-3, at 8.30-16.00		
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<b>Workplace</b>			Odessa, Acad. Vorobiev Str. 9	
<b>Consultations</b>			Face-to-face: Thursday 15.00-17.00, Saturday 9.00-13.00 Online: Thursday 15.00-17.00, Saturday 9.00-13.00 (ZOOM platform, Teams, Viber)	

## COMMUNICATION

is carried out via the e-mail of the department:  
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## COURSE ANNOTATION

**The subject** of the discipline "Psychiatry and Addictive Disorders" is the study of the aetiology, pathogenesis, clinical course, treatment, prevention and expert examination of mental disorders.

**Prerequisites.** The discipline "Psychiatry and Addictive Disorders" is based on the study of psychology, medical psychology, human anatomy, physiology, pathomorphology, pathophysiology, biological and bioorganic chemistry, propaedeutic of internal medicine and pharmacology. It lays the foundations for learning other clinical disciplines, which involves the integration of teaching with these disciplines and the formation of skills to apply the knowledge of psychiatry and addictive disorders in the students' further study and in their professional activities; it also lays the foundations of a healthy lifestyle and prevention of mental disorders.

**The goal of the course** of "Psychiatry and Addictive Disorders" is to provide the students with theoretical knowledge and practical skills in the field of primary diagnosis, treatment, prevention of mental disorders, psychosocial rehabilitation of the patients with mental disorders, including those caused by the use of psychoactive substances.

**Objectives of the course:** to help the students learn the etiology, pathogenesis, types and clinical manifestations of mental and psychosomatic disorders; to enable them to determine the preliminary diagnosis of mental and psychosomatic disorders; to teach them to apply theoretical knowledge to the tactics of managing patients with mental disorders and to use methods for the prevention of mental and psychosomatic disorders

### **Expected results**

According to the requirements of the educational and professional program, **the students must know:**

- The subject and tasks of the course “Psychiatry and Addictive Disorders”.
- The main stages of development of psychiatry and the achievements of domestic specialists.
- The structure of psychiatric treatment, different types of mental health institutions.
- The principles of nursing psychiatric patients.
- The main aetiological and pathogenic mechanisms of mental pathology.
- Legal principles of psychiatric help. The modern concept of psychiatry in Ukraine.
- The role of somatic doctors in providing health care to patients with symptomatic mental disorders.
- First and emergency health care for patients with mental disorders, the main indications for hospitalization.
- Methods of clinical and psychopathological examination.
- The concept of psychopathological symptoms, syndromes and diseases, characteristics of different types of mental disorders, syndromological and nosological classification of mental pathology.
- Principles and methods of treatment of mental disorders.
- Principles and methods of psychosocial rehabilitation of the mentally ill and prevention of mental illness. Psychoeducation.
- Features of nursing, observation and transportation of patients with impaired consciousness.
- Non-psychotic syndromes: asthenic, neurotic (neurasthenic, obsessive-phobic, dysmorphophobic, hysterical), depressive, hypochondriac, and somatoform.
- Psychotic syndromes: depressive, manic, paranoid, dysmorphomaniac, catatonic, hebephrenic, delirious, oneiroid, amnestic, asthenic confusion, twilight states of consciousness, hallucinations.
- Organic–deficiency syndromes: psychoorganic, Korsakov amnestic, mental retardation, and dementia.
- The main psychopathological syndromes of childhood: childhood autism, attention deficiency-hyperkinetic, children's pathological fears, and infantilism.
- The main clinical forms of somatogenous psychoses.
- Basic principles of therapy, rehabilitation and prevention of mental disorders in endocrine and somatic diseases.

- Prevention and treatment of mental disorders due to industrial, domestic, and drug intoxications and environmental adverse effects.
- The concept of psychoactive substances, phenomena of use and dependence, the drug addiction syndrome.
- Organization of drug addictions treatment.
- Clinical features of emotional-stress and adjustment reactions and neuroses: neurasthenia, anxiety disorders, obsessive-compulsive disorders, dissociative and conversion disorders, depressive and somatoform disorders, and the post-traumatic stress disorder.
- Suicidal behaviour in mental illness. Anti-suicidal therapy. Prevention of suicidal behaviour.
- Epilepsy. Classification. Mental disorders in patients with epilepsy. Principles of therapy of patients with epilepsy and mental disorders.
- Status epilepticus and its treatment.
- Personality and conduct disorders in adults, factors contributing to their development. Basic principles of therapy, rehabilitation and prevention of personality and conduct disorders in adults.

**The students should be able to:**

1. Carry out a patient's clinical examination and describe his/her mental status.
2. Analyse the data of clinical and para-clinical examination and make the preliminary diagnosis of mental or psychosomatic disorder.
3. To determine the psychotic or non-psychotic level of mental disorder in a patient.
4. To determine the presence of indications for immediate hospitalization of a patient.
5. To solve clinical problems – to diagnose and prescribe emergency treatment (for psychomotor agitation, status epilepticus, complications of treatment with psychotropic drugs, refusal to eat, and stupor).
6. To solve the clinical problems on determining the treatment tactics for a patient with a mental disorder or addiction.
7. To determine the level of social danger and the risk of auto-aggression in a psychiatric patient, to refer him/her to a psychiatrist.
8. Prescribe one of the psychotropic drugs, adequate for the patient's state and in the dose, appropriate to the patient's age.
9. Give psycho-educational recommendations to the patient and his relatives.

**The ultimate goals of the discipline:**

- To prescribe emergency medical care for severe mental disorders.
- To determine the tactics of management of patients with mental disorders.
- To identify complex etiological factors, pathogenetic mechanisms, types of course and clinical manifestations of mental and psychosomatic disorders.

- To use methods to prevent mental and psychosomatic disorders.
- To make preliminary diagnoses of mental and psychosomatic disorders.

## THE COURSE DESCRIPTION

### The forms and methods of studies

Number of academic hours					Type of control
Total	Auditory classes			SIW*	
	Lectures	Practical classes	Seminars		
<b>90</b>	<b>10</b>	<b>50</b>	<b>0</b>	<b>30</b>	<b>Differential credit</b>
<b>90/3,0</b>					

\* The students' independent work

During the study of the discipline, students are given the opportunity to acquire knowledge and skills in the online format using the resources of E-mail, ZOOM, Teams, Viber, taking into account the technical capabilities of each student. Teachers assigned to a separate group are in contact online. The face-to-face form is provided mainly for consultations at the department on established days and at the certain time by the teacher on duty.

### The content of the discipline

#### General issues of psychiatry and general psychopathology, special (nosological) psychiatry

- Topic 1. The subject and tasks of “Psychiatry and Addictive Disorders”, the history of development. Organization of rendering healthcare to patients with mental disorders. The structure of psychiatric hospitals and outpatient departments. Principles of providing healthcare to the mentally ill.
- Topic 2. Methods of psychiatric examination. Classification of mental disorders, the concept of psychopathological symptoms, syndromes and diseases, registers of mental disorders.
- Topic 3. General principles of treatment, rehabilitation and examination of patients with mental disorders.
- Topic 4. Disorders of sensations and perception.
- Topic 5. Memory impairment.
- Topic 6. Disorders of thinking and intelligence.
- Topic 7. Violation of emotions.
- Topic 8. Violation of the effector sphere.
- Topic 9. Disorders of consciousness and self-awareness.
- Topic 10. Psychopathological syndromes

- Topic 11: General characteristics of organic (including symptomatic) mental disorders.
- Topic 12: Somatogenous mental disorders
- Topic 13: Exogenous mental disorders
- Topic 14: Mental disorders in the elderly and senile age. Features of mental pathology in the elderly and senile age.
- Topic 15: Medical and social problems of psychoactive substances use
- Topic 16: Mental and behavioral disorders due to alcohol consumption
- Topic 17: Mental and behavioral disorders due to drug use
- Topic 18: Mental and behavioral disorders due to the use of substances that are not included in the state list of narcotic drugs. Regulation of the circulation of narcotic drugs, psychotropic substances and their precursors at the international level.
- Topic 19. General characteristics of psychogenic diseases. Psychogenic diseases and neurotic disorders in the context of incurable disease.
- Topic 20. Neurotic disorders.
- Topic 21: Somatoform disorders.
- Topic 22: Reactive psychoses.
- Topic 23: The post-traumatic stress disorder (PTSD).
- Topic 24: Schizophrenia, schizotypal and delusional disorders
- Topic 25: Affective disorders
- Topic 26: Epilepsy.
- Topic 27. Mental retardation.
- Topic 28. Personality disorders and the patho-characterological personality development.
- Topic 29. Disorders of psychological development.
- Topic 30. Behavioral disorders that begin in childhood and adolescence.

### **References (Literature sources on the course)**

1. Психіатрія і наркологія: підручник (ВНЗ IV р. а.) / В.Л. Гавенко, В.С. Бітенський, В.А. Абрамов та ін; за ред. В.Л. Гавенка, В.С. Бітенського. — 2-е вид., переробл. і допов. — К.: «Медицина», 2015.- 512с.
2. Психіатрія і наркологія: нац. підруч. для студ. вищ. мед. навч. закл. / Г. Т. Сонник, О. К. Напреєнко, А. М. Скрипніков та ін., за ред. О. К. Напреєнко. - Нац. мед. ун-т ім. О. О. Богомольця. - 3-е вид., випр. - Київ: Медицина, 2017. - 422с.
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7. А.М. Скрипніков, Л.В. Животовська, Л.А. Боднар, Г.Т. Сонник Психіатрія та наркологія. Навчально-методичний посібник – К.: Видавництво «Медицина», 2019. - 224с. 83. Психіатрія та наркологія в загальній медичній практиці: Навч. посіб. для студ. мед. ЗВО, інтернів, сімей. лікарів. Затверджено вченою радою ХНМУ / Г.М. Кожина, Н.О. Марута, Л.М. Юр'єва та ін. — К., 2019. — 344с.

9. Посттравматичний стресовий розлад: посібник / Венгер О.П, Ястремська С.О. – Т. 2019. — 264с.
10. Психіатрія особливого періоду: навч. посіб. для лікарів і психологів, лікарів-інтернів, лікарів-слухачів закл. (фак.) післядиплом. освіти / Ю. В. Рум'янцеv, О. Г. Сироп'ятov, Г. В. Осьодло та ін.; Військ.-мед. департамент МО України, Укр. військ.-мед. акад. - 2-е вид., перероб. і доп. - К.: Леся, 2015. - 226с.
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**Information sources:**

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6. [http://chitalka.info/ps\\_26/index.html](http://chitalka.info/ps_26/index.html)
7. [http://psyjournals.ru/psyedu\\_ru/2010/n5/Kasatkin\\_Bochaver\\_full.shtml](http://psyjournals.ru/psyedu_ru/2010/n5/Kasatkin_Bochaver_full.shtml)
8. [http://valeolog.net/userfiles/978\\_1.pdf](http://valeolog.net/userfiles/978_1.pdf)
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Electronic sources are available at the *onmu.edu.info* site

## ASSESSMENT

The organization of the educational process encourages students to study systematically during the school year. Types of educational activities of students according to the curriculum are: a) lectures, b) practical classes, c) seminars, and d) the students' independent work (SIW). Students are recommended to keep protocols of practical classes in which they describe the mental state of patients, solving clinical problems, solving test problems. Departments of psychiatry have the right to make changes to the curriculum within 15% depending on organizational and technical capabilities, research, environmental features of the region, but must meet the overall requirements of the discipline in accordance with the ultimate goals of training and the curriculum

**Forms of control.** Control and assessment of knowledge is one of the most important stages of specialists' training. The teacher's purposeful control of the students' performance reveals the existing gaps in the students' knowledge, highlights the shortcomings in teaching, helps to focus the efforts of the department staff on the most important and promising areas of educational work. In addition, objectivity and the principles of teaching embedded in the structure of knowledge control are an effective incentive for the students' continuous and intensive training.

**The current control** is carried out at each practical class in accordance with the specific objectives of the topic. Objective (standardized) control of the students' theoretical and practical performance is applied. At least 50% of students should be interviewed at a practical (laboratory) class, and at least 30% at a seminar. By the end of the semester (cycle), the number of grades the students in a group get should be approximately the same. Structurally, the system of control and assessment of knowledge includes three interrelated and complementary stages: interview, assessment of practical skills, test control.

The interview is conducted in the form of a survey on the planned topic of the class. In this case, it helps to identify the level of the students' theoretical knowledge, their ability to use knowledge of related disciplines, as well as the ability to theoretically comprehend personal practical experience.

Most often, the form of the interview is used to discuss the history of the disease and existing mental disorders in patients examined at a practical class. In this case, the interview is combined with the controlling and significant learning element. When discussing mental disorders in a patient, students show the level of their theoretical knowledge, their ability to analyze a specific clinical situation, the level and professional orientation of clinical thinking. During the interview, the algorithm of professional assessment of existing disorders is improved, clinical thinking is developed, and associative mechanisms are improved. The results of the interview are evaluated as "good" if the student shows inaccurate, but complete enough coverage of the theoretical material, and incomplete analysis of the clinical situation. The "satisfactorily" grade is given for an answer with significant omissions of theoretical knowledge and unclear logical structure of the discussed diagnosis.



Assessment of the acquisition of practical skills is made purposefully during an independent clinical interview. The teacher assesses the extent of mastering the sequence and purposefulness of the clinical interview, the level of ability to adjust the direction and sequence of the survey depending on the patient's state, the performance of the interview with him and the characteristics of psychopathological disorders.

If it is impossible to assess the conversation with a patient, assessment is limited to modeling the clinical situation.

In addition, the practical skills of the verbal level are assessed during the independent supervision of a patient and the analysis of his/her clinical symptoms; ability to collect the anamnesis and examine the patient; ability to study individual mental functions and more. In addition, the ability to keep medical records is assessed.

Test control is carried out in the form of students' work on test questions on the program material. Test control is used to assess the level of the students' theoretical knowledge, it helps to identify the ability to recognize the clinical image in the situation of choice. Assessment of current learning activities: the student can get from 2 to 5 points for each mastered topic. The sum of points must be calculated.

**Assessment of the students' independent work.** The independent work on the topics corresponding to classroom work is assessed during the current control of the topic at the relevant class. The assessment of knowledge on topics that are submitted only for independent work (and are not included in the classroom work) is carried out during the final control.

**The final control is provided in the form of differential credit.** The control is carried out at the last class upon the completion of classes on all the topics of the discipline. Students who have completed all types of work planned in the curriculum and haven't missed any classes of the course are admitted to the credit.

The form of differential credit should be standardized and include control of theoretical and practical training. It consists of two stages: theoretical (the student answers 3 questions) and practical (solves a situational problem or describes the mental state of a patient). The grade for the discipline is 50% of the current performance (arithmetic mean of all current grades) and 50% - the grade on the exam (differentiated test). The student can receive incentive points for participating in conferences, webinars, and the work of the Students' Research Society (SRS).

## **COURSE POLICY**

This is a system of requirements that teachers impose on students when teaching the discipline. They include inadmissibility of missing classes, being late, using electronic devices while answering or passing a test; rules of conduct in the classroom (active participation, the implementation of the required minimum of educational work) etc.. There are incentives for participation in conferences, webinars and SRS. There are also penalties for missing classes and non-compliance with the requirements of the current class. The policy of the academic discipline is based on the norms of the legislation of Ukraine, the Charter of ONMedU, etc ..

**The policy of the students' academic integrity provides:**

- independent performance of educational tasks, and the tasks of current and final controls (for persons with special educational needs, this requirement is applied taking into account their individual needs and capacities);
- links to sources of information in the case of the using other people's ideas, developments, statements, and information;
- compliance with the law on copyright and related rights;
- providing reliable information about the results of the student's own (research or creative) activities, research methods and sources of information he/she has used.

The following actions are unacceptable for the participants of the educational process in the educational activities:

- the use of family or business ties to obtain positive or higher grades in any form of academic control or to get advantages in research work;
- the use of prohibited auxiliary materials or technical means (cheat sheets, abstracts, headphones, telephones, smartphones, tablets, etc.) during the control measures;
- passing the procedures of control (progress monitoring) by fictitious persons.

For the violation of academic integrity, students may be held subject to the following academic liability:

- decline in grades for the control work, examination, credit, etc.;
- re-passing the monitoring (test, exam, credit, etc.);
- appointment of additional control measures (additional individual tasks, tests, questions, etc.);
- re-passing the relevant educational component of the educational program;
- conducting additional verification of other works done by the infringer;
- deprivation of the right to participate in competitions for scholarships, grants, etc.;
- notification of the entity that finances training (research), the institution that issued the grant for training (research), potential employers, or the student's parents about the violation;
- exclusion from the ranking of applicants for academic scholarships or accrual of penalty points in such ranking;
- deprivation of an academic scholarship.