

**MINISTRY OF HEALTH OF UKRAINE**  
**ODESSA NATIONAL MEDICAL UNIVERSITY**  
**Faculty of Dentistry, full-time form of education**  
**Department: Psychiatry and addictions**  
**SILLABUS OF THE COURSE "MEDICAL PSYCHOLOGY"**

<b>Scope</b>		<b>30/1,0</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		
<b>Teachers</b>	<b>Name</b>	<b>Academic status</b>	<b>Phone number</b>	<b>e-mail</b>
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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:  
[chernovat@meta.ua](mailto:chernovat@meta.ua), ZOOM, Teams, & Viber

## COURSE ANNOTATION

**The subject** of the discipline "Medical Psychology" is the study of mental disorders prevention, the diagnosing of mental disorders and pathological states, the solution of expert tasks, as well as the tasks of the patients' social and occupational rehabilitation; the study of psychological issues of the medical workers' professional activities.

**Prerequisites.** "Medical Psychology" as an academic discipline is based on the students' knowledge in the fields of psychology, human anatomy, physiology, pathomorphology, pathophysiology, biological and bioorganic chemistry, propaedeutic of internal medicine, pharmacology medicine, and neurology and integrates with these disciplines. Medical psychology lays the foundations for learning the clinical disciplines, the knowledge in this field helps to understand them, especially psychiatry and addiction, to master skills in the process of further learning and in professional activities; it also lays the foundations of a healthy lifestyle and prevention of mental disorders.

**The goal** of the course "Medical Psychology" is to provide students with theoretical knowledge and practical skills, enabling them to determine the psychological state of patients with various diseases. Interdisciplinary links with all clinical disciplines are widely introduced in the course. Considerable attention is given to psychosocial rehabilitation of patients with mental disorders, including those caused by the intake of psychoactive substances. Particular attention is paid to the fact that a person's psychological state is of great importance in the occurrence of somatic diseases, determines the features of their course, help to forecast the success of treatment. Proper recognition and correct understanding of a disease are possible provided knowledge of the individual characteristics of the patient, and an individual approach to the patient provides depth and sophistication of the diagnosis.

Considerable attention is paid to the psychological analysis of the professional activities of doctors and other members of the medical staff, their attitude to the patients; psychology of patients and their relationships with each other, the formation of positive psychological climate in the medical institutions; the role of psychological factors in the occurrence of psychosomatic and iatrogenic diseases. Particular attention is paid to the problem of forming and maintaining good mental health in various categories of the population, in particular, in health workers.

**Objectives of the course:** to help the students to learn the individual characteristics of the patients, to determine the prognosis of diseases, to choose the most effective treatment approaches. Considerable attention is paid to the psychological analysis of the medical workers' professional activities, their attitude to the patients; the patients' psychology, including their relations with each other, the formation of a positive psychological climate in medical institutions; the role of psychological factors in the occurrence of psychosomatic and iatrogenic diseases. Particular attention is paid to the problem of forming and maintaining the mental health in various categories of the population, in particular, the health workers.

### **Expected results**

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

1. The features and dynamics of the main mental processes (perception, attention, thinking, speech, intelligence, memory, emotional and volitional manifestations);
2. The neuropsychological features of brain functioning and its relations with the mental phenomena;
3. The features of changes and dynamics of mental processes in healthy and sick people under the influence of external and internal factors;
4. The principles and criteria for differential assessment of basic mental processes;
5. The age-specific features of mental processes;
6. The principles and structure of psychological help organization to patients with psychosomatic and somato-psychic disorders;
7. The principles and methods of psychological diagnosing of mental functions, somato-psychic and psychosomatic diseases;
8. The principles and methods of psycho-hygiene and psycho-prophylaxis, psycho-correction and psychotherapy, social and occupational rehabilitation of patients with psychosomatic and somato-psychic diseases;

### **The students should be able to:**

1. Carry out a directed psychological conversation with the patient;
2. Correctly analyse the psychology of a child, adolescent, adult, elderly and old person for the purpose of adequate psychotherapeutic correction, taking into account the psychophysiological characteristics of each age period;

3. To correct the relations between children and parents;
4. Use the principles of medical deontology in the treatment and diagnostic process;
5. Conduct and analyse the results of experimental psychological studies of attention, memory, thinking, intelligence, emotions, and personality in healthy and sick people;
6. To develop and implement a system of psycho-hygienic and psycho-preventive measures aimed at the harmonious development of an individual and the preservation of mental health.
7. Give psycho-educational recommendations to the patients and their relatives

**The ultimate goals of the discipline:**

- 1) To demonstrate mastery of the principles of medical deontology, prevent iatrogenic and correct the effects of iatrogenic effects.
- 2) To use the means of psycho-hygiene, psycho-prophylaxis and basic methods of psychotherapy in medical practice.
- 3) To determine psychosomatic and somato-psychic interactions in patients.
- 4) To determine the mental state and level of socio-psychological adaptation of patients using the methods of psychological research.
- 5) To demonstrate the ability to communicate with colleagues, patients and their relatives, taking into account their individual psychological differences, to promote a healthy psychological climate in the medical environment.

**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>20</b>	<b>0</b>	<b>60</b>	<b>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**

### **Topics**

1. Subject and objectives of medical psychology; methods of assessment of an individual's psychological state. The concept of mental health.
2. Personality and disease. Internal picture of the disease.
3. The state of mental functions and illness.
4. Psychology of medical workers.
5. Psychology of medical and diagnostic process.
6. Psychosomatic disorders
7. Psychological features of patients with various diseases.
8. Psychological aspects of addictive, suicidal behavior, thanatology and euthanasia.
9. Psycho-hygiene, psycho-prophylaxis, basics of psychotherapy
10. Medical deontology. Features of the doctor's attitudes toward the patients

### **REFERENCES (the list of educational sources on the course)**

1. Васильева О. С., Филатов Ф. Р. Психология здоровья. Феномен здоровья в культуре, психологической науке и обыденном сознании. Ростов н/Д : Мини Тайп, 2015. 480 с.
2. Вікова та педагогічна психологія : навч. посіб. / Скрипченко О. В. та ін. К.: Каравела, 2019. 400 с.
3. Вовк В. М. Адаптація и закономірності її впливу на процес преемственности здорового образу жизни старшеклассников и студентов первого курса. Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту. 2015. № 8. С. 17-20.
4. Гончаренко Н. В Психологічні засади збереження психічного здоров'я майбутніх лікарів. Актуальні проблеми психології : зб. наук. пр. Ін-ту психології імені Г. С. Костюка НАПН України. К., 2014. Т. X, вип. 26. С. 193-206.
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6. Жданова І.В. Психологічні аспекти формування здорового способу життя майбутніх правоохоронців. Актуальні проблеми теорії та практики психологічної допомоги. Матеріали VII Харківських міжнародних психологічних Читань, 25-26 лист. 2015 р. X.: ХНУ імені В. Н. Каразіна, 2015. С.47- 48.
7. Загальна теорія здоров'я та здоров'язбереження : колективна монографія / за заг. ред. проф. Ю. Д. Бойчука. Харків: Вид. Рожко С. Г., 2017. 488 с.
8. Клейман П. Психологія. Люди, концепції, експерименти. М.: Манн, Иванов и Фербер, 2019. 272с.
9. Мухамед'яров Н. Н. Формування здорового способу життя: теоретичний аспект. Вісник Харківської державної академії культури. 2013. Вип. 39. С. 249-256.

10. Навыки для психологического восстановления. Руководство для работы. Перевод и издание. К., 2016. 182 с.
11. Наугольник Л. Б. Психологія стресу: підручник. Львів: Львівський державний університет внутрішніх справ, 2015. 324 с.
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15. Психічне здоров'я особистості у кризовому суспільстві: збірник матеріалів IV Всеукраїнської науковопрактичної конференції / уклад. З. Р. Кісіль. Львів: Львівський державний університет внутрішніх справ, 2019. 312 с.
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22. Тимофєєва М.П. Психологія здоров'я. Чернівці: Книги ХХІ, 2009. 296 с.

***Information sources:***

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2. <http://www.nbuv.gov.ua/>
3. <http://lib.kture.kharkov.ua/>
4. <http://www.psy-science.com.ua/PsInsUa.html>
5. [http://www.social-science.com.ua/jornal\\_content/](http://www.social-science.com.ua/jornal_content/)
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)

9. <http://syntone.ru/book/psihologiya-zdorovya-cheloveka/>
10. <http://mentalhelpguide.ru/section-exercises.php>
11. [http://esnuir.eenu.edu.ua/bitstream/123456789/1349/3/psyhol\\_zdor\\_navch.pdf](http://esnuir.eenu.edu.ua/bitstream/123456789/1349/3/psyhol_zdor_navch.pdf)

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 protocol the practical classes.

**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 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. A student can receive incentive points by 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.