

Ministry of Education and Science of the Russian Federation

Ministry of Education and Science of the Kyrgyz Republic

Kyrgyz-Russian Slavic University

Medical Faculty

ENDORSED BY
Prof. Anes Zarifyan



“29” 09. 2021 г.

Personology

Steering document of discipline

Department of Medical Psychology, Psychiatry and Psychotherapy

Educational program specialization Specialist

Mode of study Full-time

Total workload: 2 CP (credit points)

Hours according to curriculum 26

which includes:

in-class learning 26

independent work 40


Types of control in semesters:

credits 2

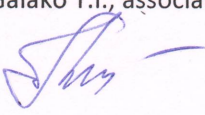
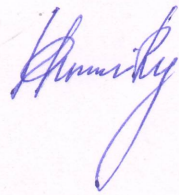
Course Hours Scheduling (per semester)

Semester Academic Year	1 (1.1)		2 (1.2)		Total	
	AC	CO	AC	CO	AC	CO
Weeks	18,7		18			
Type of Training	AC	CO	AC	CO	AC	CO
Lectures	8	8	-	-	8	8
Lab Practical	-	-	-	-	-	-
Practical Session	14	14	-	-	14	14
Including Interactive Session	4	4	-	-	4	4
Total In-class Session	26	26	-	-	26	26
Individual Work Assessment	40	40	-	-	40	40
Face-to-face Learning	6	6	-	-	6	6
Individual Work	-	-	-	-	-	-
Total	46	46	-	-	46	46

The Course outline developed by:

Associate professor, c.m.s. of the Department of Medical Psychology, Psychiatry and Psychotherapy Kim A.S.,
Panteleeva L.U. 

Reviewers:

associate professor, c.m.s. Galako T.I., associate professor, c.m.s. Ismailov U.I.  

The Course Outline

Personology

developed in full compliance with FSES 3+:

Federal State Education Standards of Higher Professional Education for students trained for specialty 31.05.01 (The Ministry of Education and Science of the Russian Order of "09"02. 2016 № 95)

in accordance with Academic Curriculum:


31.05. 01

confirmed by KRSU Board of Academics in "29"09.2021 record № 1

The Course Outline endorsed by Medical Psychology, Psychiatry and Psychotherapy Department Meeting

Record of 29.09 2021 r. № 1

Valid for: 2021 -2026 academic year

The Head of Department associate professor, c.m.s. Ten V.I. 

The course outline endorsed for the following academic year

Chairman of the Educational and Methodological Board
20.09.2021 r.

The course outline has been revised, considered and endorsed for implementation.
in 2021-2022 Academic Year at the Staff Meeting of Medical Psychology, Psychiatry and Psychotherapy Department

Record of 03.09.2021 r. № 1

The Head of Department associate professor, c.m.s. Ten V.I.

The course outline endorsed for the following academic year

Chairman of the Educational and Methodological Board
6.10. 2022 r.

The course outline has been revised, considered and endorsed for implementation.
in 2022-2023 Academic Year at the Staff Meeting of Medical Psychology, Psychiatry and Psychotherapy Department

Record of 30.09 r. № 1

The Head of Department associate professor, c.m.s. Ten V.I.

The course outline endorsed for the following academic year.

Chairman of the Educational and Methodological Board
29.09. 2023 r.

The course outline has been revised, considered and endorsed for implementation.
in 2023-2024 Academic Year at the Staff Meeting of Medical Psychology, Psychiatry and Psychotherapy Department

Record of 04.09.23 r. № 1

The Head of Department associate professor, c.m.s. Ten V.I.

The course outline endorsed for the following academic year

Chairman of the Educational and Methodological Board
_____ 2024 r.

The course outline has been revised, considered and endorsed for implementation.
in 2024-2025 Academic Year at the Staff Meeting of Medical Psychology, Psychiatry and Psychotherapy Department

Record of _____ r. № _____

The Head of Department associate professor, c.m.s. Ten V.I.

The course outline endorsed for the following academic year

Chairman of the Educational and Methodological Board
_____ 2025 r.

The course outline has been revised, considered and endorsed for implementation.
in 2025-2026 Academic Year at the Staff Meeting of Medical Psychology, Psychiatry and Psychotherapy Department

Record of _____ r. № _____

The Head of Department associate professor, c.m.s. Ten V.I.

1. Purpose of the discipline	
1.1	To assimilate various approaches to the consideration of personality developed by the main schools of world psychology.

2. Position of discipline in the structure of Main Curriculum (MC)	
Circuit (Unit)	Б1.В.ДВ.3
2.1	Requirements for the educational background:
2.1.1	Psychology and Pedagogy
2.1.2	Foundations of Self-knowng
2.2	Disciplines and practices for which this discipline is a tool subject:
2.2.1	Pathopsychological
2.2.2	Psychiatry and medical psychology
2.2.3	Psychotherapy

3. Competences of the learner, as a result of learning of discipline	
IC-2 (Intercultural Competencies): The ability to use the basics of philosophical knowledge to form a worldview position.	
Know:	
Level 1	Understanding of modern concepts of images of the world on the basis of a formed worldview, to have skills of natural and 2 social sciences, culturology
Level 2	knowledge about personality models
Level 3	age characteristics of personality development
Be able to:	
Level 1	recognition of psychodiagnostics scales
Level 2	understanding paraverbal communication
Level 3	specifics of counseling with children, the elderly, and people with mental disorders

Have following skills:	
Level 1	communication skills
Level 2	activities in conflict situation
Level 3	carry out psychodiagnostics of personality

IC-5 (Intercultural Competencies): Readiness for self-development, self-realization, self-education, using of creative potential.	
Know:	
Level 1	The application of theoretical and experimental research, basic methods of mathematical analysis and modeling, standard statistical packages for processing data obtained for solving various professional problems
Level 2	knowledge about personality models
Level 3	age characteristics of personality development
Be able to:	
Level 1	recognition of psychodiagnostics scales
Level 2	understanding paraverbal communication
Level 3	specifics of counseling with children, the elderly, and people with mental disorders
Have following skills:	
Level 1	communication skills
Level 2	activities in conflict situation
Level 3	carry out psychodiagnostics of personality

As a result of acquisition the discipline, the student expected to:

3.1	Know:
3.1.1	The main theoretical positions of various directions of personology and specific psychological schools.
3.2	Be able to

3.2.1	To use the main theoretical positions of specific directions of personology for studying the personality and mechanisms of the formation of psychopathological disorders, to reveal the role of personality traits in the formation of stress manifestation.
3.3	Have following skills:
3.3.1	Have an idea of the history of the development of world personology; on the place of personology in the system of pregraduate education of doctors; about the main concepts of biographical sketches of the most significant psychologists in the world.

4. STRUCTURE AND CONTENT OF DISCIPLINE

Class code	Name of sections and topics/ type of learning activity	Semester/ year	Hours	Competences	Study materials	Interactives	Notes
	Section 1. Personology. Psychodynamic approach						
1.1	Personology, definition, basic approaches. Freud and classical psychoanalysis. Basic concepts construction of Freud. (Lect.)	4	2	IC-2; IC-5	R 1.1	2	
1.2	The concept of personality, the main approaches in personology. (In-class)	4	2	IC-2; IC-5	-//-	2	
1.3	The classical psychoanalysis of Freud. (In-class)	4	2	IC-2; IC-5	-//-	2	
1.4	Basic concepts of the Freud	4	2	IC-2; IC-5	-//-	2	

	construction. (In-class)						
1.5	Alfred Adler and "individual psychology". Carl Jung and analytical psychology. Basic theoretical positions (Lect.)	4	2	IC-2; IC-5	-//-	2	
1.6	Model of analytical psychology of Carl Jung. (In-class)	4	2	IC-2; IC-5	-//-	2	
1.7	Alfred Adler and construction of "individual psychology." (In-class)	4	2	IC-2; IC-5	-//-	2	
	Section 2. Cognitive-behavioral and humanistic approach						
2.1	Frederick Skinner and the modern behaviorism. Basic concepts of modern behaviorism. (Lect.)	4	2	IC-2; IC-5	-//-	2	
2.2	Frederick Skinner and the behavioral personality model. (In-class)	4	2	IC-2; IC-5	-//-	2	
2.3	The main theoretical positions of modern	4	2	IC-2; IC-5	-//-	2	

	behaviorism. (In-class)						
2.4	Fritz Perls and model of gestalt therapy. Carl Rogers and the phenomenological approach in psychology. (Lect.)	4	2	IC-2; IC-5	-//-	2	
2.5	Fritz Perls and model of gestalt therapy. (In-class)	4	2	IC-2; IC-5	-//-	2	
2.6	Carl Rogers and the phenomenological approach in psychology. (In-class)	4	2	IC-2; IC-5	-//-	2	

5. EVALUATION FUND

5.1. Questions for graded credit

Appendix 1

5.2 Themes of coursework (projects)

Not foreseen by discipline

5.3. Evaluation fund

Appendix 1

5.4 List of evaluation tool kinds

1. Questions for graded credit (44 questions).

6. METHODOLOGICAL AND INFORMATION SUPPORT OF DISCIPLINE (MODULE).

6.1. Recommended Reading

6.1.1 Required Reading			
	Authors, contributors	Title	Publisher, year
R 1.1	A.S. Kim, E.S. Cherapkin, V.V. Poletaev	Lecture Course on Personology and Theories of Personality. Tutorial.	KPCY, 2017.
6.1.2 Suggested Reading			
	Authors, contributors	Title	Publisher, year
R 2.1	B. Engler	Personality Theories	Houghton Mifflin Harcourt Publishing Company, 2008
R 2.2	Susan C. Cloninger	Theories of Personality: Understanding Persons	Pearson, 2012
6.3. List of information and educational technologies			
6.3.1. Competence-oriented educational technologies			
6.3.1.1	Traditional Educational Technologies		
6.3.1.2.	Innovative Educational Technologies		
6.3.1.3	Information Educational Technologies		
6.3.2. List of information reference systems and software			
6.3.2.1	International Medical Training Academy Limited(IMTA), www.imta.co.uk YouTube Video Channel: www.youtube.com/channel/UCvbvt37vJ_cKBrZggkzSMLw		

6.3.2.2	Medscape Medical Students: www.medscape.com/medicalstudents Medscape Psychiatry: www.medscape.com/psychiatry
6.3.2.3	Wikipedia The Free Encyclopedia: https://en.wikipedia.org/
6.3.2.4	American Medical Association: https://www.ama-assn.org/ YouTube Video Channel: https://www.youtube.com/user/AmerMedicalAssn
6.3.2.5	Searching systems: Yahoo, AltaVista, Google, DoctorGuide
6.3.2.6	Slide decks for Lections (Microsoft Office PowerPoint).
6.3.2.7	YouTube, video files by topics: https://www.youtube.com/

7. The logistics of discipline

7.1	Multimedia (computers, projectors, audio players)
7.2	Training videos
7.3	Stimulus material of experimentally psychological examination

8. METHODOICAL GUIDELINES FOR STUDYING IN DEVELOPMENT OF THE DISCIPLINE

At the organizational or the first class, the teacher should bring to the attention of students those conditions and requirements that must be observed throughout the work on this discipline. These conditions supplement the generally accepted rules of the university; take into account the features of the discipline and participants in the educational process - the teacher and students. They must be brought to the attention of each student.

The procedure for studying and monitoring this discipline includes information on the structure of the training course and its division into modules.

For the lecture course:

1. Compulsory attendance of lecture classes.
2. Ability to work with lecture material.
3. Interactive involvement on the topic of the lecture.

For the practical course:

1. Compulsory attendance at practical classes.
2. Ability to work with lecture material and suggested reading.
3. Interactive involvement on the topic of practical class.