

Kyrgyz-Russian Slavic University named after the First President of the Russian Federation B.N. Yeltsin



## Psychopatology

### Working program of the discipline (module)

Assigned to the Department	<b>Медпсихологии, психиатрии и психотерапии</b>	
Curriculum	310501_25_1 лд ин.plx 560001 Лечебное дело (Для иностранных студентов)	
Qualification	doctor	
Form of study	Full-time	
Total Labor	<b>2 ЗЕТ</b>	
Hours according to the curriculum	60	Types of control in semesters
including		credit 4
Classroom sessions	54	
Independent work	6	

Distribution of discipline hours by semester

Semester (<Course>.<Semester on the course>)	4 (2.2)		Total	
	Weeks		18	
Types of classes	УП	РП	УП	РП
Lectures	18		18	
Practical	36		36	
Including int.	3		3	
Total aud.	54		54	
Contact work	54		54	
Independent work	6		6	
Total	60		60	

The Course outline developed by:

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

Reviewers:

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

The course outline

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 12.08.2020 г. № 988)

in accordance with Academic Curriculum:

31.05.01

confirmed by KRSU Board of Academics in \_\_\_\_\_ record № \_\_\_\_\_

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

Record of \_\_\_\_\_ 2025 г. № \_\_\_\_\_

Valid for: 2025- 2030 academic year

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**The course outline endorsed for the following academic year**

Chairman of the Educational and  
Methodological Board

\_\_\_\_\_ 2026 г.

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 \_\_\_\_\_ 2026 г. № \_\_\_\_  
The Head of Department associate professor, c.m.s. Ten V.I.

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**The course outline endorsed for the following academic year**

Chairman of the Educational and  
Methodological Board

\_\_\_\_\_ 2026 г.

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 \_\_\_\_\_ 2027 г. № \_\_\_\_  
The Head of Department associate professor, c.m.s. Ten V.I.

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**The course outline endorsed for the following academic year**

Chairman of the Educational and  
Methodological Board

\_\_\_\_\_ 2026 г.

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 \_\_\_\_\_ 2028 г. № \_\_\_\_  
The Head of Department associate professor, c.m.s. Ten V.I.

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**The course outline endorsed for the following academic year**

Chairman of the Educational and  
Methodological Board

\_\_\_\_\_ 2026 г.

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 \_\_\_\_\_ 2029 г. № \_\_\_\_  
The Head of Department associate professor, c.m.s. Ten V.I.

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## 1. COURSE OUTLINE OBJECTIVES

<b>1.1</b>	Developing of a holistic approach;
<b>1.2</b>	Developing of respect to persons with mental disorders, as a person, as an ordinary patient which need of medical care;
<b>1.3</b>	Teaching in communication skills with various patients;
<b>1.4</b>	Teaching in the skills of "therapeutic cooperation," that is, involving the patient in the process of providing him medical care;
<b>1.5</b>	Teaching in communication skills with relatives of the patient;
<b>1.6</b>	Cultivate the need to comply with ethical standards and regulations;
<b>1.7</b>	Teaching knowledge of etiopathogenesis, diagnostic signs, flow, differential diagnosis, principles of treatment and prevention of basic mental and behavioral disorders;
<b>1.8</b>	Teaching in the ability to provide the necessary information to the patient and family;
<b>1.9</b>	Teaching in counseling skills for patients and families;
<b>1.10</b>	Teaching to identify criteria for referral to a specialist.

## 2. PLACE OF THE COURSE IN THE EDUCATIONAL PROGRAM

Educational Program Units	Б1.Б.ДБ.4
<b>2.1</b>	<b>Students' Preliminary Training Requirements:</b>
2.1.1	Understanding the functioning of basic mental mechanisms is normal
2.1.2	Knowledge of the main directions of medical psychology.
2.1.3	Understanding the formation of adaptive mechanisms.
2.1.4	Knowledge of basic medical and biological disciplines (normal and pathological physiology).
2.1.5	Knowledge of basic pharmacology.
2.1.6	Knowledge of the foundations of the state legal system, in particular in the health sector.
<b>2.2</b>	<b>Course Units and Practical Sessions imposing the prior Proficiency</b>

2.2.1	Psychology and pedagogy
2.2.2	Personology
2.2.3	Stressology
2.2.4	Pathophysiology and Clinical Physiology
2.2.5	Basic Pharmacology

### 3. STUDENTS' COMPETENCIES RESULTING FROM THE COURSE UNIT (MODULE)

**PC - 6 (Professional Competencies): ability to determine the patient's basic pathological conditions, symptoms, disease syndromes, nosological forms in accordance with the International Classification of Diseases, 10 revision.**

**Knowledge:**

Level 1	The main classification systems of mental disorders.
Level 2	Symptomatology of the most common mental and behavioral disorders.
Level 3	Etiopathogenetic characteristics, symptoms and syndromes of mental disorders.

**Skills:**

Level 1	Identify the main groups of mental and behavioral disorders according to modern classification systems.
Level 2	To carry out measures for differential diagnosis of mental disorders.
Level 3	To carry out measures to determine the therapeutic route of a patient with mental disorders.

**Expertise:**

Level 1	Skills of psychological counseling in the context of primary health care.
Level 2	Skills of psycho-psychiatric care in cases of comorbid conditions in conditions hospital.
Level 3	Skills of providing emergency psychiatric care in a somatic hospital.

**PC - 5 (Professional Competencies): Readiness to interviewing and analyze patient complaints, examination results, laboratory, instrumental, pathological anatomical and other tests in order to recognize the condition or establish the fact of the presence or absence of the disease.**

<b>Knowledge:</b>	
Level 1	The main classification systems of mental disorders.
Level 2	Symptomatology of the most common mental and behavioral disorders.
Level 3	Etiopathogenetic characteristic, symptom and syndromology of mental disorders.
<b>Skills:</b>	
Level 1	Identify the main groups of mental and behavioral disorders according to modern classification systems.
Level 2	To carry out measures for differential diagnosis of mental disorders.
Level 3	To carry out measures to determine the therapeutic route of a patient with mental disorders.
<b>Expertise:</b>	
Level 1	Skills of psychological counseling in the context of primary health care.
Level 2	Skills of psycho-psychiatric care in cases of comorbid conditions in hospital.
Level 3	The skills of providing emergency psychiatric care in a physical hospital

### Final Students' Competences

<b>3.1</b>	<b>Knowledge:</b>
<b>3.1.1</b>	The main clinical signs of mental and behavioral disorders;
<b>3.1.2</b>	Symptomatology of the most common mental and behavioral disorders;
<b>3.1.3</b>	General principles of therapy for patients with mental and behavioral disorders;
<b>3.1.4</b>	Mechanisms for the formation of addiction in the abuse of psychoactive substances;
<b>3.1.5</b>	Principles of constructing measures for psycho-hygiene, psycho-prevention and rehabilitation of patients with mental and behavioral disorders.
<b>3.2</b>	<b>Skills</b>

3.2.1	Conduct a questioning of a patient and/or relatives to obtain information about the occurrence and clinical course of major mental and behavioral disorders.
3.2.2	Identify the main groups of mental and behavioral disorders according to modern diagnostic criteria.
3.2.3	To compare the scheme of the main measures for correcting the revealed violations.
3.2.4	To be able to make out your observations in the form of microcirculation according to the standard scheme.
3.2.5	Provide emergency assistance in the emergence of urgent states (agitation, convulsions, obscuration of consciousness).
3.3	<b>Expertise</b>
3.3.1	Apply active listening skills.
3.3.2	Ask free-answer and yes-no questions.
3.3.3	Recognize and use non-verbal elements of information coming from the patient.
3.3.4	Provide information about the disease, treatment and prognosis to the patient and relatives of the patient.
3.3.5	Discover the blocks of adaptive image of the disease (AID) and types of interaction with the disease (TIII), to develop tactics of managing the patient in accordance to the received information.

#### 4. COURSE (MODULE) STRUCTURE AND CONTENT

Class code	Subject Name /Type of Class/	Semester / year	Hours	Competence s	Literature	Interactive Sessions	Notes
	<b>Section 1. Cognitive impairment.</b>						
1.1	Introduction. Perceptual disorders (Leet.)	7	2	<b>PC-5</b>		<b>0</b>	

1.2	Goals and objectives of psychiatry. Methods of examination. (Pract.)	7	2	PC-5	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.3	Perceptual disorders. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.4	Stigmatization and destigmatization in psychiatry (Ind.)	7	2	PC-5		0	
1.5	Thought disorder (Leet.)	7	2	PC-5 PC-6		0	
1.6	Thought disorder I. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.7	Thought disorder II. (Pract.)	7	4	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.8	Current trends in the field of cognitive processes. (Ind.)	7	2	PC-5 PC-6		0	
1.9	Intellectually-mnestic disorder. (Leet.)	7	2	PC-5 PC-6		0	
1.10	Memory disorders. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.11	Intellectual disorders. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.12	The main aspects of the neurophysiological features of higher	7	2	PC-5 PC-6		0	

	cortical functions (Ind.)						
1.13	Affective disorders. (Leet.)	7	2	PC-5 PC-6		0	
1.14	Affective disorders I. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.15	Affective disorders II. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
1.16	Stress and its importance in human life. (Ind.)	7	2	PC-5 PC-6		0	
	<b>Section 2. Pathology of motivational behavioral processes. Questions of psychopharmacologic al therapy.</b>						
2.1	Violations of strong- willed and movement sphere. (Leet.)	7	2	PC-5 PC-6		0	
2.2	Disorders of will and impulses. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
2.3	Movement disorders. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
2.4	Motivational structures and their peculiarity in the process of interaction of the individual with himself and with the	7	2	PC-5 PC-6		0	

	surrounding world (Ind.)						
2.5	Disorders of consciousness (Leet.)	7	2	PC-5 PC-6		2	
2.6	Stunning Syndrome. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
2.7	Qualitative disorders of consciousnesses (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	2	
2.8	The main directions in the study psychopathology of consciousness. (Ind.)	7	2	PC-5 PC-6		0	
2.9	Psychopharmacotherapy (Leet.)	7	6	PC-5 PC-6		0	
2.10	Rules for the appointment of psychotropic drugs. Classification. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	1	
2.11	Neuroleptics. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
2.12	Antidepressants. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4	0	
2.13	Tranquilizers. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4		
2.14	Mood stabilizers and anticonvulsants. (Pract.)	7	2	PC-5 PC-6	R 1.1,R 1.2, R2.1, R2.2, R 2.3, R 2.4		

2.15	Evidence-based medicine and its impact on the perception of psychotropic drugs. (Ind.)	7	4	PC-5 PC-6			
2.16	Modern trends of appointment psychotropic drugs. (Ind.)	7	2	PC-5 PC-6			

## **5. ASSESSMENT FUND**

### **5.1. Advancement Questions and Assignments**

Appendix 1

Appendix 2

### **5.2 Course Papers Themes**

Not foreseen by discipline

### **5.3. Assessment Fund**

Appendix 1

Appendix 2

Appendix 3

### **5.4 List of Assessment Tools**

**1. Questions for graded credit** (33 questions).

## **6. COURSE (MODULE) METHODOLOGICAL AND INFORMATIONAL SUPPORT.**

### **6.1. Recommended Reading**

### 6.1.1 Required Reading List

	Authors, compilers	Title	Publisher, year
R 1.1	James E. Maddux	Psychopathology: Foundations for a Contemporary Understanding	Routledge Chapman Hall; Revised. Edition. 2012
R 1.2	Graham C. Davey	Psychopathology: Research, Assessment and Treatment in Clinical Psychology (BPS Textbooks in Psychology)	Wiley; 2 edition. 2014

### 6.1.2 Advanced Reading

	Authors, compilers	Title	Publisher, year
R2.1	Alison Lee	Psychopathology: A Social Neuropsychological Perspective	Cambridge University Press; 1st edition edition 2018
R2.2	Edward H. Drummond	Complete guide to psychiatric drugs-straight talk for best results.	John Wiley & Sons, Inc, 2006
R2.3	Robin M. Murray	Essential Psychiatry	Cambridge University Pres, 2008
R2.4	Ellen Thackery (Editor), Madeline Harris (Editor)	Gale Encyclopedia of Mental Disorders	Thomson Gale, 2002

### 6.3. List of Information and Education Technologies

#### 6.3.1. Competence-based Educational Technologies

6.3.1.1	Traditional Educational Technologies
6.3.1.2.	Innovative Educational Technologies
6.3.1.3	Information Educational Technologies
<b>6.3.2. List of Information Reference Systems and Software</b>	
6.3.2.1	International Medical Training Academy Limited(IMTA). <a href="http://www.imta.co.uk">www.imta.co.uk</a> YouTube Video Channel: <a href="https://www.youtube.com/channel/UCvbvt37vJcKbrZqgkzSMLw">www.youtube.com/channel/UCvbvt37vJcKbrZqgkzSMLw</a>
6.3.2.2	Medscane Medical Students: <a href="http://www.medscae.com/medicalstudents">www.medscae.com/medicalstudents</a>  Medscae Psychiatry: <a href="http://www.medscae.com/osvchiatr">www.medscae.com/osvchiatr</a>
6.3.2.3	Wikioedia The Free Encycloedia: <a href="https://en.wikioedia.org/">https://en.wikioedia.org/</a>
6.3.2.4	American Medical Association: <a href="https://www.ama-assn.org/">https://www.ama-assn.org/</a>  YouTube Video Channel: <a href="https://www.youtube.com/user/AmerMedicalAssn">https://www.youtube.com/user/AmerMedicalAssn</a>
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 tonics: <a href="https://www.youtube.com/">https://www.youtube.com/</a>

## 7. COURSE (MODULE) LOGISTICS

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

## 8. COURSE (MODULE) PROFICIENCY METHODOICAL GUIDELINES (FOR STUDENT)

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.