

**DEPARTMENT OF HEALTH ORGANIZATION
WITH PSYCHOLOGY AND PEDAGOGY**

MEDICAL FACULTY

QUESTIONS FOR MODULAR LESSONS

general medical practices
(fundamentals of practical training for the professional activities of a general practitioner
for the provision of primary health care)

"Psychology and Pedagogy"
the main professional educational program of higher education - the program
of a specialist in the specialty **31.05.03 Dentistry**

VLADIKAVKAZ

1. What phenomena does psychology study?
2. What is the subject and object of psychology?
3. Ethics of psychological research?
4. Name the main categories and concepts of pedagogy.
5. What are the goals of higher medical education at the present stage?
6. What do the concepts of "upbringing", "training", "development" mean to you? How does your own understanding of these concepts relate to their scientific interpretation?
7. How do you find similarities and differences in the processes of learning and treatment as the oldest types of humanitarian practice?
8. Have you ever been aware of any life situation in medical practice as pedagogical?
9. When, under what conditions, in your opinion, can the treatment process be called healing? How should the doctor's communication with the patient change in this case?
10. What qualities should a doctor be endowed with? Name and describe the possible circumstances of medical practice in which there is a need for pedagogical actions of the doctor. To whom is this action addressed? What tasks are solved with its help?
11. What means of building a space for meeting and communicating between a doctor and a patient do you know?
12. Which of them have you observed in action: when addressing you as a patient, in the work of doctors - teachers, in an artistic image (in books, films)?
13. List additional materials that doctors can use in communicating with different categories of listeners (patients, their birth ...
14. What individual characteristics of patients should be taken into account for the organization of therapeutic cooperation?
15. What character traits and behavioral features that contribute to the emergence of conflicts do psychologists distinguish?
16. Remember the last conflict in which you were a party. What strategy did you use to solve it and why? Was it effective. What strategy do you most often resort to when resolving conflict situations? Why?
17. Define thinking. Types of thinking and forms of thinking? What integral characteristics describe the individual characteristics of thinking?
18. What are iatrogenic diseases? How is iatrogenia prevented?
19. What is the difference between expressive and impressionistic speech?
20. What is the difference between tracing speech and colloquial sign language of deaf-mute people?
21. What individual phenomena of children's fantasizing should be alarming in terms of the possibility of a child having a mental illness?
22. What are the manifestations of emotion?
23. What ways to relieve emotional stress are you familiar with?
24. Aptitudes are a prerequisite for the development of abilities. Do inclinations always coincide with the presence of corresponding abilities?
25. Define the orientation of the personality as a personal structure. Define the "I" concept. How do the self-concept relate to self-esteem?
26. What are the main functions of the "I"?
27. Define temperament. What is the type of temperament? How do temperament, activity, and communication interact?
28. What is the ratio of temperament and personality?
29. Give a definition of character. How do character and temperament interact?
30. What is the relationship between personality and character?
31. What is included in the character structure?
32. What is a harmonious character?
33. What are the typologies of characters?

34. What is WHO's positive definition of health?
35. What components does it consist of?
36. What is the concept of "mental health"? How do the concepts of "mental health" and "spiritual health" relate to each other?
37. What are the main qualities of a mature personality?
38. What are the levels of "psychological health" of children?
39. What are the criteria for mental health?
40. How is the doctor-patient relationship examined? T
41. Interactionist approach to the study of social phenomena
42. Sociometric method of studying intragroup relations. The model of the relationship between the doctor and the patient.
43. Principles and rules of the doctor's attitude to the patient. Features of the phenomenon of social influence.
44. Sociometric method of studying intragroup relations by J.L. Moreno.
45. Engineering model of the relationship between the doctor and the patient.
46. A paternalistic model of the relationship between the doctor and the patient.
47. Collegial model of the relationship between the doctor and the patient.
48. The contract model of the relationship between the doctor and patient.
49. What is the concept of "mental health"?
50. How do the concepts of "mental health" and "spiritual health" relate to each other?
51. What are the levels of "psychological health" of children?
52. What are the criteria for mental health?
53. What are psychological defense mechanisms?
54. Who introduced the concept of "psychological defense mechanisms"?
55. What causes lead to the activation of psychological defense mechanisms?
56. What are the consequences of psychological defenses if the psychological problem is not addressed?
57. List and give a brief description of the defense mechanisms of the psyche.
58. Types of stress. The influence of stress on the development of psychosomatic diseases.
59. Characteristics of the concept of "stress resistance".
60. The main factors of stress resistance. Physiological prerequisites for stress resistance. Individual and personal characteristics and resistance to stress. How and in what way does stress manifest itself?
61. Organs of the "target" of stress. Methods of dealing with stress.
62. How can a doctor influence the attitude of his patients to his own health?
63. What questions should be addressed when talking to the patient about lifestyle and its impact on the development and course of the disease?
64. What determines the range of possible questions? In what cases are such conversations extremely necessary and mandatory?
65. It is possible to use the materials of the standardized test "Typology of attitude to the disease" (TOBOL), developed at the St. Petersburg Research Psychoneurological Institute named after V.M. Bekhtereva (SPb NIPNI named after V.M. Bekhterev).
66. Do you remember if you participated in a program or a separate session on health issues, and in what capacity?
67. Who, where and when conducted this class?
68. What goals and objectives did the facilitator set for himself?
69. Evaluate the success of its implementation and effectiveness, name the successful moments and those actions that, in your opinion, were erroneous.
70. List the points that are necessary when preparing a lesson on the preservation and promotion of health.