

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

MEDICAL FACULTY

**EDUCATIONAL AND METHODOLOGICAL AID
FOR AUDITORIAL WORK OF STUDENTS
ON TRAINING PRACTICE**

practice of a general medical profile (basics of practical training for the professional activity of a general practitioner for the provision of primary health care)

""Psychology and Pedagogy""

the main professional educational program of higher education - specialist's programs in the specialty 310501 General Medicine

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Theme of the lesson number 1.

**Physician personality. Psychological requirements for the personality of a doctor.
Psychological features that increase the communicative competence of a doctor.**

Purpose: To acquaint with the psychological requirements for the personality of a doctor and the features that reduce the communicative competence of a doctor whose work is a special type of activity characterized by a state of constant psychological readiness, emotional involvement in the problems of others related to their state of health, in almost any situation involving interpersonal interaction.

Venue: Auditorium.

The student must know:

1. Psychological requirements for the personality of a doctor
2. Professionally important qualities of a doctor
3. General and professional culture.

4. Communicative competence.
5. Professional behavior of the doctor

The student must be able to:

1. Be able to use research methods used in psychology.
- 2.. To possess a certain minimum of information, which becomes the basis for planning and implementing the correct treatment.
3. Own the means of communication, non-verbal components necessary for a successful dialogue with the patient.

Practical part. "Assessment of the level of sociability"

Purpose: Identification of the general level of sociability developed by V.F. Ryakhovsky.

Average time: 15 min.

Instruction. Try to sincerely answer the questions in the list. Answer quickly, unequivocally: "yes", "no", "sometimes". We hope that your answers will help you look deeper into yourself, reflect on what you can change in yourself, what is worth acquiring, what to get rid of.

Questionnaire text

1. You have an ordinary or business meeting. Does her anticipation unsettle you?
2. Do you feel embarrassed and dissatisfied with the assignment to make a report, report, information at any conference, meeting or similar event?
3. Do you postpone your visit to the doctor until the last moment?
4. You are offered to go on a business trip to a city where you have never been. Will you make every effort to avoid this business trip?
5. Do you like to share your experiences with anyone?
6. Do you get annoyed if a stranger on the street turns to you with a request (show the way, name the time, answer some question)?
7. Do you believe that there is a problem of "fathers and sons" and that it is difficult for people of different generations to understand each other?
8. Are you embarrassed to remind a friend that he forgot to pay you back the money he borrowed a few months ago?
9. In a restaurant or in a canteen, you were served an obviously poor-quality dish. Will you keep silent, only angrily pushing the plate away?
10. Once alone with a stranger, you will not enter into a conversation with him and will be burdened if he speaks first. Is it so?
11. You are horrified by any long line, no matter where it is (in a store, library, cinema box office). Do you prefer to abandon your intention, or will you stand behind and languish in anticipation?
12. Are you afraid to participate in any commission to review conflict situations?
13. You have your own purely individual criteria for evaluating works of literature, art, culture, and you do not accept any other people's opinions on this matter. This is true?
14. Having heard somewhere on the sidelines an obviously erroneous point of view on a question well known to you, do you prefer to remain silent and not enter into an argument?
15. Do you get annoyed by someone's request to help you sort out a particular service issue or study topic?
16. Are you more willing to express your point of view (opinion, assessment) in writing than orally?

Results processing

"Yes" - 2 points, "sometimes" - 1 point, "no" - 0 points.

The points obtained are summed up, and the classifier determines which category of people the subject belongs to.

Classifier for the test of V.F. Ryakhovsky

30 - 32 points - You are clearly uncommunicative, and this is your misfortune, since you yourself suffer more from this. But it is not easy for people close to you. You are difficult to rely on in a matter that requires group effort. Try to be more sociable, control yourself.

25 - 29 points - You are closed, taciturn, prefer loneliness, so you have few friends. A new job and the need for new contacts, if they do not plunge you into a panic, then for a long time unbalances you. You know this feature of your character and are dissatisfied with yourself. But do not limit yourself to such discontent - it is in your power to reverse these character traits. Doesn't it happen that with some strong enthusiasm you suddenly acquire complete sociability? It just takes a shake.

19 - 24 points - You are sociable to a certain extent and feel quite confident in unfamiliar surroundings. New challenges don't scare you. And yet with new people converge with caution, you are reluctant to participate in disputes and disputes. There is sometimes too much sarcasm in your statements, without any basis. These shortcomings are correctable.

14 - 18 points - you have normal sociability. You are inquisitive, willingly listen to an interesting interlocutor, patient enough in dealing with others, defend your point of view without irascibility. Feel free to meet new people. At the same time, do not like noisy companies; extravagant antics and verbosity irritate you.

9 - 13 points - You are very sociable (sometimes, perhaps even beyond measure), curious, talkative, like to speak out on various issues, which sometimes irritates others. Willingly meet new people. Love to be the center of attention, do not refuse requests to anyone, although you cannot always fulfill them. It happens, flare up, but quickly move away. What you lack is perseverance, patience and courage when faced with serious problems. If you wish, however, you can force yourself not to back down.

4 - 8 points - You must be the shirt guy. Sociability beats out of you. You are always aware of everything. You love to take part in all discussions, although serious topics can cause you migraines and even blues. Willingly take the floor on any issue, even if you have a superficial idea about it. Everywhere you feel at ease. You take on any business, although you can not always successfully bring it to the end. For this very reason, managers and colleagues treat you with some apprehension and doubts. Consider these facts.

3 points or less - Your sociability is painful. You are talkative, verbose, interfering in matters that have nothing to do with you. Undertake to judge problems in which you are completely incompetent. Willingly or unwittingly, you are often the cause of all sorts of conflicts in your environment. Quick-tempered, touchy, often biased. Serious work is not for you. It is difficult for people - at work, at home, and in general everywhere - to be with you. Yes, you need to work on yourself and your character! First of all, cultivate patience and restraint in yourself, treat people with respect, and finally, think about your health - this lifestyle does not go unnoticed.

Theme of the lesson number 2. The concept of communication skills, communication process in medicine.

The purpose of the lesson: to study the basic concepts of communication skills, and the basics of the communication process.

Venue: Auditorium.

The student must know:

1. Concepts of communication skills.
2. Fundamentals of the communication process.
3. Means of communication.

The student must be able to:

1. Own a certain minimum of information, which becomes the basis for planning and implementing the correct treatment.
2. Determine the level of communicative and organizational inclinations according to the method of V.V. Sinyavsky V.A. Fedoroshina (KOS)

Practical part. "Communicative and organizational inclinations" V.V. Sinyavsky, V.A. Fedoroshin (KOS)

Purpose: Identification of communicative and organizational inclinations.

Average time: 20 min.

Instruction. Try to sincerely answer the questions in the list, which must be answered with "yes" or "no". If you find it difficult to choose an answer, you still need to lean towards the appropriate alternative (+) or (-).

We hope that your answers will help you look deeper into yourself, reflect on what you can change in yourself, what is worth acquiring, what to get rid of.

Questionnaire text

1. Do you have many friends with whom you constantly communicate?
2. Do you often manage to persuade the majority of your comrades to accept your opinion?
3. How long have you been worried about the feeling of resentment caused to you by one of your comrades?
4. Do you always find it difficult to navigate in a critical situation?
5. Do you have a desire to establish new acquaintances with different people?
6. Do you enjoy social work?
7. Is it true that you find it more pleasant and easier to spend time with books or other activities than with people?
8. If there are any obstacles in the implementation of your intentions, do you easily retreat from them?
9. Do you easily establish contacts with people who are much older than you?
10. Do you like to invent and organize various games and entertainments with your friends?
11. Is it difficult for you to join a new company for you?
12. Do you often put off for other days those things that you would need to do today?
13. Do you easily manage to establish contacts with strangers?
14. Do you strive to get your comrades to act in accordance with your opinion?
15. Do you find it difficult to get used to a new team?
16. Is it true that you do not have conflicts with your comrades because of their failure to fulfill their duties and obligations?
17. Do you seek to meet and talk with a new person at an opportunity?
18. Do you often take the initiative in dealing with important matters?
19. Do people around you annoy you and do you want to be alone?
20. Is it true that you usually find your way around in unfamiliar surroundings?
21. Do you like to be constantly among people?
22. Do you get irritated if you fail to finish what you started?
23. Do you feel embarrassed, uncomfortable or embarrassed if you have to take the initiative to get to know a new person?
24. Is it true that you get tired from frequent communication with your comrades?
25. Do you like to participate in collective games?
26. Do you often show initiative in resolving issues that affect the interests of your comrades?
27. Is it true that you feel insecure among people you don't know well?
28. Is it true that you rarely seek to prove your case?
29. Do you think that it is not difficult for you to bring revitalization to a company unfamiliar to you?
30. Do you take part in social work at school?
31. Do you try to limit the circle of your acquaintances to a small number of people?
32. Is it true that you do not seek to defend your opinion or decision if it was not immediately accepted by your comrades?
33. Do you feel at ease when you are in a company you do not know?
34. Are you willing to start organizing various events for your comrades?
35. Is it true that you do not feel confident and calm enough when you have to say something to a large group of people?
36. Are you often late for business meetings, dates?
37. Do you have many friends?
38. Do you often feel embarrassed, feel awkward when communicating with unfamiliar people?
39. Is it true that you are afraid of the prospect of being in a new team?
40. Is it true that you do not feel very confident surrounded by a large group of your comrades?

Results processing and interpretation

Communication skills - answers "yes" to the following questions: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37; and "no" to questions: 3, 7, 11, 15, 19, 23, 27, 31, 35, 39.

Organizational skills - answers "yes" to the following questions: 2, 6, 10, 14, 18, 22, 26, 30, 34, 38; and "no" to questions: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40.

The number of answers matching the key is calculated for each section of the methodology, then the estimated coefficients are calculated separately for communicative and organizational skills according to the formula: $K = 0.05 \cdot C$, where K is the value of the estimated coefficient C is the number of answers that match the key.

Estimated coefficients can vary from 0 to 1. Indicators close to 1 indicate a high level of communication and organizational skills, close to 0 - a low level. Primary indicators of communicative and organizational abilities can be presented in the form of assessments indicating different levels of the studied abilities.

Analysis of the obtained results.

Subjects who received a score of 1 are characterized by a low level of manifestation of CBS.

The subjects who received a score of 2, communicative and organizational inclinations are inherent at a level below the average. They do not strive for communication, they feel constrained in a new company, team; prefer to spend time alone with themselves, limit their acquaintances; have difficulty connecting with people and speaking in front of an audience; poorly oriented in an unfamiliar situation; do not defend their opinions, they take grievances hard; manifestations of initiative in society are extremely reduced, in many cases they prefer to avoid making independent decisions.

For subjects who received a score of 3, the average level of manifestation of CBS is typical. They seek contacts with people, do not limit the circle of acquaintances, defend their opinion, plan their work, but the potential of their inclinations is not very stable. CBS needs to be developed and improved.

Subjects who received a score of 4 belong to the group with a high level of manifestation of CBS. They do not get lost in a new environment, quickly find friends, constantly strive to expand their circle of acquaintances, engage in community activities, and help relatives. Friends, show initiative in communication, take part in organizing social events with pleasure, are able to make an independent decision in a difficult situation. They do all this not under compulsion, but according to their inner aspirations.

Subjects who received the highest score - 5, have a very high level of manifestation of CBS. They feel the need for communication and organizational skills and actively strive for it, quickly navigate in difficult situations, behave at ease in a new team, are proactive, prefer to make independent decisions in an important matter or in a difficult situation that has arisen, defend their opinion and strive to make it accepted by comrades, they can bring animation to an unfamiliar company, they like to organize various games and events. Persistent in d-sti, the cat attracts them. They themselves are looking for such things that would satisfy their need for communication and organization of activities.

Theme of the lesson number 3. The use of verbal and non-verbal means of communication by the doctor to achieve effective interaction with patients.

The purpose of the lesson: the study of verbal and non-verbal means of communication and their use in doctor's work to achieve effective interaction with patients.

Venue: Auditorium.

The student must know:

1. Types of verbal communication.
2. Culture of verbal communication.
3. Classification of non-verbal communication.
4. Interpersonal distances.

The student must be able to:

1. Own verbal and non-verbal means of communication in medical activities to achieve effective interaction with patients.
2. Using the methodology of V.V., Boyko, diagnose the level of empathy

Practical part.

Methodology of V. V. Boyko "Diagnostics of the level of empathy"

Purpose: The study of the empathic ability of the individual. Empathy - from the Greek. *empathia* - "empathy". Empathy involves a meaningful representation of the inner world of a communication partner. Empathy arises faster and easier in case of similarity of behavioral and emotional reactions. The following are distinguished as special forms of empathy: - empathy - the interlocutor experiencing the same feelings that another person experiences, putting himself in his place; - sympathy - an experience because of the feelings of another. increases with the growth of life experience.

Average time: 20 min.

Instruction. Try to sincerely answer the questions in the list. If you agree with these statements, put a "+" sign next to their numbers, if you do not agree, a "-" sign. We hope that your answers will help you look deeper into yourself, reflect on what you can change in yourself, what is worth acquiring, what to get rid of.

Questionnaire text

1. I have a habit of carefully studying the faces and behavior of people in order to understand their character, inclinations, abilities.
2. If others show signs of nervousness, I usually remain calm.
3. I trust my reason more than my intuition.
4. I consider it quite appropriate for me to be interested in the domestic problems of colleagues.
5. I can easily gain confidence in a person if necessary.
6. Usually, from the very first meeting, I guess a "soul mate" in a new person.
7. Out of curiosity, I usually start a conversation about life, work, politics with random fellow travelers on a train or plane.
8. I lose my mental balance if others are oppressed by something.
9. My intuition is a more reliable means of understanding others than knowledge or experience.
10. To show curiosity about the inner world of another person is tactless.
11. Often with my words I offend people close to me without noticing it.
12. I can easily imagine myself as some kind of animal, feel its habits and states.
13. I rarely talk about the reasons for the actions of people who are directly related to me.
14. I rarely take my friends' problems to heart.
15. Usually in a few days I feel: something must happen to a person close to me, and expectations are justified.
16. When communicating with business partners, I usually try to avoid talking about personal things.
17. Sometimes relatives reproach me for callousness, inattention to them.
18. I easily succeed, imitating people, copying their intonation, facial expressions.
19. My curious look often confuses new partners.

20. Someone else's laughter usually infects me.
21. Often, acting at random, I nevertheless find the right approach to a person.
22. Crying with happiness is stupid.
23. I am able to completely merge with a loved one, as if dissolving in him.
24. I rarely met people whom I would understand without further ado.
25. Unwittingly or out of curiosity, I often eavesdrop on the conversations of strangers.
26. I can remain calm even if everyone around me is worried.
27. It's easier for me to subconsciously feel the essence of a person than to understand him, "sorting them out".
28. I am calm about minor troubles that happen to any of the family members.
29. It would be difficult for me to have a sincere, confidential conversation with a wary, reserved person.
30. I have a creative nature - poetic, artistic, artistic.
31. Without much curiosity, I listen to the confessions of new acquaintances.
32. I get upset if I see a crying person.
33. My thinking is more distinguished by concreteness, rigor, consistency than by intuition.
34. When friends start talking about their troubles, I prefer to turn the conversation to another topic.
35. If I see that someone close to me has a bad heart, I usually refrain from asking questions.
36. It is difficult for me to understand why trifles can upset people so much.

Results processing

Below are 6 scales with numbers of certain statements. The number of answers corresponding to the "key" of each scale is counted (each matched answer, taking into account the sign, is estimated by one point), and then their total sum is determined.

Rational Empathy Channel: +1, +7, -13, +19, +25, -31.

Emotional channel of empathy: - 2, +8, - 14, +20, - 26, +32.

Intuitive Empathy Channel: -3, +9, +15, +21, +27, -33.

Empathy Attitudes: +4, -10, -16, -22, -28, -34

Empathy Penetration: +5, -11, -17, -23, -29, -35

Empathy Identification: +6, +12, +18, -24, +30, -36.

The indicators of individual scales and the overall total assessment of the level of empathy are analyzed. The scores on each scale can vary from 0 to 6 points and indicate the significance of a particular parameter (channel) in the structure of empathy. They play an auxiliary role in the interpretation of the main indicator - the level of empathy. The total indicator can theoretically vary from 0 to 36 points.

The significance of a particular channel in the structure of empathy

The rational channel of empathy characterizes the focus of attention, perception and thinking of the empathizing person on the essence of any other person - on his condition, problems, behavior. This is a spontaneous interest in the other, opening the floodgates of the emotional and intuitive reflection of the partner. In the rational component of empathy, one should not look for the logic or motivation of interest in the other. The partner attracts attention with his beingness, which allows the empathizer to unbiasedly reveal his essence.

The emotional channel of empathy. The ability of the empathic person to enter into emotional resonance with others is fixed - to empathize, to participate. Emotional responsiveness in this case becomes a means of "entering" the partner's energy field. Understand his inner world, predicting behavior and effectively influencing is possible only if there has been an energy adjustment to the empathized person. Participation and empathy play the role of a link, a conductor from the empathic to the empathic and vice versa.

Intuitive channel of empathy. The score indicates the ability of the respondent to see the behavior of partners, to act in conditions of a lack of initial information about them, based on the experience stored in the subconscious. At the level of intuition, various information about partners is closed and generalized. Intuition, presumably, is less dependent on evaluative stereotypes than meaningful perception of partners.

Settings that promote or hinder empathy, respectively, facilitate or hinder the operation of all empathic channels. The effectiveness of empathy is likely to be reduced if a person tries to avoid personal contact, considers it inappropriate to show curiosity about another person, convinced himself to be calm about the experiences and problems of others. Such mindsets sharply limit the range of emotional responsiveness and empathic perception. On the contrary, various channels of empathy act more actively and more reliably if there are no obstacles from the attitudes of the individual.

The penetrating ability in empathy is regarded as an important communicative property of a person, which allows creating an atmosphere of openness, trust, intimacy. Each of us, by his behavior and attitude towards partners, contributes to the information-energy exchange or hinders it. Relaxation of the partner promotes empathy, and the atmosphere of tension, unnaturalness, suspicion hinders disclosure and empathic comprehension.

Identification is another sine qua non for successful empathy. This is the ability to understand another on the basis of empathy, putting oneself in the place of a partner. Identification is based on lightness, mobility and flexibility of emotions, the ability to imitate.

At the total level on all scales

30 points and above - a person has a very high level of empathy;

29-22 - medium;

21-15 - underestimated;

less than 14 points - very low.

Theme of the lesson number 4. General principles of effective communication. Conflicts and ways to resolve them.

Venue: classroom

The purpose of the lesson: the study of the general principles of effective communication, the study of types of conflict and ways to resolve them.

Venue: Auditorium.

The student must know:

1. Conflicts: types, structure, stages of flow.
2. Causes, sources and prerequisites for the emergence of a conflict in the process of communication.
3. Strategy and styles of behavior in a conflict situation.
4. Rules of conduct and methods of relieving psychological stress in a conflict.

The student must be able to:

1. Use methods to relieve emotional stress.
2. Using the K. Thomas test to determine the types of behavior in conflict.

Practical part. K. Thomas test - types of behavior in conflict, the test is adapted by N.V. Grishina

Purpose: This test method was adapted by Grishina. To describe the types of people's behavior in conflicts (more precisely, in a conflict of interest), K. Thomas considers the applicable two-dimensional model of conflict regulation, the fundamental ones in which are cooperation associated with a person's attention to the interests of other people involved in the situation, and assertiveness, which is characterized by an emphasis on their own interests.

Average time: 20 min.

Instruction. Here are a number of statements that will help determine some of the features of your behavior. There can be no "right" or "wrong" answers here. People are different and everyone can express their opinion. There are two options, A and B, from which you must choose the one that best suits your views, your opinion of yourself. for each statement. You must answer as quickly as possible.

Questionnaire text

1. A. Sometimes I let others take responsibility for resolving a contentious issue.
Q. Rather than discuss what we disagree on, I try to draw attention to what we both agree on.
2. A. I try to find a compromise solution.
Q. I am trying to handle the matter in the interests of the other and my own.
3. A. I usually push hard to get my way.
Q. I try to calm the other down and keep our relationship going.
4. A. I try to find a compromise solution.
Q. Sometimes I sacrifice my own interests for the interests of another person.
5. A. When settling a controversial situation, I always try to find support from the other.
Q. I try my best to avoid useless tension.
6. A. I try to avoid trouble for myself.
Q. I try to get my way.
7. A. I try to postpone the decision of the controversial issue in order to eventually resolve it finally.
Q. I consider it possible to yield in something in order to achieve another.
8. A. I usually push hard to get my way.
Q. I first try to make clear what all the interests involved are.
9. A. I think that it is not always worth worrying about some kind of disagreement that arises.
Q. I make an effort to get my way.
10. A. I am determined to achieve my goal.
Q. I am trying to find a compromise solution.
11. A. First of all, I try to make it clear what all the issues raised are.
Q. I try to reassure the other and, above all, to maintain our relationship.
12. A. Often I avoid taking a position that can cause controversy.
B. I give the opportunity to the other in something to remain in his opinion, if he also goes towards me.
13. A. I propose a middle position.
Q. I insist that it be done my way.
14. A. I communicate my point of view to the other and ask about his views.
Q. I am trying to show the other the logic and advantages of my views.
15. A. I try to comfort the other and, above all, to keep our relationship going.
Q. I try to avoid tension.
16. A. I try not to hurt the other person's feelings.
Q. I am trying to convince the other person of the merits of my position.
17. A. I usually try hard to get my way.
Q. I try my best to avoid useless tension.
18. A. If it makes another happy, I will give him the opportunity to insist on his own.
B. I give the opportunity to the other in some way to remain in his opinion, if he also meets me halfway.
19. A. First of all, I try to make clear what all the issues and interests involved are.
Q. I try to postpone the decision of the controversial issue in order to eventually resolve it definitively.
20. A. I try to get over our differences immediately.
Q. I try to find the best combination of gains and losses for both parties.
21. A. When negotiating, I try to be considerate of the other's wishes.
Q. I always tend to discuss problems directly and solve them together.
22. A. I try to find a position that is in the middle between my position and the other person's point of view.
Q. I stand up for my desires.
23. A. As a rule, I am concerned with satisfying the desires of each of us.
Q. Sometimes I let others take responsibility for resolving a contentious issue.
24. A. If the position of another seems very important to me, I will try to meet his desires.
Q. I try to convince the other to come to a compromise.

25. A. I try to show the other the logic and advantages of my views.
 Q. When negotiating, I try to be considerate of the other's wishes.
26. A. I propose a middle position.
 Q. I am almost always concerned with satisfying the desires of each of us.
27. A. Often I avoid taking a position that can cause controversy.
 Q. If it makes the other person happy, I will give him the opportunity to have his own way.
28. A. Usually, I am persistent in trying to get my way.
 Q. When handling a situation, I usually try to find support from the other person.
29. A. I propose a middle position.
 Q. I think that it is not always worth worrying about some kind of disagreement that arises.
30. A. I try not to hurt the other person's feelings.
 Q. I always take such a position in a controversial issue that we, together with another person, can achieve success.

Key to the questionnaire

1. Rivalry: FOR, 6V, 8A, 9V, 10A, 13V, 14V, 16V, 17A, 22V, 25A, 28A.
2. Cooperation: 2V, 5A, 8V, 11A, 14A, 19A, 20A, 21V, 23V, 26V, 28V, Call.
3. Compromise: 2A, 4A, 7V, 10V, 12V, 13A, 18V, 22A, 23A, 24V, 26A, 29A.
4. Avoidance: 1A, 5V, 6A, 7A, 9A, 12A, 15V, 17V, 19V, 20V, 27A, 29V.
5. Fixture: 1V, 3V, 4V, 11V, 15A, 16A, 18A, 21A, 24A, 25V, 27V, 30A.

Processing Results In key, each answer A or B gives an idea of the quantitative expression: rivalry, cooperation, compromise, avoidance and accommodation. If the answer matches the one specified in the key, it is assigned the value 1; if it does not match, then the value 0 is assigned. The number of points scored by the individual on each scale gives an idea of the severity of his tendency to display the appropriate forms of behavior in conflict situations.

CHARACTERISTICS OF CONFLICT RESOLUTION STYLES

There are five such basic styles of behavior in a conflict situation, associated with a common source of any conflict - a mismatch of interests of two or more parties.

COMPETITION STYLE (RIP)

A person who uses the competitive style is very active and prefers to go his own way to resolve the conflict. He is not very interested in cooperation with other people, but he is capable of strong-willed decisions. A rationalist might say, "I don't care what others think. I'm going to prove to them that I have my own solution to the problem." Or, as Thomas and Kilman describe the dynamics of the process, you try to satisfy your own interests first at the expense of the interests of others, forcing other people to accept your solution to the problem. To achieve the goal, you use your strong-willed qualities; if your will is strong enough, then you succeed. This can be an effective style when you have some power. You know that your decision or approach in a given situation is correct and you have the ability to insist on it. However, this is probably not the style you would like to use in a personal relationship; you want to get along with people, but the competitive style can make them feel alienated. And if you use this style in a situation where you do not have enough power, for example, when on some issue your point of view differs from the point of view of your boss, you can get burned.

Here are examples of when this style should be used:

- the outcome is very important to you and you make a big bet on your solution to the problem that has arisen;
- you have sufficient authority to make a decision and it seems obvious that the solution you propose is the best;
- the decision must be made quickly and you have enough power to do so;
- you feel that you have no other choice and that you have nothing to lose;
- you are in a critical situation that requires an instant response;
- you cannot make it clear to a group of people that you are at an impasse, while someone should lead them along;
- you have to make an unpopular decision, but now you need to act and you have enough authority to choose this step.

When you use this approach, you may not be very popular, but you will gain supporters if it works. But if your main goal is popularity and good relations with everyone, then this style should not be used, it is recommended rather in cases where the solution you proposed is of great importance to you, when you feel that you need to act quickly to implement it, and when you believe in victory, because you have enough will and power for this.

AVOIDING STYLE (AVOIDANCE)

This approach to conflict happens when you don't stand up for your rights, don't cooperate with anyone to work out a solution, or simply avoid resolving the conflict. You can use this style when the issue is not so important to you, when you do not want to spend energy on solving it, or when you feel that you are in a hopeless situation. This style is also recommended when you feel wrong and anticipate that the other person is right, or when that person has more power. All this is a serious reason for not defending your own position. You can try to change the subject, leave the room, or do something that will eliminate or delay the conflict. You get away from the problem by ignoring it, shifting responsibility for solving it to someone else, seeking a delay in solving it, or using other tricks.

Here are the most typical situations in which it is recommended to use the evasion style:

- the tension is too high and you feel the need to weaken the heat;
- the outcome is not very important for you and you think that the decision is so trivial that it is not worth wasting energy on it;
- you have a hard day, solving this problem can bring additional trouble;
- you know that you cannot or even do not want to resolve the conflict in your favor;
- you want to buy time, maybe in order to get additional information or to enlist someone's support;
- the situation is very difficult, and you feel that resolving the conflict will require too much from you;
- you have little power to solve the problem or solve it in the way you want;
- you feel that others have a better chance of solving this problem;
- trying to solve the problem immediately is dangerous, since opening up and openly discussing the conflict can only worsen the situation.

Although many may consider the avoidance style to be an "escape" from problems and responsibilities, rather than an effective approach to conflict resolution, in reality, withdrawal or delay can be a very appropriate and constructive response to a conflict situation.

It is likely that if you try to ignore her, not express your attitude towards her, get away from the decision, change the subject or shift your attention to something else, then the conflict will resolve itself. If not, you can tackle it later when you're more ready for it.

FIT STYLE

Accommodating style means that you act in concert with another person, without trying to defend your own interests. You can use this approach when the outcome of a case is extremely important to the other person and not very important to you. This style is also useful in situations where you cannot prevail because the other person has more power. Thus, you give in and resign yourself to what your opponent wants. Since you put your own interests aside by using this approach, it is better to do so when your contribution in this case is not too large or when you are not placing too high a stake on a positive solution to the problem for you. If you feel that you are inferior in something important to you and feel dissatisfied in this regard, then the style of accommodation in this case is probably unacceptable. It may also be unacceptable in a situation where you feel that the other is not going to give up something in turn, or that this person will not appreciate what you have done. This style should be used when you feel that you have little to lose by giving in a little. The accommodating style can be a bit like the evasive style, as you can use it to gain a reprieve in solving a problem. However, the main difference is that you are acting together with another person; you participate in the situation and agree to do what the other wants. When you use the avoidance style, you are not doing anything to serve the interests of the other person. You are simply pushing the problem away.

The most typical situations in which a fixture style is recommended are:

- you are not particularly worried about what happened;
- you want to maintain peace and good relations with other people;
- you feel that it is more important to maintain a good relationship with someone than to defend your interests;
- you understand that the result is much more important for the other person than for you;
- you understand that the truth is not on your side; - you have little power or little chance of winning;
- you believe that the other person can learn a useful lesson from this situation if you give in to his desires, even disagreeing with what he is doing, or believing that he is making a mistake. By yielding, agreeing, or sacrificing your interests in favor of another person, you can soften a particular situation and restore harmony. You can continue to be satisfied with the outcome if you consider it acceptable to yourself, or you can use this period of calm to gain time and later achieve the final decision you want.

COOPERATION STYLE

Following this style, you actively participate in resolving the conflict and defend your interests, but at the same time try to cooperate with this person. This style requires more work than most other approaches to conflict, as you first "put on the table" the needs, concerns and interests of both parties, and then discuss them. However, if you have the time and solving the problem is important enough to you, then this is a good way to find a mutually beneficial result and satisfy the interests of all parties. To successfully use the collaborative style, it is necessary to spend some time looking for hidden interests and needs in order to develop a way to satisfy the true desires of both parties. Once you both understand what the cause of the conflict is, you have the opportunity to work together to look for new alternatives or work out acceptable compromises.

This approach is recommended in the following situations:

- the solution of the problem is very important for both parties and no one wants to completely get rid of it;
- you have a close, long-term and interdependent relationship with the other party;
- you have time to work on the problem that has arisen (this is a good approach to resolving conflicts based on long-term projects);
- both you and the other person are aware of the problem and the desires of both parties are known;
- you and your opponent want to put some ideas on the table and work hard to come up with a solution; - both of you are able to state the essence of your interests and listen to each other;
- both parties involved in the conflict have equal power or want to ignore the difference in position in order to seek a solution to the problem on an equal footing.

Cooperation is a friendly, wise approach to the task of identifying and meeting the interests of both parties. However, this requires some effort. Both parties should set aside some time for this, and they should be able to explain their desires, express their needs, listen to each other, and then work out alternatives and solutions to the problem. The absence of one of these elements makes this approach ineffective. Collaboration among other styles is the most difficult, but it allows you to work out the most satisfying solution for both parties in complex and important conflict situations.

COMPROMISE STYLE

Using the style of compromise, you give in a little in your interests in order to satisfy them in the rest, the other side does the same. In other words, you converge on the partial satisfaction of your desire for another person. You do this by trading concessions and haggling to work out a compromise solution. Such actions may to some extent resemble cooperation. However, compromise is reached at a more superficial level than cooperation; you are inferior in something, the other person is also inferior in something, and as a result, you can come to a common decision. You are not looking for hidden needs and interests, as with the collaborative style. You only consider what you say to each other about your desires. When you use the collaborative style, you focus on meeting hidden needs and desires. With the compromise style, you take the conflict situation for granted and look for a way to influence it or change it by giving and exchanging concessions. The purpose of cooperation is to develop a long-term mutually beneficial solution, in case of a compromise, this may be a momentary suitable option. As a result of a suitable compromise, a person can express his consent in the following way: "I can put up with it."

The emphasis is not on a solution that satisfies the interests of both parties, but on an option that can be expressed in the words: "We cannot fully fulfill our desires, therefore, it is necessary to come to a solution that each of us can accept." In such situations, cooperation may even be impossible. Perhaps neither of you has the time or energy needed for it, or your interests are mutually exclusive. And then only compromise can help you.

The following are typical cases in which the compromise style is most effective:

- both parties have the same power and have mutually exclusive interests;
- you want to get a solution quickly because you don't have time or because it's more economical and efficient way;
- You may be satisfied with a temporary solution;
- you can take advantage of short-term benefits;
- other approaches to the solution.

The challenges proved to be ineffective;

- the satisfaction of your desire is not very important for you and you can somewhat change the goal set at the beginning;
 - a compromise will allow you to save the relationship and you prefer to get at least something than to lose everything. Compromise is often a happy retreat, or even a last chance to reach a solution. You can choose this approach from the start if you don't have enough power to get what you want, if cooperation is impossible, and if no one wants unilateral concessions.

Topic of the lesson No. 5.

Barriers that prevent effective communication between a doctor and a patient.

Purpose: To acquaint with the basics of communication barriers in the professional communication of a doctor with patient.

The student must know:

1. Theoretical foundations for the study of communication barriers.
2. Communication process and its constituent elements.
3. Classification of communication barriers
4. Psychological foundations of communication barriers in communication between a doctor and a patient.

The student must be able to:

1. Learn to overcome communication barriers.
2. Own a certain minimum of information, which becomes the basis for planning and implementing the correct behavior in the course of professional communication.
3. Own the means of communication, non-verbal components necessary for a successful dialogue with the patient.

Practical part. Spielberger-Khanin Anxiety Test Questionnaire

Purpose: differentiated measurement of anxiety as a state (situational anxiety - ST) and as a personal property (personal anxiety - LT).

Average time: 20 min.

Description: The Anxiety Research Questionnaire consists of 40 items: 20 are for assessing ST and 20 are for assessing LT. Accordingly, these statements are presented in 2 forms with different instructions.

Procedure: The study can be carried out both individually and in a group. The subjects are offered first a form with questions aimed at studying situational anxiety, and then a form with questions aimed at studying personal anxiety. In the questionnaire, you need to evaluate each statement regarding the extent to which they correspond to the presented state. There are 4 options to choose from, depending on the severity.

Instructions: Read carefully each of the following statements and cross out the appropriate number on the right, depending on how you feel at the moment (usually). Do not think about the question for a long time, because there are no right or wrong answers.

Processing of results: the total number of points for all judgments is calculated separately for each scale. This total number of points separately for each scale is divided by 20. For some points, points are awarded in reverse order, these are points 1, 2, 5, 8, 10, 11, 15, 16, 19, 20, 21, 26, 27, 30, 36, 39. The final indicator is considered as the level of development of the corresponding type of anxiety.

3.5 - 4.0 points - very high anxiety;

3.0 - 3.4 - high anxiety;

2.0 - 2.9 - average anxiety;

1.5 - 1.9 - low anxiety;

0.0 - 1.4 - very low anxiety.

Very low levels of anxiety should be treated with caution. It is necessary to analyze individual points, characteristics.

Answer form

Scale of situational anxiety

Full Name _____.

Age _____

The date of the _____

Instructions: Read carefully each of the following statements and cross out the appropriate number on the right, depending on how you feel at the moment. Do not think about the question for a long time, because there are no right or wrong answers.

No	Judgment	Not, this is not true	Perhaps so	Right	Quite right
1	I am calm	1	2	3	4
2	Nothing threatens me	1	2	3	4
3	I'm under pressure	1	2	3	4
4	I am internally bound	1	2	3	4
5	I feel free	1	2	3	4
6	I'm sad	1	2	3	4
7	I'm worried about possible failures	1	2	3	4

8	I feel peace of mind	1	2	3	4
9	I'm uptight	1	2	3	4
10	I feel a sense of inner satisfaction	1	2	3	4
11	I'm confident	1	2	3	4
12	I'm nervous	1	2	3	4
13	I can't find my place	1	2	3	4
14	I'm energized	1	2	3	4
15	I do not feel stiffness, tension	1	2	3	4
16	I am satisfied	1	2	3	4
17	I'm preoccupied	1	2	3	4
18	I'm too excited and I'm not myself	1	2	3	4
18	I'm happy	1	2	3	4
20	I'm pleased	1	2	3	4

Answer form

Scale of personal anxiety

Full Name _____.

Age _____

The date of the _____

Instructions: Read carefully each of the following statements and cross out the appropriate number on the right, depending on how you usually feel. Do not think about the question for a long time, because there are no right or wrong answers.

№	Judgment	Not, this is not true	Perhaps so	Right	Quite right
21	I have high spirits	1	2	3	4
22	I get irritable	1	2	3	4
23	I get upset easily	1	2	3	4
24	I would like to be as lucky as the others	1	2	3	4
25	I am very worried about troubles and for a long time I can not forget about them	1	2	3	4
26	I feel a surge of energy and a desire to work	1	2	3	4
27	I am calm, cool and collected	1	2	3	4
28	I'm worried about possible difficulties	1	2	3	4
29	I worry too much about trifles	1	2	3	4
30	I am quite happy	1	2	3	4
31	I take everything to heart	1	2	3	4
32	I lack self-confidence	1	2	3	4
33	I feel defenseless	1	2	3	4
34	I try to avoid critical situations and difficulties	1	2	3	4
35	I get blues	1	2	3	4
36	I am satisfied	1	2	3	4
37	All sorts of trifles distract and excite me	1	2	3	4
38	Sometimes I feel like a failure	1	2	3	4
39	I am a balanced person	1	2	3	4
40	I get restless when I think about my business and worries.	1	2	3	4

Theme of the lesson number 6. Pedagogical communication in the work of a doctor. Medical interview: concept, basic principles, structure. Introduction to Medical interview. Questioning the patient.

Purpose: To acquaint with the structure of pedagogical communication: goals, subject, motives, conditions, means, subject area of communication. Introduction to the medical interview: preparing the patient for the interview, the ability to express primary understanding, to determine the reason for the patient's visit to the doctor.

Venue: Auditorium.

The student must know:

1. The structure of pedagogical communication.
2. Goals, subject, motives.
3. Conditions, pedagogical task, problem situation.
4. Introduction to the medical interview: preparing the patient for the interview.

The student must be able to:

1. Express primary understanding.
2. Be able to apply styles of pedagogical communication.
3. Own the means of communication, non-verbal components necessary for a successful dialogue with the patient.

Practical part. Aggressiveness questionnaire by A. Bass and A. Darki

Average time: 15 min.

Instructions for the Questionnaire Answer "yes" if you agree with the statement, and "no" if you do not agree. Try not to think about questions for a long time.

Questions of methodology

1. At times I can't handle the urge to hurt someone.
2. Sometimes I can gossip about people I don't like.
3. Easily irritated, but easily calmed down.
4. If you do not ask me in a good way, I will not fulfill the request.
5. I don't always get what I'm supposed to.
6. I know that people talk about me behind my back.
7. If I do not approve of the actions of other people, I let them feel it.
8. If it happens to deceive someone, I feel remorse.
9. It seems to me that I am not capable of hitting a person.
10. I never get irritated enough to throw things around.
11. Always condescending to other people's shortcomings.
12. When I don't like the established rule, I want to break it.
13. Others almost always know how to use favorable circumstances.
14. I am alarmed by people who treat me more friendly than I expect.
15. I often disagree with people.
16. Sometimes thoughts come to mind that I am ashamed of.
17. If someone hits me, I will not answer him the same.
18. I slam doors in annoyance.
19. I am more irritable than it seems from the outside.
20. If someone poses as a boss, I act against him.
21. My fate upsets me a little.
22. I think that many people do not like me.
23. I can't resist arguing if people don't agree with me.
24. Those who dodge work should feel guilty.
25. Whoever insults me or my family asks for a fight.
26. I am not capable of rude jokes.
27. I am furious when I am mocked.
28. When people make bosses out of themselves, I do everything so that they do not become conceited.
29. Almost every week I see someone I don't like.
30. Quite a few envy me.
31. I demand that people respect my rights.
32. It saddens me that I do little for my parents.
33. People who constantly harass you are worth getting punched in the nose.
34. Sometimes I am gloomy from anger.
35. If I am treated worse than I deserve, I am not upset.
36. If someone tries to piss me off, I don't pay attention to him.
37. Although I do not show it, sometimes envy gnaws at me.
38. Sometimes it seems to me that they are laughing at me.
39. Even if I'm angry, I don't use strong language.
40. I want my sins to be forgiven.
41. I rarely fight back, even if someone hits me.
42. I get offended when sometimes it doesn't work out my way.
43. Sometimes people annoy me with their presence.
44. There are no people whom I would truly hate.
45. My principle: "Never trust strangers."
46. If someone annoys me, I am ready to tell him everything that I think about him.

47. I do a lot of things that I later regret.
48. If I get angry, I can hit someone.
49. Since the age of ten I have not had outbursts of anger.
50. I often feel like a powder keg about to explode.
51. If they knew how I feel, I would be considered a person with whom it is not easy to get along.
52. I always think about what secret reasons make people do something nice for me.
53. When they shout at me, I shout back.
54. Failures make me sad.
55. I fight no less often and no more often than others.
56. I can remember cases when I was so angry that I grabbed the first thing that came to hand and broke it.
57. Sometimes I feel that I am ready to start a fight first.
58. Sometimes I feel that life is treating me unfairly.
59. I used to think that most people are telling the truth, but now I don't believe it.
60. I swear only from anger.
61. When I do wrong, my conscience torments me.
62. If it is necessary to use physical force to protect my rights, I use it.
63. Sometimes I express my anger by knocking on the table.
64. I am rude to people I don't like.
65. I have no enemies who would like to harm me.
66. I don't know how to put a person in his place, even if he deserves it.
67. I often think that I live wrong.
68. I know people who are able to bring me to a fight.
69. I don't get upset over little things.
70. It rarely occurs to me that people are trying to anger or insult me.
71. Often I simply threaten people, not intending to carry out threats.
72. Recently I have become a bore.
73. In a dispute I often raise my voice.
74. I try to hide my bad attitude towards people.
75. I'd rather agree with something than argue.

The key to the questionnaire of A. Bass and A. Darki

Indices of various forms of aggressive and hostile reactions are determined by summing up the responses received.

Reaction	"Yes"	"No"
physical aggression	1, 25, 33, 48, 55, 62, 68	9, 17, 41
indirect aggression	2, 18, 34, 42, 56, 63	10, 26, 49
Irritation	3, 19, 27, 43, 50, 57, 64, 72	11, 35, 69
Negativism	4, 12, 20, 23, 36	—
Resentment	5, 13, 21, 29, 37, 51, 58	44
Suspicion	6, 14, 22, 30, 38, 45, 52, 59	65, 70
Verbal aggression	7, 15, 23, 31, 46, 53, 60, 71, 73	39, 66, 74, 75
Remorse, guilt	8, 16, 24, 32, 40, 47, 54, 61, 67	—

Creating their own questionnaire that differentiates manifestations of aggression and hostility, A. Bass and A. Darki identified the following **8 types of reactions**:

1. Physical aggression is the use of physical force against another person.
2. Indirect aggression is aggression directed in a roundabout way at another person or directed at no one.
3. Irritation is a willingness to show negative feelings at the slightest arousal (temper, rudeness).
4. Negativism is an oppositional behavior from passive resistance to active struggle against established customs and laws.
5. Resentment is envy and hatred of others for real and fictional actions.
6. Suspicion ranges from distrust and caution towards people to the belief that other people are planning and causing harm.
7. Verbal aggression is the expression of negative feelings both through the form (shout, screech) and through the content of verbal responses (curses, threats).
8. The feeling of guilt expresses the subject's possible conviction that he is a bad person, that evil is being done, as well as the pangs of conscience he feels.