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Кафедра иностранных языков

УТВЕРЖДЕНО
на заседании кафедры иностранных языков
21 февраля 2023 протокол № 7
зав. кафедрой, д.ф.н., проф. А.О.Стеблецова

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине (модулю)
ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ
(наименование дисциплины)
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Клинический психолог
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ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

ПО ДИСЦИПЛИНЕ ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

основной профессиональной образовательной программы высшего образования – программы специалитета

по специальности 37.05.01 Клиническая психология

код наименование

№	Контролируемые разделы дисциплины	Индекс контролируемой компетенции (или её части)	Оценочные средства	Способ контроля
1.	Введение в общую и клиническую психологию: языковые аспекты.	УК-4, УК-5	Устный опрос (вопросы) Письменное задание Тестовый контроль Задания открытого типа	Текущий
2.	Клиническая психология: основы профессиональной коммуникации.	УК-4, УК-5	Устный опрос (вопросы) Письменное задание Тестовый контроль Задания открытого типа	Текущий
3.	Практика клинического психолога: лингвокультурные аспекты.	УК-4, УК-5	Устный опрос (вопросы) Письменное задание Тестовый контроль Задания открытого типа	Текущий
	Контроль	УК-4, УК-5	Зачет по дисциплине	Промежуточная аттестация

ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

№	Индекс компетенции и её содержание	Дескрипторы		
		знать	уметь	владеть
1.	УК-4	<ul style="list-style-type: none"> - лексический минимум в необходимом объеме; - лингвокультурные особенности и особенности коммуникации с учетом ситуации взаимодействия; - моральные и правовые нормы, этические и деонтологические принципы в профессиональной деятельности специалистов медико-профилактического дела в России и стране изучаемого языка; - современные коммуникативные технологии, в том 	<ul style="list-style-type: none"> - использовать терминологические единицы и термины-элементы в объеме, необходимом для осуществления коммуникации; - применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия; - анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия; - создавать устные и письменные тексты на иностранном языке 	<ul style="list-style-type: none"> - методиками перевода текстов по специальности с иностранного языка на русский; - навыками общения на иностранном языке для личных и профессиональных целей; - иностранным языком в объеме, необходимом для возможности получения информации из зарубежных источников.

		числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.	с целью личного и профессионального общения; - публично выступать, строить свое выступление с учетом аудитории и цели общения; - представлять результаты своей деятельности на иностранном языке, поддержать разговор в ходе их обсуждения	
2.	УК-5	<ul style="list-style-type: none"> - лексический минимум в необходимом объеме; - лингвокультурные особенности и особенности коммуникации с учетом ситуации взаимодействия; - моральные и правовые нормы, этические и деонтологические принципы в профессиональной деятельности специалистов медико-профилактического дела в России и стране изучаемого языка; - особенности межкультурного взаимодействия (преимущества и возможные проблемные ситуации), обусловленные различием этических, религиозных и ценностных систем. 	<ul style="list-style-type: none"> - использовать терминологические единицы и терминыэлементы в объеме, необходимом для осуществления коммуникации; - применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия; - анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия; - создавать устные и письменные тексты на иностранном языке с целью личного и профессионального общения; - преодолеть коммуникативные барьеры при межкультурном взаимодействии. - придерживаться принципов недискриминационного взаимодействия, основанного на толерантном восприятии культурных особенностей представителей различных этносов и конфессий, при личном и массовом общении. 	<ul style="list-style-type: none"> - методиками перевода текстов по специальности с иностранного языка на русский; - навыками общения на иностранном языке для личных и профессиональных целей; - иностранным языком в объеме, необходимом для возможности получения информации из зарубежных источников.

КОНТРОЛЬНЫЕ МЕРОПРИЯТИЯ И ПРИМЕНЯЕМЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТ-ТЕСТАЦИИ ПО ДИСЦИПЛИНЕ ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

ТЕСТЫ ИЛИ ПО ДИСКЦИПЛИНЕ ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ					
№	Индекс компетенции	Наименование контрольных мероприятий			
		Собеседование	Тестирование	Решение заданий	
		Наименование материалов оценочных средств			
		Вопросы для устного со- беседования	Тестовые задания	Задания открытого типа	Письменные задания
		№ задания			
1.	УК-4 Способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.	1-15	1-15	1-5	1-10
2.	УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	1-15	16-30	6-10	1-10

КОНТРОЛЬНЫЕ ЗАДАНИЯ И ИНЫЕ МАТЕРИАЛЫ ОЦЕНКИ

знаний, умений, навыков, характеризующие этапы формирования компетенций в процессе освоения дисциплины ИНОСТРАННЫЙ ЯЗЫК В

ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

ВОПРОСЫ ДЛЯ УСТНОГО СОБЕСЕДОВАНИЯ

- What do you know about Sigmund Freud as a founder of psychoanalysis?
Компетенции: УК-4, УК-5.
- As a future clinical psychologist, speak on the mental health issues.
Компетенции: УК-4, УК-5.
- What do you know about Lev Vygotsky? Speak on the key facts of his life.
Компетенции: УК-4, УК-5.
- What do you know about Carl Jung? Speak on the key facts of his life.
Компетенции: УК-4, УК-5.
- As a future clinical psychologist, speak on mental disorders.
Компетенции: УК-4, УК-5.
- As a future clinical psychologist, speak on various types of communication in clinical practice. **Компетенции:** УК-4, УК-5.
- As a future clinical psychologist, speak on the most common medical disorders treated by clinical psychologists.
Компетенции: УК-4, УК-5.
- Why is mental health important for overall health? Speak on the key issues.
Компетенции: УК-4, УК-5.
- What is a clinical psychologist? What can a person do to become a clinical psychologist?
Компетенции: УК-4, УК-5.
- Why is communication important in psychotherapy?
Компетенции: УК-4, УК-5.
- What are the approaches used in psychotherapy?
Компетенции: УК-4, УК-5.
- What are the issues when a clinical psychologist can help?
Компетенции: УК-4, УК-5.
- What are the competencies a clinical psychologist should develop? What are the skills necessary to clinical psychologists? What are the differences between a psychiatrist and clinical psychologist?
Компетенции: УК-4, УК-5.
- What are two models practiced in clinical psychology?
Компетенции: УК-4, УК-5.
- What are the ways to demonstrate empathy? What are the types of speech during communication in therapy and counseling?

Компетенции: УК-4, УК-5.

Критерии оценивания ответов на вопросы устного собеседования:

ЗАЧТЕНО	НЕ ЗАЧТЕНО
<p>«Зачтено» выставляется обучающемуся, успешно овладевшему навыками и умениями иноязычной коммуникации в рамках учебной программы, обнаружившему прочность и глубину усвоения учебного материала на 60-100% по 100-балльной рейтинговой шкале оценки знаний. Обучающийся должен уметь выражать свои мысли на иностранном языке адекватно намерению и ситуации общения, точно и в полном объеме понимать мысли, выраженные в виде текста по специальности или выражаемые в процессе общения на изучаемом языке, а также владеть навыками и умениями разных видов чтения, и умением перехода от письменной формы коммуникации к устной; иметь достаточный объем профессиональной и терминологической лексики. Обучающийся понимает смысловое содержание устного и письменного высказывания в рамках общенаучной и медицинской тематики (полнота восприятия речевого сообщения и глубина его понимания должны быть не ниже 60%), владеет основными приемами изучающего, просмотрового, поискового и ознакомительного чтения специальной литературы, обладает навыками смысловой компрессии специального текста, может составить аннотацию (устно или письменно), подготовить презентацию и доклад.</p> <p>Обучающийся может допускать несущественные ошибки в понимании, грамматические ошибки и стилистические неточности, не затрудняющие понимание. Обучающийся может испытывать затруднение в выражении и понимании мысли на иностранном языке, используя при ответе однообразные языковые средства.</p>	<p>обучающийся не обладает языковой и коммуникативной компетенцией, достаточной для академического и профессионального общения на иностранном языке и для извлечения информации из специальной литературы, не в состоянии высказать мысль, т.к. не знает языковых средств ее выражения, не владеет навыками работы с иноязычными текстами профессионально-ориентированной тематики, а также проявил отсутствие знаний об особенностях деловой (нормативной) документации, знает менее 60% проработанного материала, не владеет обязательным лексическим минимумом, допускает большое количество ошибок, препятствующих адекватному пониманию содержания излагаемых мыслей.</p>

ПИСЬМЕННОЕ ЗАДАНИЕ

Английский язык
<p>1. Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5</p> <p>Mental Health and COVID-19: Early evidence of the pandemic's impact</p> <p>The COVID-19 pandemic has had a severe impact on the mental health and wellbeing of people around the world while also raising concerns of increased suicidal behaviour. In addition access to mental health services has been severely impeded. However, no comprehensive summary of the current data on these impacts has until now been made widely available.</p> <p>This scientific brief is based on evidence from research commissioned by WHO, including an umbrella review of systematic reviews and meta-analyses and an update to a living systematic review. Informed by these reviews, the scientific brief provides a comprehensive overview of current evidence about:</p> <ul style="list-style-type: none"> the impact of the COVID-19 pandemic on the prevalence of mental health symptoms and mental disorders the impact of the COVID-19 pandemic on prevalence of suicidal thoughts and behaviours the risk of infection, severe illness and death from COVID-19 for people living with mental disorders the impact of the COVID-19 pandemic on mental health services the effectiveness of psychological interventions adapted to the COVID-19 pandemic to prevent or reduce mental health problems and/or maintain access to mental health services.
<p>2. Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5</p> <p>The relationship between physical and mental health: A mediation analysis</p> <p>The prevalence of common mental disorders is on the rise among the populations of western industrial nations (Twenge et al., 2010, Hidaka, 2012). A strong link has been found between mental and physical health (Nabi et al., 2008, Surtees et al., 2008). Ohmberger, Fichera and Sutton (2017) find strong cross-effects between physical and mental health even after controlling for confounders. However, little is known about the potential pathways through which mental health affects physical health and vice versa (i.e. so-called "indirect effects"). Understanding these indirect effects, and how they vary between population groups, could have important implications for the design of health policies.</p>

<p>The aim of this paper is to fill this gap by proposing a mediation framework and estimating the mediating effects of lifestyle choices and social capital in the relationships between physical and mental health in the older population. The analysis is nested within the health economic framework of health production and consumption. It focuses on lifestyle factors and social capital as they are core input factors in health and relevant to health policies for older people (Artaud et al., 2013; Holt-Lunstad et al., 2012). A report by the Ageing Research Group (Melzer et al., 2012) finds that approximately 55% of the burden of disease amongst the population aged 60 years and over is avoidable by changes in lifestyles in high income countries. On the full population, lifestyle factors explain up to 70% of the burden of disease (WHO, 2009). Social capital includes factors such as social isolation, loneliness and exclusion. These are strong risk factors for ill health and impose a high risk on the health of older populations that could be easily avoided with low-cost interventions (Step toe et al., 2012).</p> <p>We estimate the total effects, composed of the indirect and direct effects, of past mental health on physical health and of past physical health on mental health among the older English population. We use six waves of data from the English Longitudinal Study of Aging (ELSA, 2002–2012). For the direct effect estimations, we model the present level of one form of health as a function of the stock of the other form of health, following Ohmberger et al. (2017). The indirect effects are modelled using individuals' lifestyle choices (physical activity and cigarette consumption) and social capital (social interaction). We then calculate total differentials, which are marginal changes of a function of variables conditional on marginal changes in another variable in a multivariate regression framework, to estimate the direct, indirect and total effects. This is similar to the product of coefficients method.</p>
<p>3.Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5</p> <p>What is mental health? Evidence towards a new definition from a mixed methods multidisciplinary international survey</p> <p>A major obstacle for integrating mental health initiatives into global health programmes and primary healthcare services is lack of consensus on a definition of mental health.1–3 There is little agreement on a general definition of 'mental health'4 and currently there is widespread use of the term 'mental health' as a euphemism for 'mental illness'.5 Mental health can be defined as the absence of mental disease or it can be defined as a state of being that also includes the biological, psychological or social factors which contribute to an individual's mental state and ability to function within the environment.4 6–11 For example, the WHO12 includes realising one's potential, the ability to cope with normal life stresses and community contributions as core components of mental health. Other definitions extend beyond this to also include intellectual, emotional and spiritual development,13 positive self-perception, feelings of self-worth and physical health,11 14 and intrapersonal harmony.8 Prevention strategies may aim to decrease the rates of mental illness but promotion strategies aim at improving mental health. The possible scope of promotion initiatives depends on the definition of mental health.</p> <p>The purpose of this paper is to begin a global, interdisciplinary, interactive and inclusive series of dialogues leading to a consensus definition of mental health. It has been stimulated and informed by a recent debate about the need to redefine the term health. Huber et al15 emphasised that health should encompass an individual's "ability to adapt and to self-manage" in response to challenges, rather than achieving "a state of complete wellbeing" as stated in current WHO6 12 definitions. They also argued that a new definition must consider the demographics of stakeholders involved and future advances in science.15 Responses to the article suggested the process of reconceptualising health be extended "beyond the esoteric world of academia and the pragmatic world of policy"16 to include a "much wider lens to the aetiology of health"17 along with patients and lay members of the public. Huber et al's15 definition of health could include mental health but it is not clear that this would be satisfactory to patients, practitioners or researchers. We aimed to compare the satisfaction of mental health specialists, patients and the public with Huber et al's definition and other currently used definitions of mental health. We also asked them what they considered to be the core components of mental health.</p>
<p>4.Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5</p> <p>Immigration, citizenship, and the mental health of adolescents</p> <p>Adolescence is a time of "storm and stress" in child development.[1] New-found independence, the increased importance of peer interaction, and substantial physical and mental development increases the risk of depression, anxiety and other mental health problems.[2] Indeed, adolescence is the most common time in an individual's life for psychiatric illness to emerge.[3] Not only is mental health status more likely to emerge during adolescence, but under-treated mental health problems during adolescence increase the risk of negative outcomes throughout the life-course, including disability, loss of future productivity and contribution to the community, lower educational achievement, and a higher likelihood of risky behaviors.[4]</p> <p>Immigrant adolescents would seem to be at particularly elevated risk of experiencing mental health problems given the unique and precarious position of the foreign-born in American society. However, much of the previous literature on immigrant mental health has considered all foreign-born adolescents as a singular group, and surprisingly little is known about the role of citizenship status in impacting the mental health status of immigrant adolescents. In the U.S. today, the immigrant population is comprised of naturalized U.S. citizens (44.1%), lawful permanent residents (26.6%), unauthorized immigrants (24.5%), and temporary lawful residents (4.8%).[5]</p> <p>While citizenship is often overlooked, existing literature that examines the mental health status of immigrant children and adolescents tends to find a foreign-born advantage. A 2013 study examined nativity differences in children and found that immigrant children experience a lower prevalence of depression and behavioral problems.[6] One study in Southern Florida found that foreign-born Latino high school students have a lower prevalence of substance use disorders than U.S.-born Latino high school students.[7] Another study that uses nationally representative data found that in the 1990's first generation immigrant youth experienced lower levels of depression and higher levels of positive well-being than similar native-born peers, but the advantage did not persist for second generation immigrants.</p>

5. Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5.

Clinical Psychology is an Applied Evolutionary Science

Clinical psychology is an empirically and professionally well-established branch of the health and life sciences, but its intellectual connection to evolutionary science is historically limited. A few minutes with a search engine will reveal that the vast scientific literature on psychopathology, psychotherapy, processes of change, or diagnosis, seldom mentions evolutionary principles as topics of critical contemporary relevance.

This simple fact presents a paradox of disconnection. On the one hand, belief in evolution by behavioral scientists, indeed by scientists of all kinds, is nearly universal (Pew Research Center, 2009). It is difficult to find clear written statements by any clinical psychologist of note suggesting that their field, or their specific approach to their field, does not comport with an evolutionary perspective. On the other hand, it is relatively uncommon to find evolutionary principles being studied or used within well-established clinical psychological perspectives, or within mental health more broadly (Nesse, 2019). With only a few exceptions (c.f., Hayes & Hofmann, 2018), introductory texts in clinical psychology say little about principles of evolutionary science other than description of genetics in the obligatory chapter on the biological bases of behavior.

It seems important to dig out the source of this paradox: how can the data, theory, and practice of contemporary clinical psychology need to cohere with evolution, but a thoughtful examination of evolutionary science be of limited actual value to the field? It appears to be based on the idea that the role of evolution is already subsumed within biological influences over behavior, and thus as long as clinical psychology draws upon genetic, neuroscience, or other biological knowledge, evolutionary theory per se is not of additional importance. After all, the Darwinian revolution took place long ago (so would go this line of thought) and it is a given to understand the origin of species. Genes evolve and they influence behavior. What more is there to know?

6. Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5

Consequences of COVID19-pandemic lockdown on Italian occupational physicians' psychosocial health

(adapted from: De Sio S, La Torre G, Buomprisco G, Lapteva E, Perri R, Corbosiero P, Ferraro P, Giovannetti A, Greco E, Cedrone F. Consequences of COVID19-pandemic lockdown on Italian occupational physicians' psychosocial health. PLoS One. 2021 Feb 3;16(2): e0243194. doi: 10.1371/journal.pone.0243194. PMID: 33534805.)

COVID-19 was declared a pandemic on March 12, 2020. Italy has been the most affected country in the world, right after China. Healthcare workers (HCWs) were among the hardest hit by this event from both a working and psychological point of view. The aim of this web-based cross-sectional study is to assess the consequences of the COVID-19 pandemic on Italian Occupational Physicians' well-being and psychological distress, in relation to demographic and occupational characteristic, lifestyle and habits during the lockdown period. We conducted a web-based cross-sectional survey questionnaire from April 1 to April 21st, 2020. To evaluate the level of psychological distress and the level of well-being, the general Health Questionnaire-12 (GHQ-12) and the WHO-5 Wellbeing Index were utilized. Since the statistical assumptions were respected, we proceeded with an analysis of variance (ANOVA) to ascertain the differences between the averages of the scores of the GHQ-12. Doctors who live in the most affected regions have a prevalence of psychological distress higher than their colleagues from the rest of Italy. ANOVA shows significant differences relating to the female gender, and to the life changes provoked by the lockdown for example not feeling sheltered at home or suffering from loneliness. This study showed a high prevalence of psychological distress in occupational physicians. To prevent the occurrence of mental disorders among Occupational Physicians, it is urgent to put in place policies of psychological support and well-being preservation.

7. Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5

Adventures of Clinical Psychology. Part 1

Clinical psychology strives to fully grasp the person in his totality and in his individuality, helping him adequately address his own deep internal suffering and discomfort, social uneasiness, and harmonize his own needs, desires and, attachments.

The practical effects of clinical psychology are to face adaptation problems and behaviour disorders in view of research, prevention, and psychological evaluation, and with the purpose of contributing to a proper psychotherapeutic intervention for the different forms of psychopathology.

From this perspective, this branch of psychology is strongly involved in processes of health promotion and in care systems, and the psychological dimension transversally permeates the entire healthcare activity.

Clinical psychology operates through the identification of risk and protective factors and contributes to the creation of treatment plans to promote the development and the balance of the person. To this end, in the various fields of intervention, clinical psychology concerns itself with ensuring that the clinical response of the care system takes into account both the physical and psychological distress of the individual and the family context, as well as the relational and social dimension, promoting an affective summary between a precision medicine approach and a global care scheme for the patient.

8. Read the article. Translate it and write an abstract. Компетенции УК-4, УК-5

Adventures of Clinical Psychology. Part 2

Eating disorders (ED) are increasingly common conditions that are often overlooked, they are related to complex and damaging relationships with food and body image, and they are associated with serious health consequences. Studies about eating disorders represent an important field of research in clinical psychology.

Rogowska et al., in their study, aim to develop a new self-report questionnaire for the diagnosis of orthorexia nervosa. To this purpose, a total sample of 767 individuals were assessed by a 40-items questionnaire choosing to analyse a current review of the scientific literature. After a structural analysis, the number of items was reduced from 40 to 17 (TON-17), including three subscale factors (Control of food quality, Fixation of health and healthy diet, and Disorder symptoms) in a hierarchical, bi-factor structure. The study demonstrates that the TON-17 scale has good psychometric properties, stability, reliability, and construct validity,

and therefore it could become a promising tool for assessing the risk of orthorexia nervosa [1].

The assessment of patients with neuropsychological disorders includes an evaluation of possible comorbidities that can increase the complexity of the disorder. Pruccoli investigates the impact of Autism Spectrum Disorder (ASD) traits, evaluated through the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2) and the Autism-Spectrum Quotient (AQ), on the treatment intensity and outcomes in a group of adolescents hospitalised with Anorexia Nervosa. Their preliminary results evidenced that ASD traits were not significantly related to the treatment intensity or to the treatment outcomes; in fact, the treatment intensity and psychopathological outcomes were not different in patients with and without ASD diagnostic test.

9. Read the article. Translate it and write an abstract. *Компетенции УК-4, УК-5.*

Adventures of Clinical Psychology. Part 3

(Mental pain (MP) is a subjective state of intense psychological distress related to several uncomfortable emotions, such as guilt, anguish, fear, panic, angst, loneliness, and helplessness, often associated with several psychopathological conditions, especially mood and anxiety disorders, personality disorders, and emotion dysregulation. Tomba et al., in their study, explore the presence of MP in patients with eating disorders, assessing 71 patients with MP and 90 matched controls. Patients with eating disorders show a significantly greater intensity and the most frequent cases of MP, and moreover MP is associated with disinhibited eating behavioural aspects and a depressive symptomatology, especially with suicidal tendencies, general and somatic anxiety, and insomnia. Therefore, the authors conclude that MP could become an important clinical marker for discriminating more severe cases of eating disorders [3].

Other factors influencing the phenomenology of eating disorders are irrational beliefs that are maladaptive cognitions about negative global evaluations of the self and others, awfulizing thoughts, low frustration tolerance beliefs, and demandingness. Tecuta et al., in their study, assessed 79 ED outpatients and 95 controls and demonstrated through a multivariate analysis of variance with post hoc comparisons that ED outpatients had greater awfulizing, more negative global evaluations, and a lower frustration tolerance than controls. The study provides experimental support for the hypothesis that feelings of inefficacy represent a core role in clinical models of EDs, and their evaluation is useful when assessing ED patients and planning cognitive-behavioral treatments.

Another relevant topic raised in the Special Issue is the role of major adverse events in psychological well-being. In their research, Krok et al. evaluated a sample of 225 healthcare workers, analysing the connection between stress, meaning making, the risk of contracting COVID-19, self-efficacy, meaning in life, and subjective well-being. A higher self-efficacy and meaning in life were linked to higher cognitive and affective dimensions of subjective well-being. On the contrary, a reduced risk of contracting COVID-19 was associated with a higher affective dimension. The authors' results demonstrate that workers' subjective well-being is highly related to the risk level of contracting COVID-19 and motivational factors, and therefore psychological interventions promoting adaptive forms of meaning making may be decisive in overcoming the anxiety over COVID-19 and improving the subjective well-being among healthcare personnel

10. Read the article. Translate it and write an abstract. *(Компетенции УК-4, УК-5)*

UK clinical and community psychology: Exploring personal and professional connections

Clinical psychologists generally deliver individualised treatments, such as Cognitive Behavioural Therapy (CBT), which tend to dominate treatment options under the National Institute for Health and Care Excellence (NICE) guidelines (NICE, 2009, 2014, 2019). Some argue that the treatment interventions generally available within the NHS are becoming increasingly manualised (Binnie, 2015). Equally problematically, the individual focus of interventions such as CBT can locate both the problem and solution to mental health issues within the individual (Prilleltensky, 1994), rather than considering the influence of wider societal structures (Nelson & Prilleltensky, 2004). Against this backdrop, there is an extensive and growing evidence base, which demonstrates the relationship between wider societal structural contexts in the United Kingdom and mental health inequalities (Friedli, 2009; Marmot et al., 2020; Muntaner et al., 2004; Wilkinson & Pickett, 2010). It is also the case that mental health services within the NHS in England are under strain—with a 21% increase in the number of people in contact with mental health services between 2016 and 2019; little growth in the mental health workforce and job vacancies running at about 12% (British Medical Association, 2019). On top of this, unsurprisingly, demand for mental health services increased during the pandemic [Rethink Mental Illness, 2021 (which has taken place since the data collection for this study).

Globally within community psychology, a key tension remains. Can it move beyond ameliorative, first-order change and create transformative, second-order change that challenges and dismantles oppressive systems (Evans et al., 2017)? In part, in response to this tension, a more explicitly politically oriented, radical approach has emerged, including in the United Kingdom, Critical Community Psychology. Critical Community Psychology aims to liberate people from the systems that bind them with core values of social justice, stewardship and community (Kagan et al., 2011). The role of the critical community psychologist is to stand in solidarity with those experiencing social injustices, to work in partnership with oppressed groups and, crucially, to actively challenge structural disadvantage (Evans et al., 2017). However, to reflect the somewhat limited development of both community and critical community psychology in the United Kingdom, in the following paper, both terms will be referred to jointly using the acronym: CCP.

Критерии оценки выполнения обучающимися письменного задания по дисциплине «Иностранный язык в профессиональной коммуникации»

ЗАЧТЕНО	НЕ ЗАЧТЕНО
обучающийся обнаружил навыки владения и практического использования специфики научного стиля. Составленный текст отвечает структурно-композиционным и лингвостилистическим требованиям научной письменной речи, составлено в соответствии с англоязычными нормами.	обучающийся обнаружил отсутствие навыков практического использования специфики научного стиля. Составленный текст не отвечает структурно-композиционным и лингвостилистическим требованиям научной письменной речи, не соответствует нормам письменного языка.
Обучающийся обнаружил достаточный объем профессиональной и	Обучающийся не обладает достаточным объемом профессиональной и

терминологической лексики, включая аббревиатуры и реалии иноязычной культуры, а также продемонстрировал владение основными грамматическими и синтаксическими структурами иностранного языка, необходимыми для составления текста. Текст адекватно отражает актуальность, цели, результаты и выводы оригинального задания.	терминологической лексики, не знает грамматических и синтаксических структур языка оригинала и перевода, необходимых для написания заданного текста. Текст не обладает логичностью и связностью и не отражает актуальность, цели, результаты и выводы оригинального задания.
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ТЕСТОВЫЕ ЗАДАНИЯ

ВЫБЕРИТЕ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ И УКАЖИТЕ ЕГО В ВИДЕ НОМЕРА. НАПРИМЕР, 2.

- 1) Define the scope of psychology.
1. Bones and muscles.
2. Mind and behaviour.
3. Neurons and transmitters.
4. Mental disorders.
5. Behavioural disorders.

Эталон ответа: Mind and behaviour.

Компетенции: УК-4.

- 2) Define the scope of developmental psychology.
1. It is the study of abnormal behavior and psychopathology.
2. It studies how biological processes influence the mind and behavior.
3. It is the study of human thought processes.
4. It is the area that looks at human growth and development over the lifespan.
5. It is a field that uses psychological research to enhance work performance and select employees.

Эталон ответа: It is the area that looks at human growth and development over the lifespan.

Компетенции: УК-4.

- 3) His work provided the earliest start of behaviorism.
1. A Russian physiologist Ivan Pavlov.
2. A German physiologist Wilhelm Wundt.
3. The French philosopher Rene Descartes.
4. An Austrian physician named Sigmund Freud.
5. An Anglo-American psychologist Edward B. Titchener.

Эталон ответа: A Russian physiologist Ivan Pavlov.

Компетенции: УК-4.

- 4) He was the founder of the first psychology lab and advocate of structuralism.
1. Rene Descartes.
2. Ivan Pavlov.
3. Wilhelm Wundt.
4. Sigmund Freud.
5. Kurt Koffka.

Эталон ответа: Wilhelm Wundt.

Компетенции: УК-4.

- 5) He founded psychoanalysis as a school of psychology.
1. Rene Descartes.
2. Ivan Pavlov.
3. Wilhelm Wundt.
4. Sigmund Freud.
5. Kurt Koffka.

Эталон ответа: Sigmund Freud.

Компетенции: УК-4.

- 6) He discovered classical conditioning.
1. Rene Descartes.
2. Ivan Pavlov.
3. Wilhelm Wundt.

4. Sigmund Freud.
5. Kurt Koffka.

Эталон ответа: Ivan Pavlov.

Компетенции: УК-4.

- 7) He focused on developing experimental strategies and techniques to help systematically study human thought and behavior.

1. Rene Descartes.
2. Ivan Pavlov.
3. Wilhelm Wundt.
4. Sigmund Freud.
5. Kurt Koffka.

Эталон ответа: Wilhelm Wundt.

Компетенции: УК-4.

- 8) He founded psychoanalysis as a way of listening to patients and better understanding how their minds work.

1. Rene Descartes.
2. Ivan Pavlov.
3. Wilhelm Wundt.
4. Sigmund Freud.
5. Kurt Koffka.

Эталон ответа: Sigmund Freud.

Компетенции: УК-4.

- 9) Define the scope of clinical psychology specialty.

1. It integrates the science of psychology with treating complex human problems.
2. It deals with the causation, prevention, diagnosis and treatment of mental and behavioral disorders.
3. It is the medical specialty concerned with the diagnosis and treatment of patients with injury to, or diseases/disorders of the brain, spinal cord and spinal column.
4. It is the science of the form and structure of organisms (plants, animals, and other forms of life).
5. It examines personality and its variation among individuals.

Эталон ответа: It integrates the science of psychology with treating complex human problems.

Компетенции: УК-4.

- 10) Define the scope of personality psychology.

1. It integrates the science of psychology with treating complex human problems.
2. It deals with the causation, prevention, diagnosis and treatment of mental and behavioral disorders.
3. It is the medical specialty concerned with the diagnosis and treatment of patients with injury to, or diseases/disorders of the brain, spinal cord and spinal column.
4. It is the science of the form and structure of organisms (plants, animals, and other forms of life).
5. It examines personality and its variation among individuals.

Эталон ответа: It examines personality and its variation among individuals.

Компетенции: УК-4.

- 11) Define the scope of forensic psychology.

1. It integrates the science of psychology with treating complex human problems.
2. It is the practice of psychology applied to the law.
3. It is the medical specialty concerned with the diagnosis and treatment of patients with injury to, or diseases/disorders of the brain, spinal cord and spinal column.
4. It is the science of the form and structure of organisms (plants, animals, and other forms of life).
5. It examines personality and its variation among individuals.

Эталон ответа: It is the practice of psychology applied to the law.

Компетенции: УК-4.

- 12) Define tasks of psychologists who utilise psychoanalytic therapy.

1. They may use techniques such as free association to investigate a client's underlying unconscious motivations.
2. They look at how a client's feelings, behaviors, and thoughts interact.
3. They focus on such things as self-actualisation.
4. They might practice client-centered therapy, existential therapy, Gestalt therapy, narrative therapy, or logotherapy.

5. They focus on changing thoughts and behaviors contributing to psychological distress.

Эталон ответа: They may use techniques such as free association to investigate a client's underlying unconscious motivations.

Компетенции: UK-4.

- 13) Define tasks of psychologists who utilise cognitive behavioral approaches.

1. They may use techniques such as free association to investigate a client's underlying unconscious motivations.
2. They explore how the unconscious mind influences your thoughts, feelings, and behaviors.
3. They focus on such things as self-actualisation.
4. They might practice client-centered therapy, existential therapy, Gestalt therapy, narrative therapy, or logotherapy.
5. They focus on changing thoughts and behaviors contributing to psychological distress.

Эталон ответа: They might practice client-centered therapy, existential therapy, Gestalt therapy, narrative therapy, or logotherapy.

Компетенции: UK-4.

- 14) Define mental health.

1. It is the ability to interact and form meaningful relationships with others.
2. It is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.
3. It is the health outcomes of a group of individuals, including the distribution of such outcomes within the group.
4. It is how well your organs and body systems function.
5. It is the ability to take charge of your health by making conscious decisions to be healthy.

Эталон ответа: It is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.

Компетенции: UK-4.

- 15) Protective factors of mental health.

1. Individual psychological factors.
2. Individual biological factors.
3. Exposure to unfavourable social circumstances.
4. Positive social interactions.
5. Exposure to unfavourable economic, geopolitical and environmental circumstances.

Эталон ответа: Positive social interactions.

Компетенции: UK-4.

- 16) Good communication contributes greatly to personal wellbeing.

1. It can help to improve health outcomes.
2. It can help reduce your health risk.
3. It increases your chances of living longer.
4. It helps prevent heart disease.
5. It manages chronic health conditions & disabilities.

Эталон ответа: It can help to improve health outcomes.

Компетенции: UK-5.

- 17) The benefits of vocalizing your inner dialogue when developing social skills for kids with ADHD.

1. This will praise your child's efforts.
2. This will help your child learn to pause and consider how they (and others) come across in social situations.
3. This will teach your child about the importance of "fake-outs."
4. This will help your child remember past social successes.
5. This will help your child interact with family.

Эталон ответа: This will help your child learn to pause and consider how they (and others) come across in social situations.

Компетенции: UK-5.

- 18) The importance of extracurriculars when developing social skills for kids with ADHD.

1. They give your child a chance to spend time with their similar-age peers.
2. They help your child learn to pause and consider how they (and others) come across in social situations.
3. They help your child remember past social successes.
4. They reflect how your child understand context.
5. They help prevent mental disorders.

Эталон ответа: They give your child a chance to spend time with their similar-age peers.

Компетенции: УК-5.

- 19) The ultimate objective of any doctor-patient communication.
1. It improves the patient's health and medical care.
 2. It overestimates their abilities in communication.
 3. It discloses bad news.
 4. It discloses good news.
 5. It improves treatment options.

Эталон ответа: It improves the patient's health and medical care.

Компетенции: УК-5.

- 20) Define what a counselor or therapist is.
1. He is a health-care professional who has earned a medical degree, is clinically experienced, and is licensed to practice medicine.
 2. He is a professional with training in treating mental health conditions and concerns.
 3. He is a doctor who is specially trained to perform surgery.
 4. He is a specialist physician who diagnoses and treats conditions of the brain, spinal cord and nerves.
 5. He is a specialist who uses a variety of different hands-on methods.

Эталон ответа: He is a professional with training in treating mental health conditions and concerns.

Компетенции: УК-5.

- 21) Define the primary focus of psychoanalysis.
1. It focuses on strengthening relationships and establishing and deepening support systems between the patient and the therapist.
 2. It focuses on a person's capacity to distinguish between their emotions and the feelings of others.
 3. It focuses on uncovering and examining meaningful events or patterns from the past that may be influencing a person's current state.
 4. It focuses on developing cognitive skills.
 5. It focuses on the brain and its impact on behavior and cognitive functions.

Эталон ответа: It focuses on uncovering and examining meaningful events or patterns from the past that may be influencing a person's current state.

Компетенции: УК-5.

- 22) Define the primary focus of interpersonal therapy.
1. It focuses on strengthening relationships and establishing and deepening support systems between the patient and the therapist.
 2. It focuses on a person's capacity to distinguish between their emotions and the feelings of others.
 3. It focuses on uncovering and examining meaningful events or patterns from the past that may be influencing a person's current state.
 4. It focuses on developing cognitive skills.
 5. It focuses on the brain and its impact on behavior and cognitive functions.

Эталон ответа: It focuses on strengthening relationships and establishing and deepening support systems between the patient and the therapist.

Компетенции: УК-5.

- 23) Define the primary focus of mentalization therapy.
1. It focuses on strengthening relationships and establishing and deepening support systems between the patient and the therapist.
 2. It focuses on a person's capacity to distinguish between their emotions and the feelings of others.
 3. It focuses on uncovering and examining meaningful events or patterns from the past that may be influencing a person's current state.
 4. It focuses on developing cognitive skills.
 5. It focuses on the brain and its impact on behavior and cognitive functions.

Эталон ответа: It focuses on a person's capacity to distinguish between their emotions and the feelings of others.

Компетенции: УК-5.

- 24) This practice involves conveying a message to a colleague or friend by word of mouth.
1. Written communication.
 2. Oral communication.
 3. Non-verbal communication.
 4. Paralinguistics.
 5. Motor communication.

Эталон ответа: Oral communication.

Компетенции: УК-5.

- 25) This practice involves passing information by sending a message on paper using a pen or in a digital form such as email.
1. Written communication.
 2. Oral communication.

3. Non-verbal communication.
4. Paralinguistics.
5. Motor communication.

Эталон ответа: Written communication.

Компетенции: УК-5.

26) This practice involves transmitting messages or signals through eye contact (oculesics), body language (kinesics), social distance (proxemics), touch (haptics), voice (paralanguage), physical environments/appearance, and use of objects.

1. Written communication.
2. Oral communication.
3. Non-verbal communication.
4. Paralinguistics.
5. Motor communication.

Эталон ответа: Non-verbal communication.

Компетенции: УК-5.

27) Define what active listening is.

1. It is a communication skill that involves going beyond simply hearing the words that another person speaks.
2. It is transmitting messages or signals through eye contact (oculesics), body language (kinesics), social distance (proxemics), touch (haptics), voice (paralanguage), physical environments/appearance, and use of objects.
3. It is passing information by sending a message on paper using a pen or in a digital form such as email.
4. It is conveying a message to a colleague or friend by word of mouth.
5. It is speaking to be understood, involves being specific, direct, and concrete.

Эталон ответа: It is a communication skill that involves going beyond simply hearing the words that another person speaks.

Компетенции: УК-5.

28) Define what active communication is.

1. It means passing information by sending a message on paper using a pen or in a digital form such as email.
2. It involves in-person interaction between two individuals with an exchange of thoughts in real time.
3. It involves going beyond simply hearing the words that another person speaks.
4. It means transmitting messages or signals through eye contact (oculesics), body language (kinesics), social distance (proxemics), touch (haptics), voice (paralanguage), physical environments/appearance, and use of objects.
5. It excludes face-to-face but rather conveys or exchanges their thoughts via email, letter, or simply an article in a newspaper.

Эталон ответа: It involves in-person interaction between two individuals with an exchange of thoughts in real time.

Компетенции: УК-5.

29) Define what passive communication is.

1. It is passing information by sending a message on paper using a pen or in a digital form such as email.
2. It involves in-person interaction between two individuals with an exchange of thoughts in real time.
3. It involves going beyond simply hearing the words that another person speaks.
4. It means transmitting messages or signals through eye contact (oculesics), body language (kinesics), social distance (proxemics), touch (haptics), voice (paralanguage), physical environments/appearance, and use of objects.
5. It excludes face-to-face but rather conveys or exchanges their thoughts via email, letter, or simply an article in a newspaper.

Эталон ответа: It excludes face-to-face but rather conveys or exchanges their thoughts via email, letter, or simply an article in a newspaper..

Компетенции: УК-5.

30) Define what social psychology is.

1. It studies how biological processes influence the mind and behavior.
2. It is a field that uses psychological research to enhance work performance and select employees.
3. It focuses on understanding how personality develops as well as the patterns of thoughts, behaviors, and characteristics that make each individual unique.
4. It focuses on group behavior, social influences on individual behavior, attitudes, prejudice, conformity, aggression, and related topics.
5. It involves in-person interaction between two individuals with an exchange of thoughts in real time.

Эталон ответа: It focuses on group behavior, social influences on individual behavior, attitudes, prejudice, conformity, aggression, and related topics.

Компетенции: УК-5.

КРИТЕРИИ ОЦЕНКИ ТЕСТИРОВАНИЯ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

«Отлично»	«Хорошо»	«Удовлетворительно»	«Неудовлетворительно»
Количество положительных ответов 91% и более максимального балла теста	Количество положительных ответов от 81% до 90% максимального балла теста	Количество положительных ответов от 71% до 80% максимального балла теста	Количество положительных ответов менее 70% максимального балла теста

ЗАДАНИЯ ОТКРЫТОГО ТИПА

1. A person experiences excessive fear and worry and related behavioural disturbances.

Задание: What type of disorder is this?

Эталон ответа: Anxiety disorder (Anxiety).

Компетенции: УК-4.

2. A person experiences pessimistic mood (feeling sad, irritable, empty) or a loss of pleasure or interest in activities, for most of the day, nearly every day, for at least two weeks.

Задание: What type of disorder is this?

Эталон ответа: Depression disorder (Depression).

Компетенции: УК-4.

3. A person experiences alternating depressive episodes with periods of manic symptoms; this may include euphoria or irritability, increased activity or energy, and other symptoms such as increased talkativeness, racing thoughts, increased self-esteem, decreased need for sleep, distractibility, and impulsive reckless behaviour.

Задание: What type of disorder is this?

Эталон ответа: Bipolar disorder (Bipolar).

Компетенции: УК-4.

4. A person manifests significant impairments in perception and changes in behaviour; this may include persistent delusions, hallucinations, disorganised thinking, highly disorganised behaviour, or extreme agitation.

Задание: What type of disorder is this?

Эталон ответа: Schizophrenia.

Компетенции: УК-4.

5. A person demonstrates a persistent pattern of inattention and/or hyperactivity-impulsivity that has a direct negative impact on academic, occupational, or social functioning.

Задание: What type of disorder is this?

Эталон ответа: Attention deficit hyperactivity disorder.

Компетенции: УК-4.

6. Dr Roger Neighbour is a retired GP and former President of the Royal College of GPs, who now runs masterclasses in consultation skills for family doctors. He is talking about an experience he had several years ago when consulting an orthopaedic surgeon about his ankle problem. "When I walked in, the first thing he said was: 'Tell me what you want me to hear, in your own words'."

Задание: Evaluate communication in terms of successful or poor communication.

Эталон ответа: Successful communication (Successful).

Компетенции: УК-5.

7. One patient, 70, told us their cardiologist said: "You have heart failure. You will never climb a mountain again. We will refer you, but that is as much as we can do for you." This patient reflected: "I understand the pressures that medics are under. But it certainly didn't make it any easier for me."

Задание: Evaluate communication in terms of successful or poor communication.

Эталон ответа: Poor communication (Poor).

Компетенции: УК-5.

8. One patient, 78, told us their heart failure consultant informed them: "There isn't any point in the exercise test, it isn't going to do any good: you are going to have a pacemaker fitted now." The patient explained: "It was a bit of a shock."

Задание: Evaluate communication in terms of successful or poor communication.

Эталон ответа: Poor communication (Poor).

Компетенции: УК-5.

9. This is a type of therapy in which patients learn to identify and manage negative thought and behavior patterns that can contribute to their depression. It helps patients identify unhelpful or negative thinking, change inaccurate beliefs, change behaviors that might make depression worse, and interact with others in more positive ways.

Задание: What type of therapy is this?

Эталон ответа: Cognitive behavioral therapy (Cognitive behavioral).

Компетенции: УК-5.

10. This is a form of therapy in which patients learn to improve their relationships with others by better expressing their emotions and solving problems in healthier ways.

Задание: What type of therapy is this?

Эталон ответа: Interpersonal therapy (Interpersonal).

Компетенции: УК-5.

**КРИТЕРИИ ОЦЕНКИ РЕШЕНИЯ ЗАДАНИЙ ОТКРЫТОГО ТИПА ДЛЯ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ ИНО-
СТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ**

«Отлично»	«Хорошо»	«Удовлетворительно»	«Неудовлетворительно»
Количество положительных ответов 90% и более максимального балла теста	Количество положительных ответов от 71% до 89,9% максимального балла теста	Количество положительных ответов от 60% до 69,9% максимального балла теста	Количество положительных ответов менее 60% максимального балла теста

Образец зачетного билета

по дисциплине Иностранный язык

д профессиональной коммуникации

Для студентов 1 курса лечебного факультета

Специальность «Клиническая психология»

Билет № 1

- 1. Read the article. Translate it and write an abstract.**
- 2. As a future clinical psychologist, speak on the mental health issues.**

Зав. кафедрой, доц. А. О. Стеблецова

Место печати деканата

(подпись)