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**Федеральное государственное бюджетное образовательное учреждение высшего образования  
«Уральский государственный медицинский университет»  
Министерства здравоохранения Российской Федерации**  
**Кафедра иностранных языков и межкультурной коммуникации**



**Фонд оценочных средств  
для проведения экзамена по учебной дисциплине**

**«ИНОСТРАННЫЙ ЯЗЫК КАК СРЕДСТВО ПРОФЕССИОНАЛЬНОЙ  
КОММУНИКАЦИИ»**

Уровень высшего образования: магистратура  
Направление подготовки: 37.04.01 Психология  
Направленность (профиль) - Клиническая психология. Экспертно-диагностическая и реабилитационная деятельность психолога в профессиональной сфере  
Квалификация (степень) выпускника: магистр

Екатеринбург  
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Фонд оценочных средств для проведения экзамена по учебной дисциплине «Иностранный язык как средство профессиональной коммуникации» составлен в соответствии с ФГОС ВО по направлению подготовки 37.04.01 Психология, утвержденного приказом Минобрнауки России № 841 от 29.07.2020 года

Разработчики фонда оценочных средств: А.Х. Закирьянова, к.п.н., и.о. заведующего кафедрой иностранных языков и межкультурной коммуникации, старший преподаватель Волгина И.В., старший преподаватель Мусина О.Р., старший преподаватель Тимеева Л.В., ассистент Бушмакина Т.А., ассистент Мунина И.В.

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# 1. КОДИФИКАТОР

Структурированный перечень объектов оценивания – знаний, умений, навыков, учитывающий ФГОС ВО представлен в таблице:

Категория (группа) компетенций	Код и наименование компетенций	Код и наименование индикатора достижения компетенции	Наименование ДЕ		Контролируемые учебные элементы, формируемые в результате освоения дисциплины		
					Знания	Умения	Навыки
Коммуникация	УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия	ИД-1 <sub>УК-4</sub> . Умеет устанавливать и развивать профессиональные контакты, включая обмен информацией и выработку стратегии взаимодействия ИД-2 <sub>УК-</sub> ИД-2 <sub>УК-4</sub> Умеет составлять, переводить с (на) иностранного языка, редактировать академические тексты, в том числе на иностранном языке ИД-УК-3 <sub>УК-4</sub> Имеет практический опыт представления результатов академической и профессиональной деятельности на различных публичных мероприятиях	ДЕ 1	Перевод научных статей	- методы и технологии научной коммуникации на государственном и иностранном языках - стилистические особенности представления результатов научной деятельности в устной и письменной форме на государственном и иностранном языках	- следовать основным нормам, принятым в научном общении на государственном и иностранном языках	- навыками анализа научных текстов на государственном и иностранном языках - технологиями оценки результатов коллективной деятельности по решению научных и научно-образовательных задач, в том числе ведущейся на иностранном языке
			ДЕ 2	Написание научных статей	- методы и технологии научной коммуникации на государственном и иностранном языках - стилистические особенности представления результатов научной деятельности в устной и письменной форме на государственном и иностранном языках	- следовать основным нормам, принятым в научном общении на государственном и иностранном языках	- различными типами коммуникаций при осуществлении работы в российских и международных коллективах по решению научных и научно-образовательных задач - навыками анализа основных мировоззренческих и методологических проблем, в.т.ч. междисциплинарного характера, возникающих при работе по решению научных и научно-образовательных задач в
Межкультурное взаимодействие	УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	ИД-1 <sub>УК-5</sub> Умеет изучать и анализировать особенности социального взаимодействия с учетом национальных, культурных и религиозных особенностей					

		ИД-2 <sub>УК-5</sub> Имеет представления о правилах, традициях и нормах общения в иноязычных странах, понимает необходимость создания недискриминационной среды профессиональной деятельности ИД-3 <sub>УК-5</sub> Умеет выстраивать социальное и профессиональное взаимодействие с учетом международного законодательства в области здравоохранения и особенностей межкультурного взаимодействия с представителями других этносов и конфессий, различных социальных групп					русских или международных исследовательских коллективах
			ДЕ 3	Научные конференции	- особенности представления результатов научной деятельности в устной и письменной форме при работе в российских и международных исследовательских коллективах	- осуществлять личностный выбор в процессе работы в российских и международных исследовательских коллективах, оценивать последствия принятого решения и нести за него ответственность перед собой, коллегами и обществом - следовать нормам, принятым в научном общении при работе в российских и международных исследовательских коллективах с целью решения научных и научно-образовательных задач	- навыками критической оценки эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках - различными методами, технологиями и типами коммуникаций при осуществлении профессиональной деятельности на государственном и иностранном языках - технологиями планирования деятельности в рамках работы в российских и международных коллективах по решению научных и научно-образовательных задач
Технологии оценивания ЗУН					Тестовый контроль, ситуационные задачи. Экзамен		

## 2. Тестовые задания

Тестовые задания по дисциплине позволяют оценить знания конкретной темы дисциплины. В тестовом задании предлагается выбрать один или несколько правильных ответов. Примеры тестовых заданий:

1. Clinical psychology is a science that studies \_\_\_\_\_.
  1. human behavior, the laws according to which the human psyche arises, develops and functions
  2. **mental phenomena from the point of view of their relationship with diseases**
  3. psychological characteristics of all types of activities related to law
2. The set of the most stable personality traits that manifest themselves in a person's behavior and determine his attitude to the surrounding reality and to himself is called \_\_\_\_\_.
  1. temperament
  2. **character**
  3. type of personality accentuation
3. The ability to empathize, the ability to put oneself in another person's place is called \_\_\_\_\_.
  1. self-reflection
  2. euthanasia
  3. **empathy**
4. Temperament is \_\_\_\_\_.
  1. **a set of innate mental properties**
  2. a combination of stable mental characteristics of a person that determine his behavior when interacting with other people
  3. a form of adaptive behavior to the environment, which is based on innate reflexes
5. If various character traits balance each other, do not lead to internal conflict with oneself, it is \_\_\_\_\_.
  1. a healthy personality
  2. accentuated personality
  3. **a harmonious personality**
6. If individual traits are disproportionately strengthened or weakened, it is \_\_\_\_\_.
  1. a healthy personality
  2. **accentuated personality**
  3. a harmonious personality
7. If the patient is often emotionally distant from others, weakly attached to people, this is \_\_\_\_\_.
  1. **the introverted (schizoid) type**
  2. the demonstrative (hysterical) type
  3. the pedantic, rigid (psychasthenic) type
8. If the patient has certain acting and manipulative qualities, the main thing for him is to be the center of attention, this is \_\_\_\_\_.
  1. the introverted (schizoid) type
  2. **the demonstrative (hysteroïd) type**
  3. the affective-stagnant type
9. If the patient is dominated by a pessimistic, depressed mood, has little contact, is laconic, non-conflict, timid, lacks self-confidence, and often serves as a target for jokes, this is \_\_\_\_\_.
  1. the affective-stagnant type
  2. **the anxious (fearful, astheno-neurotic) type**
  3. the pedantic, rigid (psychasthenic)

10. Physiologic changes in the body with age are called \_\_\_\_\_.  
1. psychological aging  
**2. biological aging**  
3. social aging
11. The perception of the aging process by the individual (himself) is called \_\_\_\_\_.  
**1. psychological aging**  
2. biological ageing  
3. social aging
12. Aggressiveness, explosiveness, suspiciousness, desire to shift blame and responsibility for your own failures to other people are characteristic of \_\_\_\_\_.  
1. defensive relationship  
2. constructive relationship  
**3. hostile relationship**
13. Deterioration of a person's physical or emotional state provoked by a medical specialist is called \_\_\_\_\_.  
**1. iatrogeny**  
2. placebo  
3. aggravation
14. The intentional and purposeful demonstration of signs of a nonexistent disease is called \_\_\_\_\_.  
1. aggravation  
**2. simulation**  
3. dissimulation
15. The intentional intensification and demonstration of signs of an actual disease in the expectation of receiving benefits and advantages is called \_\_\_\_\_.  
**1. aggravation**  
2. simulation  
3. dissimulation
16. Communication between doctors and patients should be based on their \_\_\_\_\_, i.e., racial, national, and religious characteristics.  
1. folk  
**2. ethnic**  
3. cultural
17. Patients belonging to \_\_\_\_\_ will try to build a personal, friendly relationship with the doctor.  
1. individualistic culture  
**2. collectivistic culture**  
3. ethnic culture
18. Lack of faith in recovery and depression are characteristic of \_\_\_\_\_.  
1. sensitive attitude to the disease  
**2. melancholic attitude towards illness**  
3. apathetic attitude towards the disease
19. Demanding special treatment and flaunting one's suffering are characteristic of \_\_\_\_\_.  
1. dysphoric attitude towards the disease  
2. paranoid attitude towards the disease  
**3. egocentric attitude towards illness**

20. The need of a dying person to isolate himself from society and withdraw into himself is called \_\_\_\_\_.

1. physiological death
2. social death
3. brain death

#### 4. Ситуационные задачи

Ситуационная задача – это методический приём, включающий совокупность условий, направленных на решение практически значимой ситуации с целью формирования универсальных компетенций, соответствующих основным видам профессиональной деятельности. Для создания ситуационных задач базовыми источниками являются клинические ситуации, статистические материалы, научные публикации, ресурсы интернета, оперативная информация из СМИ, художественная и публицистическая литература.

При всём многообразии видов ситуационных задач, все они имеют типовую структуру.

Как правило, задача включает в себя:

1. ситуацию – случай, проблема, история из реальной жизни;
2. личностно-значимый познавательный вопрос;
3. информация по данному вопросу, представленная в разнообразном виде (текст, таблица, график, статистические данные);
4. вопросы или задания для работы с задачей.

Источником содержания ситуационных задач, их сюжета, проблемы и фактологической базы являются ситуации, возникающие в процессе будущей профессиональной деятельности.

Ситуационная задача создаёт практическую модель профессиональной деятельности. При этом учебное назначение такой ситуационной задачи может сводиться к закреплению знаний, умений и навыков поведения (принятия решений) обучающихся в данной ситуации. Главный их смысл сводится к обретению способности к оптимальной деятельности. Каждая ситуационная задача должна нести обучающую функцию.

Контроль выполнения задач позволяет оценить сформированность компетенций.

#### Ситуационные задачи.

**Задача 1.** Read the situational task. Tell us what mistakes the doctor made when communicating with children and their parents.

The mother was hospitalized with a disabled child during an exacerbation of an incurable genetic disease, the girl could not move independently, her mother carried her on a gurney.

The doctor told the mother: “Do you come here to spoil our mortality statistics?”

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

#### Ответ:

I believe that when communicating with the mother of a disabled child, the doctor allowed inappropriate behavior for a healthcare professional. She was rude to the mother of a sick child. In my opinion, the mother of the child should contact the chief physician with a complaint about the insulting statements of the doctor to the patient. At the same time, the doctor rudely told the mother that her child could die at any moment, which violated the principle of medical ethics.

**Задача 2.** Read the situational task. Tell us what mistakes the doctor made when communicating with children and their parents.

Mom came to see a neurologist with a ten-year-old child. After the examination, the doctor told my mother: “The intracranial pressure was exceeded twice. But it’s too early to talk about surgery. I’ll

prescribe pills for you.”

**To express your opinion, you can use the following phrases:**

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

In my opinion, when a doctor communicates with the mother of a child, it is unacceptable for a doctor to make a directive decision on all prescriptions and tactics of treatment of a patient. A mother may experience anxiety and fear for her child's health, which is a normal mental reaction. The doctor needs to give the mother a detailed explanation on the issue of the child's condition and further treatment in order to establish a trusting relationship with the child's mother and relieve her anxiety.

**Задача 3.** Read the situational task. Tell us what mistakes the doctor made when communicating with children and their parents.

Mom came to see a neurologist with a hyperactive child about this problem. The doctor made a remark to the child: “Are you spinning like a monkey? Did you run away from the circus?!”

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

I am sure that in this situation, the doctor showed an inability to establish and maintain contacts with people. Comparing a hyperactive child with a monkey can hurt the mother and cause a backlash against the doctor out of a desire to protect her child. Such a statement by a doctor will not help establish a trusting relationship between a doctor and a patient. The doctor violated the principles of medical ethics.

**Задача 4.** Read the situational task. Tell me what mistakes the doctor made when communicating with the patient.

A 60-year-old patient at a therapist's appointment complains of constant headache, shortness of breath, high blood pressure, assumes that hypertension can lead to death, and asks the doctor to give her a referral to the hospital.

The doctor, having measured the blood pressure, tells the patient: “Woman, with such pressure you can be sent into space, and here you are throwing tantrums at me!”

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

It seems to me that in this situation the doctor showed a rude attitude towards the patient. An elderly patient with symptoms of hypertension, experiencing constant headaches and shortness of breath when walking, is afraid of death. If, in the opinion of the doctor, this case is not an indication for



hospitalization, then he should do it in a polite manner. The mistake in communicating with the patient is to use an authoritarian tone.

**Задача 5.** Read the situational task. Tell us what mistakes the doctor made when communicating with an elderly patient.

An elderly man came to the therapist complaining of heart pain, shortness of breath, which are accompanied by fear of death.

After the examination, the doctor tells the patient: “Grandpa, what do you want at your age? You don’t have any diseases except old age.”

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don’t think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

Personally, I believe that when an elderly patient comes to the doctor who is afraid of death due to heart pain, the doctor should not joke about the patient’s health and age. This does not contribute to establishing contact and trusting relationships with the patient. This attitude of the doctor may not be clear to the patient. In addition, the doctor should not use the address “grandfather” in communicating with the patient, it is necessary to address the patient by first name and patronymic. This is an example of a doctor’s erroneous use of verbal means, which can lead to the establishment of a communicative barrier in communicating with the patient.

**Задача 6.** Read the situational task. Determine the stage of a person’s experience of death by their behavior. Tell me how a doctor should behave in a situation with a terminally ill person. What should he tell the patient?

The patient says that he is not sick, that it is the doctors’ mistake. He goes from one doctor to another, from one clinic to another, turns to healers, healers, wasting time that could be used to treat the disease detected during the examination.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don’t think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

A terminally ill person is in the stage of denial. The words: “No, not me!” are the first reaction of a person to the announcement of a fatal diagnosis. He does not believe in doctors, does not believe in real danger, is convinced that a mistake has occurred, and is looking for a way out of the situation. He really wants to live, so he turns to people who practice alternative medicine. Communication between a doctor and a terminal patient is the most difficult type of communication. When dealing with such patients, the doctor should proceed from the principle: “Do no harm!”. The focus should be on the patient, his personality. You can discuss the fear of death with the patient, but the doctor must be able to competently understand the patient’s desires and fears related to death, listen to the patient who needs to share thoughts about death. Omission about the patient’s condition can cause irritation, aggression and fear.

**Задача 7.** Read the situational task. Determine the stage of a person’s experience of death by their behavior. Tell me how a doctor should behave in a situation with a terminally ill person. What should he tell the patient?

The patient shouts at relatives, accusing them of being healthy and enjoying life, unfairly stating that he is dying, which everyone is very happy about.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

#### Ответ:

A terminally ill person is in the protest stage. This stage is characterized by the question: "Why me?". Indignation and anger engulf the patient when answering this question. The patient at this stage vents anger at healthy people, even if they take care of him, looking for the culprit in his condition. A doctor should not condemn a patient for verbal angry reactions. Such a patient needs emotional support, empathy, and friendly contact. You can discuss the fear of death with the patient. The conversation between the doctor and the patient should take place in private. The doctor should give the patient the opportunity to "vent emotions", the role of the doctor is an empathic listener. When communicating with a patient, the doctor should use the method of counter-questioning.

**Задача 8.** Read the situational task. Determine the stage of a person's experience of death by their behavior. Tell me how a doctor should behave in a situation with a terminally ill person. What should he tell the patient?

The patient often goes to church, promising God that he will do charity work, donate all the money to the church if he is cured.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

#### Ответ:

A terminally ill person is in the bargaining stage. The patient enters into negotiations for the extension of his life. Wishing to prolong his life, the patient turns to God, promising to be a humble, obedient person who believes in God. He asks for an extension of life: "Let me live a little longer to raise my grandchildren, finish my business." This phase helps a person come to accept reality. In such a situation, the doctor's contact with the patient should be as close as possible. The doctor should see the patient's face, use pauses in conversation, giving the patient the opportunity to be active. At the time of submitting the information, the doctor takes the patient by the hand or touches the shoulder. Then the affective negativity is divided into two.

**Задача 9.** Read the situational task. Determine the stage of a person's experience of death by their behavior. Tell me how a doctor should behave in a situation with a terminally ill person. What should he tell the patient?

The patient is constantly crying, asking questions about why he was given a fatal diagnosis, what he deserved, what he did wrong.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

A terminally ill person is in the stage of depression. This stage is characterized by the fact that he begins to agree with what is happening to him. He doesn't ask any more questions.: "Why?" He says to himself: "Yes, I'm the one who's going to die." A sense of guilt may appear. The dying person may ask questions and: "What did I do wrong? What have I done to deserve this?" The patient closes himself in, cries at the thought of those whom he will have to leave. During this period, the patient needs special warmth, the doctor should show concern for his condition, mental support. Often silence, presence in the ward, caring, hugging, shaking hands are more important than words. If possible, any desires of the dying person should be fulfilled, directed towards activity, towards life.

**Задача 10.** Read the situational task. Determine the stage of a person's experience of death by their behavior. Tell me how a doctor should behave in a situation with a terminally ill person. What should he tell the patient?

The patient asks to bring his grandchildren to him to say goodbye, asks to arrange a meeting with a notary to put his affairs in order.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

A terminally ill person is in the stage of accepting death. The final stage of a dying person's life, when he has resigned himself and is waiting for his end. He is tired of the disease and just wants to rest and sleep. The doctor must give the patient confidence that he will not be left alone with death. The patient needs to be constantly told that he will not leave him: "I'm with you." A doctor should show empathy. Often silence, presence in the ward, caring, hugging, shaking hands are more important than words.

**Задача 11.** Analyze the situational problem. Tell how a doctor should behave with relatives in this situation. What should he tell them?

Relatives do not want the doctor to tell the truth to the patient about a fatal diagnosis, since they prefer a white lie.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

It seems to me that communication between a doctor and a patient is often complicated by the position of relatives who do not want the dying person to know the disappointing diagnosis, the specifics of the upcoming treatment. The doctor must establish friendly relations with the patient's relatives in order to join forces. At the same time, the doctor must show his relatives from the first minutes of communication that he will primarily serve a patient who is in his right mind, has his rights to life and full information about it. The doctor, based on observations, feels when the patient is ready for a serious conversation.

**Задача 12.** Analyze the situational problem. Tell how a doctor should behave with relatives in this situation. What should he tell them?

Relatives do not want the doctor to tell the truth to the patient about the fatal diagnosis, since

they want to take this mission upon themselves.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

I think that if the relatives do not want the doctor to tell the truth to the patient about the fatal diagnosis, since they want to take on this mission, then the doctor should talk to them. The fact is that the doctor, based on his professional activity and work experience, knows what reaction a terminally ill person may have to a message from relatives about a terrible diagnosis. The patient's reaction can be different: from aggression, rudeness, irritation – to sobbing, nervous breakdowns, depression. Only a doctor can correctly provide information about the diagnosis, explain that this is not a verdict, that it is possible to fight and succeed in treatment.

**Задача 13.** Analyze the situational problem. Tell how a doctor should behave with relatives in this situation. What should he tell them?

Relatives rarely visit the patient in the hospice, do not provide him with support, preferring to distance themselves and unconsciously choosing a strategy of escaping from problems.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

I think that there are some relatives who have the opportunity to place their loved one in a hospice and consider that their mission is over, since there are specially trained medical personnel who should help the patient. In my opinion, only the direct support of the family can save a terminally ill person from depression, thoughts that he is a burden to everyone. The doctor should contact the family and, observing the principles of medical ethics, invite relatives to visit the patient, explain the need for the patient to contact his family members.

**Задача 14.** Analyze the situational problem. Tell how a doctor should behave with relatives in this situation. What should he tell them?

Relatives visit the patient, but after their visit he gets worse every time.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

I believe that communication between a sick person and his family should help the patient recover. But people, even relatives, may not realize that their relative is ill, that it is difficult for him, and transfer their relationships in ordinary life to a situation when a person finds himself in a hospital bed. Conversations of this nature: "How long can you lie here? I have to work, I have no money. Do you think your boss will wait for you to recover? He'll fire you. Who will provide for the children?"

Such or similar reproaches from relatives can lead to unpredictable consequences. I believe that a doctor should stop the negative impact on his patient from relatives, talk to them, explain that their attitude towards a loved one worsens his health condition.

**Задача 15.** Analyze a situational problem. Consider, if the future doctor is going to behave correctly? How would you behave in this situation? What would you say and how?

Male, 25 years old, HIV positive. How will you tell him the diagnosis?

Student's answer: "I would give the diagnosis briefly, clearly without unnecessary details. After receiving the result, the patient perceives information very poorly, so I will schedule another meeting when he calms down a little and will be able to perceive what is happening. At the second meeting, I will explain in a sympathetic tone that this is not the end of the world, that his life depends on regular observation by a doctor and that a normal life is still possible"

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

I think that despite the fact that HIV is not a verdict, it can, of course, worsen the quality of life of a virus carrier to some extent. Sometimes the patient's life depends on how the doctor informs the patient of this information. The doctor should know that people who belong to different types of temperament react ambiguously to negative news. The doctor bears great responsibility for how he will live, what line of behavior a person will choose in this situation. As a doctor, I would not report the results of the analysis, because there are cases in medical practice when test tubes are confused in the laboratory, and AIDS is a serious diagnosis. I would offer to retake the analysis, invite you to the next appointment, prepare yourself, explain how this person will have to live now.

**Задача 16.** Analyze a situational problem. Consider if the future doctor is going to behave correctly? How would you behave in this situation? What would you say and how?

Man, 60 years old, pancreatic cancer, stage IV.

Student's answer: "I would say: "The disease is progressing, medicine is powerless in your case. I would advise you not to hope for a miracle. So, do whatever you wanted to do. Live in peace with your family and enjoy the rest of your life. Everything is in God's hands."

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

I believe that telling a patient so frankly that it's time for him to think about his soul without choosing expressions is just a crime on the part of the attending physician. This is a violation of the principles of medical ethics. In this case, it can be stated that the doctor has a lack of empathy towards a terminally ill person, probably professional burnout. The doctor should provide medical care, and not give advice on how to prepare the patient for retirement.

**Задача 17.** Analyze the situational problem. Tell, if the future doctor is going to behave correctly? How would you behave in this situation? What would you say and how?

There is a conflict between relatives and the dying patient. What are your actions and words?

Student's answer: "If there is a conflict between them, I will advise the relatives: "Calm down and support the patient!" If you don't support the patient psychologically, he may commit a suicide."

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

In my opinion, threatening the patient's relatives that the patient may commit suicide is fundamentally wrong. The doctor should not speculate for the patient and pass on his assumptions to the family. You should not talk to your family imperatively: "Calm down! Support him!" In this situation, the doctor should invite family members, explain the situation, tell them that maintaining the conflict negatively affects the dying patient, does not contribute to the patient's peace of mind. That it's time to forgive and forget past insults, visit the patient, ask for forgiveness.

**Задача 18.** Analyze a situational problem. Tell, if the future doctor is going to behave correctly? How would you behave in this situation? What would you say and how?

There is a conflict between relatives and a dying patient because of a will. What are your actions and words?

Student's answer: "The doctor should turn to the relatives with the words: "No property, no money is worth quarrels between relatives. The most valuable thing in life is the life itself. Soon you will lose a close person; he will never be in your life again. Use the rest time to make the best for him. Forget about all conflicts and support your relative as much as possible."

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**

It seems to me that the future doctor has found the right words for the relatives of the dying patient. He chooses the right words and expressions, urging them to calm down and realize the inevitability of their relative's passing away. A will is the last will of a dying person and it makes no sense to have a conflict at the patient's bedside. This is what this man has decided, his decision should be made. Each of the relatives of a dying person will subsequently also have the right to dispose of their property and financial resources at their discretion. And today, a dying person needs support.

**Задача 19.** Read the situational task. Consider, what mistakes the doctor made? Correct them.

The doctor is having an appointment, but he is somewhere out. Several patients gathered around the office. The doctor returns. Patients are indignant: "Where have you been? The appointment time has already started."

Doctor: "That's none of your business? Why should I report to you where I'm going?"

Tell me how this situation can end when communicating with a feminine type, a masculine type, or an androgynous type.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

**Ответ:**



It seems to me that patients often think that a doctor does not have human needs, that if a patient comes to him, then he should not leave for natural needs or respond to the need to go to the chief physician of a medical institution, etc. The doctor's mistake is that he has no right to react rudely to the remarks of the patients waiting for him, even if his mood was spoiled before that. This situation, when communicating with a doctor with a feminine personality type, can result in an accusatory reaction, and, as a result, a complaint to the chief physician. Therefore, when communicating with this type of personality, the doctor should speak in a friendly tone, establish emotional contact, and calmly respond to the patient's comments. When a doctor communicates with a masculine personality type, the situation may end in an accusatory reaction with a desire for self-defense. The doctor must demonstrate to the patient a willingness to listen to him, use rational reasoning, and not interrupt him. When a doctor communicates with an androgynous personality type, he should remember that androgyny is a significant psychological characteristic of a person, determining his ability to vary behavior depending on the situation; this type of personality is resistant to stress, most likely the patient will not show hostility towards the doctor.

**Задача 20.** Read the situational task. Tell, what mistakes the doctors made and correct them properly.

Since the 19<sup>th</sup> century, there has been a known case when a non-terminally ill patient asked a doctor whether his disease was dangerous and whether there was any hope of recovery.

The doctor, who was impressed by the examination of A.S. Pushkin's wound, answered: "None. We will all die, sir. Pushkin is also dying ...So you and I can die too". And the patient died almost simultaneously with A.S. Pushkin.

To express your opinion, you can use the following phrases:

I feel that ...	Мне кажется, что ...
In my view ...	На мой взгляд, ...
To my mind ... / In my opinion...	По-моему, ...
Personally, I think ...	Лично я считаю ...
I think ... / I don't think ...	Я думаю, ... / Я не думаю ...

#### **Ответ:**

I think the doctor made a mistake. When examining the patient, he could not cope with his emotions, it was difficult for him to accept the near death of the famous poet whom he was helping. Such inattention and receptivity of the patient to the words of the doctor, whom he fully trusted, led to a tragic denouement. It seems to me that a doctor should never forget that a kind word heals, and an evil word cripples and can even kill. As it happened in this situation. The profession of a doctor is associated with high responsibility.

## **4. Критерии оценки**

### **Критерии оценивания тестовых заданий**

Результат оценивается как «зачтено» или «не зачтено», знания по дисциплине засчитываются, если есть положительный ответ на 60% и более тестовых заданий по данной дисциплине.

Положительный ответ на менее чем 60% тестовых заданий свидетельствует о не сформированности компетенций по дисциплине.

Положительный ответ на 60– 69% тестовых заданий свидетельствует о низком уровне сформированности компетенций по дисциплине.

Положительный ответ на 70– 84% тестовых заданий свидетельствует о среднем уровне сформированности компетенций по дисциплине.

Положительный ответ на 85–100% тестовых заданий свидетельствует о высоком уровне сформированности компетенций по дисциплине.

61-69% правильных ответов – удовлетворительно.

70-84% правильных ответов – хорошо.

85% и выше – отлично.

### **Критерии оценивания ситуационных задач**

Ситуационные задачи применяются для текущего контроля знаний обучающихся. Оценка за решение задачи ставится в баллах (от 5 до 10 баллов) в соответствии со следующими критериями.

5 баллов – ответ на вопросы задачи дан правильно. Объяснение хода ее решения подробное, последовательное, грамотное, с теоретическими обоснованиями (привлекаются дополнительные теоретические источники); ответы на дополнительные вопросы верные, четкие. Предлагаются варианты решения задачи

4 баллов – ответ на вопросы задачи дан правильно. Объяснение хода ее решения подробное, последовательное, грамотное, с теоретическими обоснованиями (в основном из лекционного курса); ответы на дополнительные вопросы верные, четкие. Варианты решения задачи не предлагаются или предлагаются по одному алгоритму.

3 баллов - ответ на вопросы задачи дан в основном правильно. Объяснение хода ее решения недостаточно подробное, недостаточно логичное, с некоторыми ошибками в деталях, некоторыми затруднениями в теоретическом обосновании (в том числе из лекционного материала); ответы на дополнительные вопросы верные, но недостаточно четкие.