

**Assessment tools for conducting attestation
in discipline «Psychology»
for students of 2025 year of admission under the educational programme
33.05.01 Pharmacy,
direction (profile) specialist,
form of study full time
for the 2025-2026 academic year**

1. Assessment tools for conducting current attestation in discipline/practice

The current attestation includes the following types of tasks: testing, solving situational problems, interview on control questions.

1.1. Examples of test tasks

Verifiable indicators of achievement of competencies: UC-3.1.1., UC-3.2.1., UC-3.3.1., UC-6.1.1., UC-6.2.1., UC-6.3.1.

1. FUNCTIONALISM, ASSOCIATED WITH WILLIAM JAMES, IS PARTICULARLY INTERESTED IN

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|-----------------------------------|-----------------------------|
| a. introspection | c. how the mind works |
| b. the structure of consciousness | d. developmental psychology |

2. THE PRINCIPAL ASSUMPTION OF PSYCHOANALYSIS IS THAT

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|--|---|
| a. habits determine behavior | c. human beings have an unconscious mental life |
| b. human beings do not have an unconscious mental life | d. all motives are inborn |

3. THE PRIMARY SUBJECT MATTER OF PSYCHOLOGY IS

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|--|-------------------------|
| a. the philosophical concept of the psyche | c. the conscious mind |
| b. the behavior of organisms | d. the unconscious mind |

4. WHICH ONE OF THE FOLLOWING IS CORRECTLY ASSOCIATED WITH THE GERMAN WORD GESTALT?

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|--------------------|-----------------------------|
| a. Neuron | c. Physiological psychology |
| b. Organized whole | d. Repression |

5. THE SIZE OF THE RIGHT FOOT CAN USUALLY BE USED TO PREDICT THE SIZE OF THE LEFT FOOT. THIS IS AN EXAMPLE OF A

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|-------------------------|-------------------------|
| a. zero correlation | c. positive correlation |
| b. negative correlation | d. lack of covariance |

6. WHAT SCHOOL OF PSYCHOLOGY INDICATES THAT IT IS IMPORTANT TO STUDY BEHAVIOR ITSELF, NOT THE MIND OR CONSCIOUSNESS?

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|------------------|-------------------|
| a. Behaviorism | c. Psychoanalysis |
| b. Structuralism | d. Functionalism |

7. WHAT CHARACTERIZES A SCHOOL OF PSYCHOLOGY?

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|------------------------------------|--|
| a. Its physiological research | c. Its orientation toward psychoanalysis |
| b. Its stand on Gestalt psychology | d. Its viewpoint and assumptions |

8. PSYCHOTHERAPY IS A WORK ACTIVITY ASSOCIATED WITH WHAT FIELD OF PSYCHOLOGY?

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|-----------------------------|-----------------------------|
| a. Experimental psychology | c. Clinical psychology |
| b. Developmental psychology | d. Physiological psychology |

9. A POPULATION IS

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|------------------------|-------------------------|
| a. a very large sample | c. a subset of a sample |
| b. defined by its bias | d. a well-defined group |

10. THE VARIABLE THAT IS ASSIGNED TO THE SUBJECTS BY THE EXPERIMENTER IS CALLED

- a. the dependent variable c. the organismic variable
- b. the independent variable d. the congruent variable

1.2. Examples of situational problems

Verifiable indicators of achievement of competencies: UC-3.1.1., UC-3.2.1., UC-3.3.1., UC-6.1.1., UC-6.2.1., UC-6.3.1.

Case 1. In the oncologist's office, during a routine medical examination, the following dialogue took place between patient A. and the doctor:

- How old are you?
- Fifty.
- Do you have any tumors?
- I don't think so.
- That's strange! At your age, something could already be there.

Analyze the situation. How ethical are the actions of the doctor? What consequences can such communication between the doctor and the patient lead to? How should you have communicated with the patient in this case?

Case 2. At the appointment, the young woman was embarrassed to tell the male doctor about regular constipation or the absence of a bowel movement for several days. As a result, instead of outpatient treatment, she ended up on the surgeon's table.

Analyze the situation. What possible mistakes did the male doctor make?

1.3. Examples of control questions

Verifiable indicators of achievement of competencies: UC-3.1.1., UC-3.2.1., UC-3.3.1., UC-6.1.1., UC-6.2.1., UC-6.3.1.

1. What are the differences between a psychologist and a shaman, fortune-teller?
2. Why are there so many fields of psychology?
3. What are the advantages and disadvantages of psychoanalysis (depth psychology)?
4. List the main advantages and disadvantages of behaviorism.
5. List the main advantages and disadvantages of gestalt psychology.
6. What are the advantages and disadvantages of humanistic psychology?
7. What are the differences between experiment and observation?
8. Describe the main kinds of observation such as casual and scientific observation, natural observation, subjective and objective observation, direct and indirect observation, participant and non-participant observation, controlled and non-controlled observation.
9. Describe the main stages in the history of psychology.
10. How many senses do humans have? What are they? Describe each of them.
11. What is the role of cognitive sphere in our life?
12. What are the differences between sensation and perception?
13. What are the differences between an illusion, delusion and hallucination?
14. Give the examples of figure-ground perception and depth perception.
15. How do you think what is the link between perception and gestalt psychology?
16. What would be our life without memory and thinking?

17. What are the differences between short-term and long-term kinds of memory? Give the examples of them.
18. What kinds of intelligence do you know? What is the emotional intellect?
19. What would be our life without attention?

2. Assessment tools for conducting intermediate attestation in a discipline/practice

The full fund of assessment tools for discipline / practice is available in the EIES of VolgSMU at the link (s):

<https://elearning.volgmed.ru/course/view.php?id=6519>

Certification in the discipline is carried out in the form of a credit.

Certification in the discipline includes the following types of tasks: interview on control questions.

List of control questions for the interview

№	Control questions for the certification	Verifiable indicators of achievement of competencies
1.	Psychology as a Science. The notion of the soul, psyche and psychic activity	UC-6.1.1.
2.	Research methods in psychology	UC-6.1.1.
3.	Basic branches of psychology and fields of psychology. Outstanding Russian psychologists and their approaches (activity approach): Lev Vygotsky, Ivan Pavlov, Aleksei N. Leontiev, Bluma Zeigarnik, Boris Teplov, Igor Kon, Vladimir Bekhterev, D.B. El'konin, S.L.Rubinstein and e.t.	UC-6.1.1.
4.	History of psychology. Classical schools of psychology. General information about behaviorism, its therapy. General information about psychoanalysis, its therapy. General information about gestalt psychology, its therapy. General information about humanistic psychology, its therapy. General information about Social cognitive theory, its therapy.	UC-6.1.1.
5.	Sensations, their types, general regularities. Pain, its psychological characteristics.	UC-6.2.1., UC-6.3.1.
6.	Perception and its psychological properties.	UC-6.2.1., UC-6.3.1.
7.	Imagination and its psychological characteristics.	UC-6.2.1., UC-6.3.1.
8.	Memory, its definition and types. Characteristics and nature of memory.	UC-6.2.1., UC-6.3.1.
9.	Attention, its nature and types.	UC-6.2.1., UC-6.3.1.
10.	General characteristics of thinking, concept, judgment, their definition and examples. Classification of the types of thinking.	UC-6.2.1., UC-6.3.1.
11.	Intellect, its preconditions.	UC-6.2.1., UC-6.3.1.

№	Control questions for the certification	Verifiable indicators of achievement of competencies
12.	Will as a Psychological Phenomenon. The scheme of the stages of a volitional action. Give an example. Characteristics of the volitional process.	UC-6.2.1., UC-6.3.1.
13.	General information on the concept of motivation. A motive and motivation. Motivation: biological and general drives. Types of motivation.	UC-6.2.1., UC-6.3.1.
14.	Activity: basic characteristics. Kinds of human activity. Differences between human activity and an animal activity.	UC-6.2.1., UC-6.3.1.
15.	Notion of the emotions. The main functions and characteristics of emotions. Kinds of emotions. Theories of emotions: The Charles Darwin theory, The James-Lange theory, The Cannon-Bard theory and so on.	UC-6.1.1., UC-6.2.1., UC-6.3.1.
16.	Notion of temperament and its types. Hippocrates, Halen, I.P.Pavlov,	UC-6.2.1., UC-6.3.1.
17.	Notion and types of character. William H.Sheldon, Carl Jung. Accentuation of character, its psychological characteristics.	UC-6.2.1., UC-6.3.1.
18.	Abilities, their psychological characteristics.	UC-6.2.1., UC-6.3.1.
19.	Self-consciousness and its structure. Mechanisms of psychological defense.	UC-6.1.1., UC-6.2.1., UC-6.3.1.
20.	Notion of personality. Theories of Personality (Raymond B.Cattell, psychoanalytic theories, learning theories, humanistic and cognitive theories).	UC-6.2.1., UC-6.3.1.
21.	General information about developmental psychology.	UC-6.2.1., UC-6.3.1.
22.	Infancy and childhood: newborns and their capacities, perceptual development; childhood (the development of language, cognitive and emotional development, social development).	UC-6.2.1., UC-6.3.1.
23.	Adolescence: cognitive, moral, social, personality developments, physical changes.	UC-6.2.1., UC-6.3.1.
24.	Adulthood: physical, cognitive, social, personal changes in early, middle, late adulthood.	UC-6.2.1., UC-6.3.1.
25.	Old age: attitudes toward aging, changes in social environment, changes in mental functioning, senile Dementia, adjusting to death, hospices.	UC-6.2.1., UC-6.3.1.
26.	Notion of social psychology. Individual Interaction: a) Interpersonal attraction. b) Social perception. c) Schema. d) Stereotypes	UC-3.1.1., UC-3.2.1., UC-3.3.1.
27.	General information about group in social psychology, its types.	UC-3.1.1., UC-3.2.1., UC-3.3.1.
28.	Group Interaction: a) Group behavior (interdependence, communication, shared aims,	UC-3.1.1., UC-3.2.1., UC-3.3.1.

№	Control questions for the certification	Verifiable indicators of achievement of competencies
	norms, ideology, commitment). b) Interactions within groups (conformity and autonomy)	
29.	Mechanisms of changing attitude - compliance, identification, internalization. Cognitive dissonance.	UC-3.1.1., UC-3.2.1., UC-3.3.1.
30.	General information about pedagogy.	UC-6.2.1., UC-6.3.1.
31.	Individual styles of learning and thinking. Gender and Cultural differences in the classroom.	UC-6.2.1., UC-6.3.1.
32.	Motivation in learning.	UC-6.2.1., UC-6.3.1.
33.	History of doctor-patient relationship. Models of doctor-patient relationship.	UC-6.2.1., UC-6.3.1.
34.	Psychological types of doctors. Basic charters and skills of physician. Communication of doctors.	UC-6.2.1., UC-6.3.1.
35.	Self-education: general characteristic. Famous self-educated persons. Self-education in student's life. Importance of self-education in profession of doctor.	UC-6.2.1., UC-6.3.1.

Considered at the meeting of the department of general and clinical psychology
protocol of "30" may 2025, protocol No 10

Head of the Department



Volchansky M.E.