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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY
Head of the Department
of General Psychology
_____ / Kadyrov R.V./
"11th" of April 2025

COLLECTION OF ASSESSMENT TOOLS
Б1.В.01 Psychology of communication in professional activity
of the basic educational program
of Higher Education

Specialty	**31.05.01 General Medicine for international students (in English)** (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system)
Mode of study	**Full-time**
Period of mastering the BEP	**6 years** (nominal length of study)
Department	of General Psychology

Vladivostok, 2025

1. INTRODUCTION

1.1. Collection of Assessment Tools is a document that regulates the format, content, and types of assessment tools for continuous assessment, interim examination and final (state final) examination, and graded criteria for each type of assessment tools.

1.2. Assessment tools allows to evaluate the development of universal, general professional, and professional competencies (UCs, GPCs and PCs respectively) outlined in Federal State Educational Standard of Higher Education and defined in the basic educational program of higher education for the specialty 31.05.01 General Medicine for international students (in English), profile 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system).

(BEP HE for the 31.05.01 General Medicine for international students (in English) specialty, section 3 Learning Outcomes Requirements of the Basic Educational Program of Higher Education)

2. DOCUMENT BODY

2.1. Types of Assessment, Formats of Assessment Tools

No.	Types of assessment	Assessment Tools Format
1	**Continuous assessment**	**Interview questions**
		Blitz-questions
		Team-building exercises
		Topics for a report
		Tests
2	**Interim assessment**	**Interview questions**
		Mini-case studies

3. The contents of assessment tools for continuous and interim examination are prepared by the teacher of the course

Individual interview questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine for international students (in English)
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other

		studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
		Questions for individual interview -1 **on the topic: "Establishing contact, the ability to convey information. Non-verbal contact"** 1. Developing effective interpersonal communication. 2. The ability to listen as a condition for effective communication. 3. Psychological features of forming a first impression. 4. Psychological features of non-verbal communication among representatives of different nationalities **Questions for individual interview -2** **on the topic: "Cooperation and collaboration. Team-building session «Future: building the desired future»"** 1. Communication as a process of exchanging information. 2. Interpersonal understanding. 3. Psychological features of interpersonal relationships. 4. Speech in interpersonal communication. **Questions for individual interview -3** **on the topic: "Teamwork"** 1. Feedback in interpersonal communication. 2. The ability to listen as an important condition for productive communication. 3. Psychological techniques for achieving the location of the interlocutor. 4. The relationship between language, speech and communication. **Questions for individual interview -4** **on the topic: "Team interaction in a stressful situation. Final class session".** 1. Psychological features of the formation of competence in communication. 2. Communication as a condition for personality development. 3. Features of conflict communication.

Assessment criteria

"Very good" (1 point) is given if the student answered at least two of the questions during the interview. The student's answers were logical, they were able to freely provide arguments and draw conclusions based not on the question asked, but on all the studied material of this topic.

"Good" (0.75 points) is given if the student answered at least one of the questions during the interview. The student's answers were logical, they were able to freely provide arguments and draw conclusions, in most cases based on all the studied material of this topic.

"Satisfactory" (0.6 points) is given if the student answers at least one of the questions. The student's answers were logical, but the arguments provided were insufficient; the answers were linked to the notes on the topic, but the student drew conclusions based only on the question asked, without considering all the material studied on this topic. Answers to questions were given after prompts from the teacher.

"Unsatisfactory" (0 points) is given if the student was not able to give an answer even with additional guiding questions.

Blitz-questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine for international students (in English)
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C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
I		**ANSWER THE QUESTIONS** **Blitz-questions 1** on the topic: "The ability to listen and hear" 1. Concept of communication. 2. Functions of communication. 3. Types of communication. 4. Objectives and means of communication 5. Open and closed communication 6. Perception 7. Stereotyping 8. Empathy 9. Feedback 10. Feedback rules 11. Stages of the communication procedure 12. Communication channels **Blitz-questions 2** on the topic: "Cooperation and collaboration. Team-building exercise «Present. State and interstate relations»". 1. Manipulative communication 2. Imperative type of communication. 3. "Contact of masks" 4. Dialogical humanistic communication 5. Primitive communication 6. Formal-role communication 7. Business communication 8. Social communication. **Blitz-questions 3** on the topic: "Teamwork".

		1. List the most important factors of group cohesion, in your opinion. Explain why cohesion is one of the most essential features of a team. 2. Describe the components of psychological compatibility of team members. 3. Explain the reasons why not every cohesive group is a team. 4. Give your own examples of the phenomenon of group unanimity. How can it be explained? 5. What are the external symptoms of conformism of group members? 6. Can risky team decisions be considered a consequence of group unanimity? 7. **Blitz-questions 4** on the topic: "Team interaction in a stressful situation. Final class session". 1. Explain the concept of "stress" and its types. 2. What is human performance? 3. Explain the phases of stress development. 4. Describe the main stressors in management activities. Give examples. 5. Name the signs of a nervous breakdown. 6. What is stress resistance? 7. Active and passive ways to counteract stress. Give examples. 8. What is recommended to do in a stressful situation? Is it possible to control it. Justify your answer.

Assessment criteria

"Very good" (1 point) is given if the student answered at least two of the questions during the interview. The student's answers were logical, they were able to freely provide arguments and draw conclusions based not on the question asked, but on all the studied material of this topic.

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Team-building exercises

	Code	**Competence description / name of labor function / name of work activity / text**
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C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to

		improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
I		**CONDUCT THE EXERCISE** **Training exercise-1** **Topic (problem): "Development of a civilization"** **Exercise concept** General meeting in the auditorium (hall). All participants sit in a circle. Trainers and participants greet each other. Sharing according to the algorithm of previous days is conducted. Then the game begins. If necessary, splitting into small groups (8 people) occurs randomly. **Leading trainer: -** *We will have to live together for the next three days. During these days, we will recall the history of the development of civilization: we will visit the past, present and future - a primitive tribe, various states and, finally, in the conditions of a new world community, we will go to explore another planet. All these three days we will communicate and learn to communicate, understand ourselves and others. We will get to know each other better, unite and become friends, become a real big team. But first, we will have to create 3-5 groups, which people will enter randomly. To do this, count off into 1 - 5* (or 1 - 3 depending on the total number in accordance with how many small groups there will be). Participants are divided into small groups by numbers and go to their corners of the room. In small groups, they recall the rules of work during the team-building exercises, share their expectations and concerns. 30 minutes to work. Then a 5-minute break is announced, after which everyone gathers in the common room. A brief summary of the rules of group interaction: - I-statement: report on your own feelings and observations, and do not discuss others; - here and now: report only on what concerns the training process, without going into personal experience, - activity and openness: the more actively you behave and openly present, and do not sit back as an observer, the more you get; - experimentation: let yourself go, try new, different forms of behavior; - confidentiality: do not tell anyone outside the circle about the behavior of other participants, you can only share your own experiences; - organization and punctuality: adhere to the proposed timeline, be present all three days. During the break, all trainers change into the clothes of people of the primitive system (you can create an imitation of clothes with separate elements of clothing, having thought about it in advance and using the capabilities of the group) and in this form all together enter the common room. The best option is for everyone to walk in a circle in front of the training participants, dancing and demonstrating themselves. Having reached the middle of the circle, everyone takes turns calling their primitive name. **PAST. TRIBE: PRE-SPEECH LEVEL** **Leading trainer: -** *Yes, there were times when people were closer to nature, to natural laws. They lived in tribes, dressed in what they could get on a hunt or find in the forest, and did not yet have articulate speech...*

ATTRIBUTES OF THE TRIBE

- So, your group is a tribe. You have to come up with a name for your tribe (in sounds), a cry, choose a totem, a leader and a shaman, learn a ritual dance, dress up in the clothes that your tribe wears.

Working conditions: you will do all this in your corner of the room for 40 minutes. After 40 minutes, you will return here to the hall.

You will work on the principle of brainstorming. To do this, you first need to collect all the ideas. It is important to accept any suggestions, no matter how ridiculous or even absurd they may seem. Do not evaluate or organize the thoughts that arise, just let someone write down everything that comes to mind. Only when the bank of ideas is ready, analyze it, select what suits you best.

And, finally, you will implement your plan: make everything that will be needed for the costumes, prepare for the presentation of your tribe, leader and shaman.

The procedure is used to warm up, activate creative thinking in a group solution to a given problem, and master the skills of working in a team using the brainstorming method.

The trainer's task: ensure that the conditions of the brainstorming are observed, observe which of the group members to what extent participates in the discussion and implementation of the plan.

After the time has elapsed, the small groups gather in a large hall and present their tribe to others. The presentation is opened by the group located to the left of the entrance to the door.

History of the tribe

Leading trainer*: - Now your task is to draw the history of your tribe, because you do not yet have articulate speech. You will do this on the territory of your tribe on large sheets of paper. You can use as much paper as you think necessary, but it will be a single canvas...*

Everyone will take a brush and draw. Try to express your version of the story in the drawing, but at the same time be able to relate to the versions of your fellow tribesmen. You can use any non-verbal communication procedures, express your emotions.

You cannot agree with words.

Time for drawing - 30 minutes.

After that, you come to the common room and introduce everyone to the history of your tribe.

The procedure is aimed at group interaction, in which participants look for their place in the group process, preserving and expressing their own ideas.

Trainer's task: To facilitate compliance with the drawing conditions, to observe the activity of the participants.

An exhibition of tribal drawings is held in the common room. All participants silently examine them.

After this, everyone returns to small groups for sharing.

Questions for structured sharing:

- Are you satisfied with your presentation and your drawing of the tribe's history?

- What feelings did you experience while working?

- Were you able to work without evaluating other people's proposals, as was set by the conditions of the brainstorming session?

- Are you able to express your emotions without words and negotiate with others without words?

- What caused the degree of your own activity, what did you feel, what did

		you think (for those who were active, and first of all for those who either did not participate in the work, or this participation was limited)? **MY TRIBAL NAME** The procedure is carried out in small groups after the completion of sharing.. **Trainer's instructions:** - *Every person has a name. It is their business card, a way of separating themselves from others, a means of social communication. It is also a mantra, a channel of sound communication with the world, a tuning procedure.* *You are now going to imagine your name in an image: you need to draw your name in paints with symbols, signs. To do this, firstly, imagine what you are going to draw, secondly, think about which sheet sequence is more suitable for this drawing, thirdly, make the drawing on several sheets, or if you cannot make it a sequence now, first draw it and then divide it into different components. The sheet sequence can be any you'd like - circles, squares, rhombuses, or just polygons ... You can draw and you can cut, expressing the essence of your name in this way. Listen to yourself, your inner voice. Express it in paints and symbols, do everything in silence, this way you can more clearly realize your true desire.* **The procedure promotes** the development of creative imagination, synesthesia. The completed drawings will then serve as material for exchange between the group members. Drawing time - 10 minutes. At the end of the time, the trainer suggests laying out the drawings in a circle in front of them. The group members are asked to walk around and look at the drawings. (Another 10 minutes or so). **Part Two of the Form. Trainer's Instructions***:* - *You saw how your fellow tribesmen presented their names. And surely, when you looked at the drawings, you experienced different feelings: you liked something more, something less, and maybe you wanted to get something for yourself. Now you have such an opportunity. You are about to exchange. You can give away parts of your drawing, but give away only what you are ready to give away. You can ask others for what you liked. Use all possible methods of communication for this - facial expressions, gestures, any sounds. Everything except words! And be aware of your desires, your feelings, sensations, ways of behavior.* **The procedure serves as a model** of the main life processes of interaction between an individual and the world: I take - I give. It promotes the stimulation of expressiveness, the actualization of non-verbal methods of interaction. The time for exchange is about 15 minutes. After the time has elapsed, sharing. **Questions for structured sharing:** *- How varied was your non-verbal communication?* *- Did you really give only what you were ready to give, or did you make concessions?* *- Could you give away a drawing just like that and could you accept a drawing just like that? Or did the rule "you give to me - I give to you" work?* (The duration of sharing is about 50 minutes.). Lunch and rest 50 minutes. After lunch, everyone gathers in the common room. Small groups take their places. But now the group that is second to the left from the door will open the general presentations. That is, the group that opened the presentation will be the last to speak. **SPEECH MASTERY** The procedure is carried out in the common room. The leader asks

		everyone to spread out across the entire area of the room. Everyone stands so as to be autonomous from each other - not touching, not gathering in groups. Everyone closes their eyes. The procedure not only serves as a warm-up after the break, but also helps to expand the repertoire of non-verbal forms of communication, helps to reduce the level of overcontrol, and form a single information-energy space for the group. **Lead trainer**: - *Some people believe that the word was the first, and that word was God. Some are convinced that it all began with the explosion of a star. According to others, it all began with rhythm. But one way or another, people touched one of the fundamental principles - they acquired the gift of speech. And what humanity went through in its development for millions of years, a small person now goes through in just a few years, or even months...* *You have all, of course, seen small children, played with them, watched them. You remember how they walk. With what pleasure they make different sounds, blow bubbles. They listen to themselves, and sound, sound, sound, sometimes, it seems, they are addressing some interlocutor... They are mastering speech.* *You are now going to remember the process of mastering speech. You are going to let yourself go, let the sounds live in you, pour out through you...* *First, allow yourself to simply sound the way you want. Then experiment: try different tonalities and notice what emotions it evokes in you: it can be a thick, sonorous sound, ringing, or thin, it can be a quiet sound - or loud, calm or sharp - whatever. Let it be a free flow of sounds pouring out of you. Try, sound, enjoy the sound...* *So, everyone closed their eyes and began to make sound...* This lasts about 3 - 4 minutes. It is better to help the trainers: stand in the hall or walk around the hall, and perform the task themselves, sound, thereby raising the activity of the participants. *- Now add a conversational tone to your voice, as if you were talking to someone. Add emotion. You are speaking in a language known only to you.* This procedure lasts about 3-4 minutes. After which the presenter suggests that instead of an imaginary interlocutor, continue the conversation with a real interlocutor, the one who is nearby. *- And you are already convinced that there is someone nearby, that he is also ready to communicate. With your eyes closed, turn to your neighbor, communicate with him using sounds... Using sounds, you can tell him anything, on any topic...* The procedure also lasts 3-4 minutes. *- And when you already know that there are many interlocutors around, form a choir with them. Make sound all at once together, so that your voice is distinguishable, and so that you are part of a single large choir, or part of the voice of all those present.* The duration of the form is the same as the previous ones. After which the Lead trainer encourages the participants, for example, says what a harmonious choir turned out, or how much strength, energy, activity in these voices. Everything is situational. **This is a gentle cathartic procedure**, a reaction leading to the creation of a common information-energy space. And the lower the level of supercontrol, the higher the effect. The trainer asks you to form groups of three with nearby participants and share your experience with them. Suggested questions: *- Were you able to let yourself go or not?* *- What is your current state?* *- What were the most striking moments?*

		Upon completion of the procedure, the trainers-coordinators ask the shamans to leave the common space and suggest that they settle down, for example, closer to the door. The tribes are arranged in groups in a circle throughout the entire area of the hall. **MISSING** **Lead trainer:** *- People in tribes have always lived by hunting and gathering edible plants. But before going on a very dangerous activity - hunting, in order to achieve a result, so that all the hunters remain safe and sound, special ritual actions were performed: dances, worship, offering gifts to the gods.* *And you need to go hunting, get your own food. But here's the problem, the shaman has disappeared. Either he was carried away by wild monkeys, or someone else. The shaman is gone.* *And the tribe cannot live without a shaman. You need to find and rescue him. But in order to rescue the shaman, you will have to overcome a lot of obstacles along the way.* *So, now one tribe that is going in search of its shaman will go out the door. Remember that time is precious, you need to rescue the shaman as soon as possible. Secondly, the obstacles must be overcome by the whole tribe, if someone gets stuck, falls behind - he can die on the way. That is, it is important for you to help each other in order to save all your fellow tribesmen. Thirdly, you cannot use force.* After listening to the instructions, one tribe leaves the room and prepares to set off on a journey to find the shaman. Instructions from the lead trainer for the other tribes that will be doing the obstacles. *- You will now have to make obstacles. They can be different: a turbulent river, loose rocks, an impassable forest, a swamp - anything that makes the path difficult. Each obstacle is a single whole.* *And you can only make them from your bodies.* *First, you collect all the ideas together with the leader, and then choose two of them and implement them. Make the obstacles serious enough, but remember: when other tribes pass them, you cannot use force. You have 3 - 4 minutes to prepare.* Instructions for the members of this tribe who will be going through the obstacles: *- So, you need to overcome these obstacles to free your shaman. You will pass them one by one, in a chain. You will take the second obstacle only when you are sure that all members of the tribe have passed the first. And so on.* The obstacles are passed clockwise from tribe to tribe. When the first tribe has overcome everything that has been prepared for it, a shaman joins it, and now one participates in creating obstacles, positioned to the right of the entrance. When the first circle is over, the tribe that was positioned to the left of the entrance will leave the hall, and the tribe that was initially second will move to its place. The work is repeated again until the tribes have passed the obstacles. To save time, you can suggest that the tribe that was standing to the left of the door leave the hall when it has completed its obstacle function, without waiting for the completion of the full circle for those who are passing the obstacles. And the other tribes, having completed the work with one tribe, prepare obstacles for another. **The procedure** promotes group cohesion, development of creativity, and is a good motor venting. At the end of the form, a short structured sharing in tribes. **Questions for sharing:**

Did the tribe act in a coordinated manner?

- When they passed obstacles, what emotions did they experience?

- Did they provide each other with support when passing obstacles, if necessary?

- How inventive were they when creating obstacles?

At the end of the sharing, the trainer announces that two brides (any who wish) must be chosen from among the tribe members, dressed accordingly, and a dowry must be prepared. The dowry can be drawn or presented in some other way. At the appointed time, all the tribes gather in the common room. Again, all the tribes are arranged clockwise, but this time each tribe sits in a circle.

WEDDING

Lead trainer:

- Time passes. And, of course, you have long ago discovered in your tribes that there are other tribes, that they have many beautiful young men and women. And where there are young people, there are intertribal marriages, and the blood is renewed.

So, in each tribe there are already brides, and now you need to choose two grooms. But what is a groom without matchmakers? Of course, with each groom a matchmaker (two matchmakers are possible) will go to the neighboring tribe. The matchmakers' task is to help the groom, to present him in the best possible light. Everyone can try themselves in these roles, including the leader, but not the shaman - the shaman does not leave the tribe.

So, in each tribe there are two brides, two grooms, matchmakers. The groom looks for a wife and brings her to the tribe. Moreover, the groom and matchmakers actively use facial expressions, gestures, pantomime, various sounds, "gibberish speech" to communicate: it turns out that in the neighboring tribe they speak a different language, so persuade the bride... The bride looks at the groom, she may agree to the marriage, or she may not... Your grooms will go to two different tribes. 5 - 7 minutes to prepare. (Distribute roles, dress up).

In addition, each trainer quietly informs his tribe that an impostor (one of the tribe) can still go to any neighboring tribe - again in order to abduct a bride for himself. But he does this himself, choosing the methods and the moment to achieve his goal.

- So, at the same time from each tribe to the neighboring one (clockwise) one groom with matchmakers is sent. At the same time, the tribe receives a groom from another tribe. When the first groom returns to his tribe, the second groom is sent to search, but not to the first tribe located close to you, but through one - all in the same direction to the right.

The trainers' task is to help the grooms correctly orient themselves to which tribe they are going.

This procedure is essentially a role-playing game in which you can try yourself in a new social role. The result is a change in the participants of the small group, which leads to a new round of the group process.

Upon completion of the form, the tribes remain in their places in an updated composition - with those who came, and without those who were taken.

(Upon completion of the active phase of work, the trainer instructs the shaman to prepare for a demonstration of some shamanic skill or ritual. For this, the shaman can use the time while others take off their makeup and tidy up the space).

SHAMAN'S MASTERY

Lead trainer:

- There are shamans in your tribes. At all times there are legends about

shamanic rituals, people puzzle over how the miracles that they manage are possible.

So, now we will see shamanic mysteries. But the shamans will demonstrate their skills for a reason. Each of them will choose a student. Each of you can offer yourself as a student, if you want. But it is up to the shaman who and from which tribe he will choose. He can also choose those who do not show visible activity. The shaman can call the student themselves

The procedure promotes the development of creative thinking of shamans, creative self-expression. As a result of its implementation, the composition of the groups changes even more.

So, shamans in turn, in the established order, demonstrate their skills and choose students for themselves, whom they take into their tribes.

This is where the first day ends. Sharing, collecting emotional impressions. Designing an information sheet.

Training exercise-2

Topic: "Present. State and interstate relations"

Exercise concept

Duration of work - 1 hour.

The first thing that trainers should pay attention to is the composition of the group. Are those who joined the group yesterday present (brides, stolen, shaman's students), and are those who were taken away absent...

There has been a change in the composition of the group, it is important that all members of the group accept these changes.

The trainer's task is to promote awareness of all the strong emotions experienced yesterday and arising today, and what or who causes them.

It is important that all conflicts, misunderstandings, or, conversely, gratitude, appreciation find their expression in verbal form.

If necessary, the trainer helps to address all statements directly to the group members.

For example, during sharing, such questions may be asked:

- How did you feel yesterday evening, after the training, can you imagine your state in an image?

- What is your state now, what do you experience, finding yourself in a new group (including in relation to specific members of the group)?

- What feelings do you experience, finding yourself in a new group. What or who evokes certain feelings in you?

- Are you able to accept changes and new people?

At the end of the sharing, the leader gives general instructions for the group to work on.

Lead trainer:

- Time flies, you have reached a new phase of political and socio-economic development. Once disparate tribes are becoming states with all their inherent attributes. This is what is characteristic of the present time.

ACQUISITION OF STATEHOOD

- You will have to come up with the name of your country, coat of arms, flag and draw or make them, decide what socio-political system the country has, the procedure of government, in what form you are ready to cooperate with other states. And also think about what resources your state is rich in and what currency you have in circulation.

And to make all this easy to understand, you will draw a map of your state. You will work again on the principle of brainstorming.

In 30 minutes, you will present all this at the assembly of states of planet Earth. Of course, you can again use not only paints and brushes, but also costumes to present your state as brightly and spectacularly as possible. The

presentation time is no more than 5 minutes.

During the allotted time in their work rooms, the participants of the training in the form of a brainstorming session first come up with state symbols, and then, having settled on a certain legend, prepare for the presentation of the state and draw a map.

This procedure duplicates the one that was on the first day.

It is used as an opportunity to expand the experience of completing a task by a team, as another chance to try to express yourselves differently and use a wider range of behavior options when interacting with others.

It is important for the trainer to observe how the discussion and preparation for the presentation is going this time, what has appeared new in the behavior of the group participants.

In the common room, all participants (except for one state) sit on chairs opposite the door through which the speakers will enter.

One after another, all states make their presentation.

At the end of the form, structured sharing in small groups. (20 minutes).

Questions for structured sharing:

- How the discussion and preparation for the presentation differed from what happened yesterday?

- Which principles of brainstorming have you really learned to follow?

- How did you feel during the group work?

After the sharing is completed, the trainer suggests preparing for trading with other countries. To do this, you need to draw 120 monetary units of your country on different sheets of paper. Choose three resources or goods that you are ready to sell to neighboring countries, write their names on separate sheets of paper, quantity and cost. Choose a representative of the country who will take part in the auction (the Minister of Economy or another person), as well as a person who will act as a liaison with the country (phone). This takes about 7 - 10 minutes. Then everyone gathers in the common room.

TRADING

Lead trainer:

- When you represented your countries, many said that you are ready for economic cooperation with neighboring countries. This is what we have to do. Now there will be an auction. Who has seen how auctions are held and is ready to conduct one themselves?

(A person is selected for this role).

- So, now you will all sit down in your states opposite the auction venue. Everyone will keep quiet and maintain order. Otherwise, the auction is impossible. The direct participants of the auction will sit in the front line in front of their states. Behind them will stand the people performing the communication function (phones). Before the auction starts, the participants must submit their states' applications to the auction leader.

Auction participants, remember that you must buy what your state does not have and what will be useful for the population. You can sell what you have in excess, but in such a way as not to undermine your resources.

The total amount of money reserves in your country is 120 units. You can spend one hundred units on purchasing goods. In order to make the right decision, you can consult with the people in your state. To do this, call, that is, send a phone to your state, which will whisper to discuss the problem in the state, consult and deliver information to you. You need to act quickly and decisively.

After the necessary preparation, the bidding begins. The host first announces all the lots with the goods put up for auction and the prices. This allows the participants to get their bearings and choose what they need. Then

		he announces each lot separately.. **The procedure** is aimed at developing the ability to take responsibility, make decisions, the ability to quickly navigate the situation, flexibly coordinate their actions, which primarily concerns those who have taken an active role. Search and flexible use of all possible means to influence the situation for those who are observers during the auction. The procedure ends with 15-20 minutes of sharing in small groups. **Questions proposed for reflection:** *- How organized and coordinated were the auction participant, the telephone and the people.* *- What helped and what hindered the joint work?* *- Are you satisfied with the achieved result?* *- What actions are satisfied with the group member who represented it at the auction?* At the end there is a 50 minute lunch break. After lunch everyone gathers in the common room. **GUEST OF HONOR** **Lead trainer:** - *Another procedure of cooperation between states is cultural ties. And let those who have been the most modest, silent, shy all this time show themselves in this.* *You will choose two such people in your states who will be given a wonderful opportunity to experiment, to try themselves in a completely different role.* *So, two people from each state will represent stars of art, sports, politics, imperial courts... Let the stars themselves choose what kind of stars they are. Of course, they should be dressed appropriately, behave in a certain way and they should be accompanied by one or two people. This could be a translator, a hairdresser, a cook, a bodyguard...* *The task of the stars is to show themselves as a star, to show their star character: it can be capricious, or arrogant, or demanding - any. At the same time, to see the country, its inhabitants. If desired, if the star likes the country, she can stay there.* *The task of the country's inhabitants is to prepare for the meeting of the honored guest.* *To show themselves from the best side. Or maybe lure the star to yourself. It is optimal for 2-3 people to take on the main work of receiving.* *The task of the people is to observe how the star behaves, how it is received.* *Notice all the details of behavior.* *So, 10 minutes to prepare. After the time has elapsed, one star will go to each country at a time. Moving clockwise. And only when your star returns, or decides to stay in a foreign country, another star will go on a trip. But its movement will be to the neighboring country counterclockwise.* **This procedure** is a role-playing game and is aimed at revealing the potential of the most modest group participants. This is an opportunity to try yourself in an unusual role position, to be in the center of attention. At the end of the form, structured sharing in small groups - 20 minutes. **Suggested questions**: *- What is it like to be a star? What feelings did you experience? What exactly caused these feelings? What sensations did you feel in your body then, what do you feel now?* *- How did you perceive, what did you feel in relation to your star?* *- What did you succeed in and what did you fail in as the host. What did you experience when meeting the star?*

		- How did the reception look from the outside, what feelings and sensations did it cause? *At the end of the form, the coach reports that a number of incidents occurred during the stars' visit to neighboring countries.* **COURT** **Lead trainer:** - *We are about to have a court hearing. During a visit by a star from a neighboring state, an emergency occurred to us, and the star filed a lawsuit. Now we will have to answer.* *In order to maintain impartiality and objectivity, an international court will act. That is, a judge from a neighboring state will come to us.* *A similar situation happened with our star, our star also suffered, and also filed a lawsuit, and her plaintiff and lawyer will go to the state where the conflict occurred.* *So, in order to sort out the conflicts that have arisen, we need to choose:* *- the defendant and the defendant's lawyer (the defendant is the one to whom the claim is addressed, and who will be responsible for the incident that occurred in our state with the star, to protect our state; the lawyer represents or advises him),* *- the plaintiff and the lawyer of our star (the plaintiff will state the demands of our star in court),* *- the judge, who will go to another state. The judge conducts the hearing, gives the plaintiff and the defendant the opportunity to speak, if necessary, their lawyers, witnesses. He can ask clarifying questions. He regulates the course of the process and issues a verdict.* *The process in court is as follows: first, the plaintiff states what happened and his demands within two minutes. Then the defendant presents his objections. After this, the parties debate – the parties prove, ask each other questions.* *The task of the plaintiff and the defendant is to present all arguments logically and reasonably, without emotion.* *As a result, the defendant can agree and satisfy the plaintiff's demands, and then a settlement agreement is concluded. In other cases, the court makes a decision.* Defendants and plaintiffs receive cards that describe the situation and formulate the task. **Card texts.** **Group №1.** ***Plaintiff.*** Your celebrity went to a neighboring country and did not return (emigrated, asked for political asylum). You demand the star be returned. ***Defendant.*** During a visit to your country by a celebrity from a neighboring state, representatives of the Greenpeace movement threw paintballs at the celebrity because the star was wearing a mink coat. ***Plaintiff*** demands compensation for material damages in the amount of 15,000 euros for the coat and compensation for moral damages in the amount of 500,000 euros for the fact that the star's security was not properly organized. **Group №2.** ***Plaintiff.*** During your celebrity's visit to a neighboring state, one of the media outlets published materials of a compromising nature that did not correspond to reality. You demand a public apology and a refutation in the same publication. ***Defendant.*** During a visit to your country, the celebrity asked for political asylum, which was granted to her. Plaintiff demands the return of the celebrity.

Group №3.

Plaintiff. During your celebrity's visit to a neighboring country, a state television channel reported that the celebrity was lip-synching. You file a lawsuit to protect your professional reputation and demand: a refutation in the media, compensation for moral damages in the amount of 1 million euros.

Defendant: During a visit to your country by a celebrity from a neighboring country, one of the media outlets published materials of a compromising nature that did not correspond to reality.

Plaintiff demands a public apology and a retraction in the same publication.

Group №4.

Plaintiff. During a visit by a star from your country to a neighboring country, representatives of the Greenpeace movement threw paintballs at her in response to her mink coat. You demand compensation for material damage in the amount of 15,000 euros for the coat and compensation for moral damage in the amount of 500,000 euros for the fact that the star's security was not properly organized.

Defendant. During a visit to your country by a star from a neighboring country, your state television channel spread a rumor that the star was singing to a soundtrack. A lawsuit was filed against you to protect the star's professional reputation. Plaintiff demands a refutation in the media and compensation for moral damages in the amount of 1 million euros.

After the actors have been selected, the process is organized as follows.

n this case, a procedure adopted in judicial practice is proposed as a prototype of a role-playing game. Participants are given the opportunity to try themselves in new social roles, at a higher level of social responsibility.

The procedure is aimed at expanding the repertoire of behavioral strategies for resolving conflicts.

At the end of the procedure, sharing in small groups. The first to talk about their experiences and results are those who left their country - Plaintiff with a lawyer, as well as the judge. Then what happened on the spot is discussed.

Suggested questions:

- Were you able to stay within the framework of logic, arguments, and not give in to your feelings, likes and dislikes?

- What contributed to constructive behavior?

- What led to the escalation or prevention of conflict?

- What other ways of behavior could have been?

- What did the procedure look like from the outside - how impartial and objective was the judge, how convincing were the speeches of the plaintiff and the Defendant?

The day ends in small groups with visualization.

The procedure is aimed at understanding one's own behavior patterns in a group, expanding the range of reactions and searching for possible behavior strategies.

RESULTS

Lead trainer: - *Sit comfortably so that your body rests as much as possible on the support, your feet are on the floor, your hands are lying calmly on your hips.*

Close your eyes.

- Remember what happened in the group today. What was especially memorable.

- Who behaved and how? What emotions did this cause, what did you feel?

- How did you behave? What did you do, what did you say? What feelings did this bring?

- Now imagine that you can observe another group in the next room. The participants of this group have everything that the participants of your group lack. Here they do and say what they are afraid to do and say in your group. And someone does and says what you are afraid to do. What exactly?

In this group, they know how to restrain what needs to be restrained, they know how to find a suitable form for expressing their feelings and desires.

What exactly?

In this group, they know how to care, help and support each other. How do they do it?

Observe the members of this ideal group…What else would you like to borrow from them, what would you like to learn?

And when the images are erased, you will say thank you to the members of both groups. Your attention will be directed to the awareness of reality in this room.

You will open your eyes and feel yourself here, in this space with specific people…

Training exercise-3

Topic: "Future: building the desired future"

Exercise Concept

The third day is based on the development and playing out of one of the models of development of the world community, as well as the construction of one's desired future.

The day usually begins with sharing. A person on duty for the day is selected. The duration of the work is about an hour. These are emotional remnants, omissions from yesterday, reflection of one's current state. Depending on the situation, as an addition to the questions of previous days, which can be duplicated, the following may sound:

- Were you able to let yourself go yesterday and allow yourself to experiment, try. What feelings does what you did evoke?

- What did visualization allow you to realize?

- The main results of yesterday for you personally. What did you learn, what did you realize?

- What else would you like to realize in the coming day?

Once the participants have gathered, loud, rhythmic instrumental music is played.

Lead trainer invites everyone to dance. A dance party is announced.

The duration of the music is about 10 minutes. The middle of the music may be slower, but the end should be very dynamic.

Lead trainer: - *So, today we are going to look into the future. This is the future of our planet Earth and the entire solar system, this is the future of our country and our city, this is the future of every person present here.*

SPACE EXPLORATION

And the first thing you will do: you will have to develop an international project for the development of a distant unknown planet. And since this is a new and serious matter, you need to think carefully about how you will do it.

So, your intellectual communities need to:

- design a spaceship, providing it with energy sources that will make it possible to fly extremely long distances;

- prepare the crew for a long flight, take care of the safety and comfort of people during the flight (think over the system of selecting the crew, the flight mode);

- provide people with food and oxygen for the duration of the flight and stay on an alien planet;

- think over how the transportation of minerals from the planet being developed to Earth will take place;

- take care of the creation of a colony of earthlings on the new planet.

At the same time, remember that the temperature on the surface of the planet being developed is 280 degrees Celsius. Consider all the technical details.

You are still working in brainstorming mode. Then prepare the idea for the presentation. The time for preparation is also 30 minutes. The time for the presentation is no more than 5 minutes.

Preparation takes place in separate rooms. At the end of the time, everyone gathers in the hall, taking seats in its viewing part. Group No. 4 presents the project first. Then all the groups follow it clockwise.

Before the presentation begins, the second part of the instructions is heard:

- Lead trainer: - *In each intellectual group, two people must be selected who will act as experts during the presentation of the projects.*

The task of the experts*: to carefully watch the presentation and ask clarifying questions. The questions must be clear, logical, and aimed at ensuring that the flight is safe and the entire project is completed successfully. It is suggested that questions begin with the phrase:*

"Don't you think that due to ... (reasons) the ship may ... (cause for concern)".

After all the questions from the experts have been answered, no more than 4 questions may be asked from the audience. Then the experts consult among themselves, and one of them reads out the expert opinion. It should briefly outline the main constructive ideas of the project, note its strengths and weaknesses, and conclude whether the project is feasible.

The opponents sit in the first row in front of the audience.

The procedure is a group interaction aimed at producing new ideas, revealing creative imagination. In essence, this is its third version, which allows you to see the dynamics of group communication and enrichment of the repertoire of individual behavior strategies.

At the end of the presentation and discussion, 30-minute sharing in small groups. **Suggested questions**:

- What's new in group interaction compared to previous days.

- Is it possible to avoid assessments during small group discussions and presentations.

- How original were the ideas and their implementation?

After the time has elapsed, all groups gather in the common room. The lead trainer invites everyone to settle down throughout the entire area of the room.

DESIGNING THE FUTURE

Lead trainer: - *Now we have to think and talk about our future... When the music starts, you will start moving freely around the entire area of the hall. When the music stops, you will unite in threes with those who are next to you. Try to change partners each time. The more people, the more vivid contacts. Each time, instructions will sound on what to do next.*

Instrumental music with rhythms close to the rhythm of a normal walk plays for 3-4 minutes. Then the music suddenly stops.

The trainers' task is to help all participants find partners, make sure that they unite in threes, and no more.

Lead trainer: - *Have you all united in threes... Think for a few seconds and tell your partners what you want to see in the future, for example in 50-100 years, the planet Earth. You will tell one at a time. Time for everyone is 6-7 minutes. When the music starts, each of you will again continue your movement along any trajectory at any pace.*

After a while, a musical excerpt is played. The music stops again..

Lead trainer: - *Unite into new trios... And now you have to share with your partners what you want to see in the city you live in in 30-50 years, what you can do for this.*

After a pause, the music starts playing again and stops.

Lead trainer: - *And again you have new interlocutors... Tell them what you want to see in 10-20 years the team in which you will work. What do you intend to do for this?*

After a pause, the music starts again. And stops.

Lead trainer: - *Share with your new interlocutors what you want your family to be like in 5-10 years. What you need to do to make it happen.*

The procedure is aimed at realizing your goals of different scales and time periods, this is an idea of your near and more distant future. A short break of 10 minutes is announced, after which everyone gathers in small groups.

POVERTY, WEALTH, AND GOD

Lead trainer: - *Even when our life is going well, we sometimes experience unpleasant feelings. Sometimes this is due to the fact that we strive to achieve the goals we once set and forget to adjust them in accordance with the changes occurring in us.*

Our life is ups and downs, joys and disappointments... There are no only white stripes, and there are no only black ones... Life is the greatest and wisest teacher. Life teaches us to accept what is, to learn lessons from what is happening.

I want you to experience several different unusual situations in your imagination.

Imagine that you have fallen into extreme poverty. What will you do?

What of your property will you want to keep, even at the cost of great effort? What elements of your way of life will you want to leave unchanged? What price are you willing to pay for this? What new opportunities will poverty open up for you? What could be your chance? Imagine how you will act in such a situation, how you will feel, what you will think about... You can open your eyes and write down the most important points.

(Pause 2 - 3 minutes).

And again focus on yourself, you can close your eyes...

Imagine that you have inherited a huge fortune. What will this mean for you? What opportunities will it open? Imagine what you will do in such a situation, what you will implement, and what plans you will make. You can open your eyes and write down the most important points.

(Pause 2 - 3 minutes).

You can close your eyes again and focus on yourself...

Imagine if the creator again turned his gaze to the Earth, what he could change, what new he could create to make this world a better place. You can open your eyes and write down the most important points.

(Pause 2 - 3 minutes).

And now think about what you, perhaps for a long time, or perhaps recently, want to change in your life. What goals are really the most important for you? What life plans need to be changed?

What are you ready to change in yourself to implement your plans? What difficulties and failures in your life teach you?

Open your eyes and write down.

This procedure is aimed at understanding what is happening, understanding and revising life goals.

After completing the sharing form. **Questions** for reflection:

- *What are your real values?*

- What have you managed to realize?

- What changes in your life are you ready for?

- What life lessons do you learn from your difficulties?

MAIL

Lead trainer: - *Three days of our work are coming to an end. There were many common things. There were many feelings and realizations for everyone. You communicated a lot and closely in your small groups. But you were less able to communicate in a large group, you managed to say something to those present here, something - not: maybe there was no suitable opportunity, or you felt awkward.*

Now, before we part, you are given such an opportunity. If you did not tell someone something: did not have time to share your feelings, fears, gratitude, do it now. For this, the mail procedure will be used.

So, each of you will write at least two, maximum 6 notes.

The text in the note is written in the form of a short statement (situation - when I saw, heard, I felt and I would like ... and what I expect from you in relation to me). This is a message about yourself, it is addressed to the person with whom I want to improve relations.

This procedure is aimed at leaving no misunderstandings, retroflected emotional "residues" in a large group.

Co-trainers act as postmen.

At the end of the correspondence, the Lead Trainer invites everyone to stand in a circle.

Training exercise-4

Topic: "Catastrophe in the Ural Mountains"

Exercise concept

The duration of the work is about an hour. These are emotional remnants, unspoken things from yesterday, reflection on one's current state. Depending on the situation, as an addition to the questions from previous days, which can be duplicated, the following may be asked:

- Were you able to understand your behavior and role in the group yesterday?

- What prevented you from implementing your opinion in the group yesterday?

- The main results of yesterday for you personally. What did you learn, what did you realize.

- What else would you like to implement in the coming day?

CATASTROPHE IN THE URAL MOUNTAINS

The whole group takes part in the game.

Lead trainer: "*You are all passengers on a plane flying over the Ural Mountains. Your plane gets caught in a blizzard and flies for an hour to an unknown destination, then crashes.*

The pilot died, the plane burned, but you all survived. All in ordinary winter clothes; you fell on a flat area approximately 1000 meters above sea level, the air temperature is -4 °C, it is snowing, a blizzard. 100 meters below, on a gentle slope, a forest is visible.

You managed to pull out of the plane:

1) six woolen blankets;

2) one rifle and eight cartridges;

3) one pair of skis;

4) a hand mirror;

5) one large candle;

6) 20 bags of sandwiches, two sandwiches per bag;

7) 4x6 meters of polyethylene film;
8) an electric flashlight;
9) a knife;
10) an aviation map;
11) four bottles of vodka;
12) six pairs of sunglasses;
13) four boxes of matches.

What will be your next steps? Agree now what you will do in such a situation".

Next comes a regular group discussion. Usually, one or more leaders are identified who will manage the discussion process. If the group discusses the problem too loudly, the trainer can come up and remind them that the main thing is to come to an agreement and take into account everyone's opinion.

First, each participant individually fills in the "I" column, then the group solves the same problem together and fills in the "Group" column. After the group discussion, an expert assessment is given and the difference is calculated for the "I - Experts" module and "Group - Experts". And the sum is calculated in the column (Form in Appendix 5.)

Expert assessment of the "Catastrophe in the Ural Mountains" (Form in Appendix 6). In first place is a hand mirror, because you can immediately give a signal. Blankets in second place, because it is cold, you need thermal insulation from such cold. Third - sandwiches, it is clear why. Fourth - a flashlight. A flashlight is needed to shine at night, it is both an alarm and a way to catch some animals. Matches - allow you to light a fire, as a means of signaling, heating, and cooking. Sixth - a knife, most likely, if you catch some animal, you can cut it. Seventh - polyethylene film, you can use it to get water. Eighth - a rifle, it can mainly be used as a means of sound signaling and for hunting. Ninth - sunglasses. Vodka - for external use and rubbing for frostbite in tenth place. 11th place - a candle for lighting at night. In 12-13th place - useless skis and an aviation map. The group has two options: either build a camp and sit and wait for rescue, or go, but only one person can go, because there is only one pair of skis. But one shouldn’t go alone because they may die. No, of course, they might get somewhere. But even any experienced athlete can accidentally fall and break a leg. And they will not be able to crawl back and will simply be eaten by wolves at night.

A thousand meters above sea level is not high, and you can breathe quite easily. But at the same time, these are still mountains, which means that the terrain is not flat (not a field where you can see well for 30 kilometers in one direction and the other), but rugged. This already suggests more difficult movement. A hundred meters below on a gentle slope there is a forest. Visibility is one hundred meters, so it is clear that the blizzard is not very strong. The temperature is -4 °C.

The right decision is to sit still and wait for help, set up a camp and go on reconnaissance near the camp.

After the time is up, you need to stop the discussion and ask the group what opinion they have come to. After listening to their decision, you can voice the correct answer to them. Then you need to start analyzing how the group came to the decision, how the discussion was conducted. And here the main thing to emphasize is that when only two people communicate, they usually agree more easily and are satisfied. When three - then one may disagree. When a decision is made to vote, it will no longer be effective, since there are those who disagree. That is why the entire group should be involved in the discussion so that everyone participates and everyone's opinion is taken into account. Effective communication is not a decision made by a majority vote,

but a situation where everyone agrees, everyone is happy, that is, both criteria are implemented in this game at once.

In this process, you can show how the group went through all the stages of group interaction - from contact to decision-making.

Based on the results of the work, the trainer can praise the group and say: "You are great, you quickly came to a decision, took into account the opinions of all participants," etc.

Lead trainer: *During interaction in a group and between students, various conflict situations arise. In conflicts, two main strategies for resolving the conflict can be distinguished - constructive and destructive. In the first case, the problem is solved, in the second, it is determined who is right and who is guilty. What do you think should not be done in conflict situations? (participants speak out).*

NOTES

The procedure involves two people.

Lead trainer to the first participant: *"You are studying together, and one person wrote notes, and the other did not. For an exam, the teacher asked for notes. You are taking the exam today, and so you asked your friend for notes, since they are taking the exam tomorrow. You passed the exam with an A, were very happy, and, leaving the classroom, forgot to take your notes. And when you remembered and returned, there was no one in the classroom, and no notes either".*

Lead trainer to both participants: “You meet in the hallway and must behave as you normally would in life”.

After the procedure, an analysis is conducted: first, the observers speak out, then the participants. At the end of the discussion, the trainer asks a question to clarify the relationship between the participants of the game after the interaction: "Will you go to them next time and ask for notes or not?"; "And will you give them notes next time if they ask?" During the analysis, it is important to show that if one of the participants tried to "attack" another, then in response the other may get offended and simply leave, saying that the former is to blame. But it is important to get the notes, and not to scold the defendant. And finally: if the situation was resolved well, then the victim should help relieve the defendant of guilt, if there is one. After the above procedure, the trainer works through the material in Appendix 7 with the group and reads out eleven factors that contribute to the emergence and development of a conflict, and gives his comments (Appendix 8).

Eleven factors that contribute to the emergence and development of conflict

Interrupting a partner. In most cases, in an emotionally tense situation, interrupting the interlocutor leads to an increase in irritation and tension, which can serve as an additional impetus for a conflict. The recommendations here are simple: you need to wait until the interlocutor speaks out, no matter how much he wants to say something in response.

Belittling a partner. A point that does not need comment, since even the calmest person can hardly restrain himself in situations associated with belittling.

Expressing negative assessments of a partner, his words, actions. A common option is when, in a dispute, we often tell the interlocutor that his opinion does not mean anything, that we are the only experts in this area, and so on. Of course, this is just “adding fuel to the fire”.

Emphasizing the difference between yourself and your partner. Another factor that is also often encountered in difficult situations is when one or both interlocutors declare to each other that “I have eaten a dog in this business”,

		"I worked here when you were crawling under the table", and the like. It is clear that the partner will not like such statements. *Underestimating the partner's contribution to the common cause and exaggerating your own. No one likes to be accused of having done less than the other, or to be told that the other person did all the work.* *Petty quibbles. It often happens that instead of a detailed analysis of the problem, one of the interlocutors accuses the other of insignificant, minor mistakes and thereby shirks responsibility.* *Artificially creating a time deficit for solving the problem. This point usually manifests itself in the unwillingness of one of the partners to solve the problem, and he comes up with excuses for not doing it. For example: "I only have five minutes."* *A sharp acceleration of the conversation pace. Another attempt to quickly end an unpleasant conversation.* *Complete misunderstanding or unwillingness to understand the partner. Usually, when they do not want to hear and understand us, the likelihood of achieving a mutually acceptable result is significantly reduced.* *Lack or loss of emotional contact with the partner. The most common example of such behavior is when a child ignores the emotional statement of the parents, thereby further heating up the situation.* *Avoiding spatial proximity and eye contact with the partner. This also often occurs in life, when one of the interlocutors can look away, and this irritates the other, since it is not clear whether the person is listening or not. The same applies to increasing the distance in the conversation - this is perceived as an unwillingness to continue the conversation.* *After analyzing the above information, another procedure is carried out on actions in a conflict situation.* **HOMEWORK** Two people participate, and they also receive instructions together. **Lead trainer:** *You two wrote a joint report on a lab assignment. One of you came to the department early. The teacher came in, took the report and decided that it was the report of only one student, and now tells the other one to bring their report. The second student was confused and did not immediately find what to answer.* *You meet in the hallway. What do you do?* After the procedure, an analysis is carried out: first, the observers speak out, and then the participants. At the end of the discussion, the trainer asks a question to clarify the relationship between the participants of the game after the interaction: "Will you do the joint work next time or not?"; "And will you be able to tell the teacher next time that you did the work not alone but with a friend?" After the procedure has been condemned, the leader suggests that the group consider "Behavior in a tense conflict situation" (Appendix 8, part two). Two important points are described here. The first is recommendations on how to correctly treat the partner's claims, how not to be offended by him, but to understand that the person is outraged and that is why he behaves this way. This can be considered the first stage of getting out of the conflict. The second stage is that we give the partner the opportunity to speak out and calm down a little. Then we try to show that we are partners in the fight against the problem, ready and willing to help him. If we are at fault, then first we must admit it, ask for forgiveness and offer a way out. If we are not at fault, then we again ask for forgiveness (but in this case, when we say "sorry", it is simply a form of politeness, not an admission of guilt), and then we say that we are not involved and offer our help. It is not necessary to follow all these rules and recommendations in full, you need to focus on the specific situation.

MOUNTAIN CLIMBERS

The pairing for this procedure can be organized by asking the participants to choose the most attractive person as their partner. If the leader wants to avoid the appearance of outsiders, that is, rejected people who do not risk making the first choice and whom no one chooses until the end, as a result of which they unite with each other, but not necessarily due to mutual sympathy, then the leader can create pairs at his own discretion. The participants sit with their backs to each other and are warned that contacts with the partner during the game will be prohibited. Each player receives twenty cards: ten white and ten blue. Another chair is placed close to each pair.

Lead trainer: *You are climbers making a difficult ascent of one of the highest and most inaccessible mountains in the world. A sudden snowstorm scattered the members of the expedition. By the will of a capricious fate, you and your partner found yourself on opposite sides of a rock ridge. With difficulty holding on to the sheer wall, you see a rope thrown over the rock. One end of it is in front of one of you, and the other - in front of the other. You can get out by gradually climbing up the wall, but it is long and difficult. The rope is a more realistic chance of salvation and a faster way to get to shelter. But here's the problem - if one of you hangs on it, he will have no counterweight and will immediately slide into the abyss. To hold on, you need to grab the rope at the same time. But you can't see each other, and because of the noise of the snowstorm, it is impossible to shout. There is no guarantee that your partner will take the same risk as you. In general, both methods give you a chance to save yourself, but everything will depend on which option your partner chooses. What to do? How will you act?*

Participants are also provided with a table that shows the points that players receive in various situations.

1st climber	2nd climber	1st climber	2nd climber
climb the wall	climb the wall	-3	-3
climb the wall	take the rope	+5	-5
take the rope	climb the wall	-5	+5
take the rope	take the rope	+3	+3

- You will make ten moves. Your task is to score as many points as possible. The winner is the one who scores the maximum number of points.

At his discretion, the leader can announce twice during the game that the score will double on the next move. The strategy of common gain is the most productive. In other words, if the partners trust each other and both risk grabbing the rope, this will bring them three points on each move. In pairs in which there are people who do not trust each other, you can most likely expect a strategy in which everyone climbs the wall themselves. Like, let the other one break his neck grabbing the rope - I only profit from it. All strategies are discussed at the end of the process. Of course, special attention is given to the pairs that have achieved the highest results.

The version of the game in pairs has its drawbacks. One of them is that the leader is not able to track the behavior of all the players, and they can negotiate with their partners about their moves (you need to be careful).

WITHOUT A COMMANDER

Lead trainer*:* — We often come across people who seem to be just waiting to be led. Someone has to organize them, direct them, because people of this type are afraid to show their own initiative (and then be responsible for their decisions and actions).

There is another type - irrepressible leaders. These always know who should do what. Without their intervention and care, the world will certainly perish!

It is clear that you and I belong either to the followers, or to the leaders, or to some mixed - between both types - group. In the task that you will try to complete now, it will be difficult for both obvious activists and extreme passivists, because no one will lead anyone. Absolutely! The whole point of the exercise is that when completing a particular task, each of the participants will be able to rely solely on their own ingenuity, initiative, and strength. The success of each will be the key to the overall success. So, from this moment on, everyone is responsible only for themselves! We listen to the tasks and try to cope with them as best as possible. Any contact between the participants is prohibited: no talking, no signs, no grabbing hands, no indignant hissing - nothing! We work in silence, at most - a glance towards our partners: we learn to understand each other on a telepathic level!

- I ask the group to line up in a circle! Everyone hears the task, analyzes it and tries to decide what they personally need to do so that the group can eventually stand in a circle as quickly and accurately as possible. Very good! You noticed that some of you were itching to control someone. And a considerable number of you were standing in complete confusion, not knowing what to do and where to start. Let's continue to practice personal responsibility. Line up, please:

• in a column by height;

• two circles;

• a triangle;

• a line in which all participants line up by height;

• a line in which all participants are arranged according to hair color: from the lightest on one edge to the darkest on the other;

• a living sculpture "Star", "Jellyfish", "Turtle" ...

Questions for discussion: Which of you is a natural leader? Was it easy to give up your leadership style of behavior? What did you feel? Did the obvious success of the group in its attempts at self-organization calm you down? Now you rely more on your comrades, don't you? Don't forget that each of you contributed to the common victory! What were the feelings of people who were used to being led? Was it hard to suddenly be left without anyone's assessments, advice, or instructions? How did you understand whether your actions were right or wrong? Did you like being responsible for yourself and making decisions on your own?

Discussion of the following issues:

- The main results of today for you personally. What did you learn, what did you realize?

- What else would you like to realize in the coming day?

Lead trainer: *We have worked well today, and I would like to offer you a game in which the applause first sounds quietly, then becomes louder and louder. The leader begins to clap his hands, looking at one of the group members and gradually approaching him. Then this member chooses the next one from the group, whom they both applaud. The third one chooses the fourth, and so on. The whole group applauds the last member..*

Training exercise-5

Topic: "Following one's own choices"

		The duration of the work is about an hour. These are emotional remnants, unspoken things from yesterday, reflection of your current state. Depending on the situation, as an addition to the questions of previous days, which can be duplicated, the following may be asked: *- Were you able to understand your behavior and role in the group yesterday?* *- What prevented you from implementing your opinion in the group yesterday?* *- The main results of yesterday for you personally. What did you learn, what did you realize.* *- What else would you like to implement in the coming day?* **YOUR CONCEPT OF TIME** **Lead trainer:** *Everyone imagines time in their own way - as an arrow, a calendar, a clock face, an hourglass, etc. In the image of an hourglass, the sand at the bottom is the past, at the top is the future, and the grain of sand that is falling at the moment is the present. Draw your idea of time, indicating the past, present and future..* **SPHERE OF MY LIFE** **Lead trainer:** Think about how you spent your time before going to university: school, homework, housework, socializing with friends and family, being alone, everything else. Divide your activities into the following groups: • those you don't like but have to do; • those you do because you like them; • those you do just to "kill time"; • sleep; • other (specify what exactly). Draw two circles and imagine that they are the faces of a 24-hour clock (a template with two pie charts can be prepared in advance for each participant). Divide them into sectors reflecting the share of each group of activities in your usual day, for example, last week, and in the day you dream of. Color the sectors in cheerful, neutral and unpleasant colors, or shade them - the more unpleasant each activity, the darker it is. Looking at the circle of your life, ask yourself the following questions: • Am I happy with how my day is going? • What boundaries can I change in this circle? • What is easy and what is difficult to change in my life? • What was missing to accurately reflect my life? • Why do we wait and strive for change? **REACH THE STARS** **Lead trainer:** *Stand up and close your eyes. Take three deep breaths in and out... Imagine that the night sky above you is strewn with stars. Look at a particularly bright star that you associate with a dream, desire or goal... Now open your eyes and stretch your arms to the sky to reach for your star. Try as hard as you can! And you will definitely be able to reach your star with your hand. Take it from the sky and carefully place it in front of you... Now choose another star above your head that reminds you of another dream... Reach as high as you can with both hands and pick this star. Place it next to the first one.* You can give everyone the opportunity to pick a few stars. The discussion can concern the meaning of some wishes for the group members. **CONFIDENTIAL** **Lead trainer:** *Each person has their most secret goals and desires. We try not to talk about them for various reasons. We are afraid that others will misunderstand us, ridicule us, envy us, etc. Today you will formulate the main goals that you would like to achieve in the near future. Think about what specific steps need to be taken. Then you will choose the person you trust the*

most in our group and share your plans for the future with him. Try to be as frank as possible, because you have already realized that this is the best way to gain understanding and support. Therefore, express your most secret desires, the most secret goals that you are afraid to tell other people about, because you know that this will remain only between you, since your partner knows how to keep secrets. Be frank with yourself and with the person you choose as a partner for this etude.

CIRCLE OF SUBPERSONALITIES

Subpersonalities in the theory of psychosynthesis by Roberto Assagioli are roughly the same as what is commonly called an "inner voice". Their number and characteristics may vary among different people. Each subpersonality is built on the basis of some desire of the entire personality. Most often, people do not realize what exactly each of these voices tells them, what each of the personalities wants. These exercises help to recognize your inner voices, to understand why we act this way and not otherwise.

Lead trainer: *Take a piece of paper and list all your wishes. Keep in mind that this list is not like a "what I would like for my birthday" list - it does not include specific items but, your achievements, successes, abilities that you would like to develop, things that you would like to do. Write down everything that comes to your mind. Make sure that you include both what you can achieve now and what you would like to have in the future.*

Since you do not have the opportunity to look at other people's lists, I will give the most common wishes: not to be sick; to be a good parent; to have a lot of money; to finish school; to achieve success in work, business; to love; to be loved; to get a good education, etc.

When you have twenty items on your list (or when you feel that you have written down all your wishes), look through the list and choose five or six of the most significant ones. Maybe you will want to change something in it. For example, you can combine the desires of "skiing", "swimming", "playing tennis", "going hiking". Into one general one — "doing sports outside". Now select your most important desires and include those that your subpersonality "What will people think?" prefers.

On a large sheet of paper, draw a circle with a diameter of about 20 cm. Inside it is a smaller circle. You get a ring, the central part of which is your true "I". And in the ring itself, place those five or six subpersonalities that are your desires.

Draw symbols reflecting your desires with crayons.

The lack of artistic abilities does not matter. Just draw and color any symbols that come to mind.

When you finish drawing, give each subpersonality its own individual name. Some of them may resemble nicknames: Adventurer, Prudent, Defenseless baby, Big guy, Expert. Others may be more romantic: Country Girl, Lonely Wanderer, Miss Divine, etc. It is important to come up with your own names that have special meaning for you.

And now everyone can discuss their subpersonalities, their goals and how they manifest in your thoughts and actions".

FINISH THE SENTENCES

Lead trainer: I suggest you write endings to the following sentences:

"I really want my life to have...";

"I will know that I am happy when...";

"To be happy today, I (do)...".

"REAL ME. IDEAL ME. ME THROUGH THE EYES OF OTHERS"

Lead trainer: *Draw yourself as you are, as you would like to be, and as other people see you.*

During the discussion, participants try to answer the question of what causes the discrepancies in ideas about what you would like to be and how others see you, with what you actually are.

TIME MACHINE

Lead trainer: *I suggest you talk about your life and fantasize about what you could have done differently. Imagine that you have been transported to a time in your life that you would like to change*.

The group is asked to draw the event as it might have happened. Participants include actions they should have taken to achieve a different outcome.

Discussion: First, each participant tells about a real event from their past. Then they reveal how they changed that past. Empathy is evoked by encouraging participants to understand the reasons why each participant would prefer a changed event or experience. Participants are encouraged to advise each other on ways to change the past. Participants are given "formats" for drawing or painting. In the center of the sheet, draw the sun (as it had already been done before) and in the center of the solar circle write the letter "I" in large letters. Then from this "I" - the center of your universe - draw lines to the stars and planets:

- *My favorite activity is...*
- *My best friend is...*
- *My favorite sound is...*
- *My favorite smell is...*
- *My favorite game is...*
- *My favorite clothes are...*
- *My favorite music is...*
- *My favorite season is...*
- *My favorite thing to do is...*
- *My favorite place to be is...*
- *My favorite singer or band is...*
- *My favorite heroes are...*
- *I feel like I have a knack for...*
- *The person I admire most in the world is...*
- *The best thing I can do is...*
- *I know I can...*
- *I am confident because...*

Lead trainer: *The "star map" of each person shows that everyone has many opportunities, many things that make each of us unique, and many things that unite us. Therefore, we need each other, and each person can achieve success in life and make other people around him or her live more joyfully and happily..*

A LEADER IS…

If you want to achieve something significant in this life, it is not enough to just act - you must also dream; it is not enough to just plan - you must also believe.

A. France

All players are provided with various stationery materials, newspapers, magazines, advertising brochures. For 30-40 minutes they prepare (alone or in pairs) a collage using newspaper headlines, photographs, hand-drawn drawings or those found in advertising publications, magazines, newspapers.

Lead trainer: *in your work, you need to try to visually present the qualities that characterize a leader, talk about your ability to lead people, manage*

		them. While the group is working, energetic, rhythmic music plays in the background in the room, creating a working mood, supporting the creative mood of the participants. When the preparation time is over, the music is mixed - this is a sign for the participants to start cleaning their work places, freeing the room from scraps and garbage. At this time, the trainer numbers the anonymous sheets received from the participants and hangs them up. After the "clean-up day" is completed and the place is freed up for further work, we begin the "leader's promenade". All the leaders walk around the room, on the walls of which advertising posters are attached with tape, and make notes for themselves who, in their opinion, are the authors of the works they have seen. ***Discussion****: Participants read out their opinions about the authorship of the works, and tell what seemed most attractive and striking to them in the work of their comrades.* Finally, we write down a set of leadership qualities on a board, Whatman paper or flip chart. So, a leader is … **Lead trainer:** *Now we know what qualities we and our classmates possess. Using the knowledge we gained about each other throughout the training, we need to choose a group leader who will act as the commander of our Student Squad until the end of the training. Each group member writes the name and qualities of the proposed leader on a piece of paper.* The coach counts the votes, reads out the names of those who got the most votes and the arguments of the group members. Then it is proposed to vote in the same order for those who got the most votes. Questions for discussion: Does the chosen one agree with the group's decision? Who in the group does not agree with the majority's decision and why? Do all group members agree to obey the requirements of the chosen leader? Then the leader holds a mini-meeting, at which the name of the squad, its motto, and symbols are approved. **Questions for discussion** in sharing: Today I realized..., What I liked most...

List of topics for a report:

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C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education

C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
I		**PREPARE A REPORT ON ONE OF THE FOLLOWING TOPICS:** 1. Development of effective interpersonal communication. 2. The ability to listen as a condition for effective communication. 3. Psychological features of forming the first impression. 4. The relationship between language, speech and communication. 5. Psychological features of non-verbal communication in representatives of different nationalities 6. Psychological features of the formation of competence in communication. 7. Communication as a condition for personality development. 8. Patterns of formation of intergroup relations. 9. Psychological mechanisms of mutual understanding in communication. 10. The role of non-verbal communication in the process of establishing business relations. 11. Psychology of mass communication. 12. Interpersonal communication in adolescence. 13. The role of communication in education. 14. Psychology of conflict interaction in pedagogical communication. 15. Psychological features of using a compliment in business communication. 16. Personal qualities that influence the success of communication.

Tests for continuous and interim assessment

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		patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
I		**ANSWER LEVEL 1 TEST QUESTIONS (ONE CORRECT ANSWER)**
		01 A COLLISION OF OPPOSITELY DIRECTED GOALS, INTERESTS, POSITIONS, OPINIONS OR VIEWS OF PEOPLE IS 1. debate +2. conflict 3. identifying relationships **02. L. KOSER DISTINGUISHES ____ AND ___, THE DIFFERENCE BETWEEN WHICH IS THAT THE FORMER ARISE DUE TO OBJECTIVE CIRCUMSTANCES, WHILE THE LATTER AFFECT THE EMOTIONAL SPHERE OF GROUPS OF PEOPLE** 1. objective and emotional 2. real and distant +3. realistic and unrealistic **03 A. RAPOPORT DISTINGUISHES THREE TYPES OF SOCIAL CONFLICTS: FIGHT, DEBATE AND** +1. games 2. victory 3. competition 0**4 IN TOTAL, 4 MAIN GROUPS CAN BE DISTINGUISHED INTO WHICH THE CAUSES OF CONFLICTS ARE DIVIDED: OBJECTIVE, ORGANIZATIONAL-MANAGEMENT, SOCIAL-PSYCHOLOGICAL AND…** 1. Subjective 2. Natural +3. Personal **05 A PERSON WHO INITIATS AND PRODUCES AN INCREASED NUMBER OF CONFLICTS IS** 1. extraordinary personality +2. hostile personality 3. modal personality **06 DOES NOT APPLY TO THE FUNCTIONS OF CONFLICT ACCORDING TO L. KOSER** 1. defusing tension between conflicting parties 2. obtaining new information about the opponent +3. establishing trusting relationships between opponents **07 THE COURSE OF DEVELOPMENT, CHANGES IN A CONFLICT UNDER THE INFLUENCE OF ITS INTERNAL MECHANISMS AND EXTERNAL FACTORS IS**

		1. dynamism +2. conflict dynamics 3. conflict **08 EFFECTIVE WAYS TO MANAGE A CONFLICT SITUATION ARE ____ WAYS** +1. structural and interpersonal 2. interregional and interdepartmental 3. group and class **09 AT THE UNIVERSITY CONFLICTS ARISE BETWEEN** 1. classmates 2. teachers +3. students and teachers **10 THE BASIS FOR DEVELOPING A PROGRAM FOR CONFLICT PREVENTION IN STUDENT ENVIRONMENT IS MOST OFTEN USED** 1. group psychotherapy +2. group psychological training 3. individual training work **11 A SPECIAL FORM OF COMMUNICATION BETWEEN PEOPLE WHO ARE AUTHORIZED AND SPEAK ON BEHALF OF THE ORGANIZATIONS THEY REPRESENT IS** 1. friendly conversation +2. business conversation 3. small talk **12 FUNCTIONS OF BUSINESS CONVERSATION DO NOT INCLUDE** 1. search and prompt development of ideas 2. exchange of information +3. insistence only on your own idea **13 A BUSINESS EXCHANGE OF OPINIONS, IN THE COURSE OF WHICH EVERY SPEAKER SHOULD TRY TO REASON AS OBJECTIVELY AS POSSIBLE – THIS IS** +1. discussion 2. monologue 3. conversation **14 THE STATEMENT "THE ORDER OF ARGUMENTS PRESENTED AFFECTS THEIR PERSUASION" BELONGS TO** 1. Pascal 2. Socrates +3. Homer **15 THE MOST COMMON FORM OF ADDRESS IN GENERAL BUSINESS LETTERS IS**

		+1. Dear Sir(s) 2. Good evening (afternoon) 3. Hello **16 THIS TYPE OF THOUGHT PROCESS, WHEN A PERSON SEES FOR THE MOST TIME HIS OWN ADVANTAGES WHEN RESOLVING ANY LIFE SITUATION AND PERCEPTS THE WORLD AROUND HIMSELF IN THE MOST FAVORABLE LIGHT FOR HIMSELF – THIS IS** 1. neutral thinking 2. negative thinking +3. positive thinking **17 PSYCHOLOGICAL RESOURCES CAN BE** 1. positive and negative 2. material and exhaustible +3. internal and external **18 THE LEVEL OF UNDERSTANDING BY A PERSON OF HIMSELF, HIS POSITIVE AND NEGATIVE QUALITIES, ASSESSMENT OF HIS PERSONALITY, PART OF THE SELF-CONCEPT - THIS IS** 1. subpersonality +2. self-esteem 3. psychological resource **19 THE PROCESS OF ADAPTATION IN A SITUATION OF CONFRONTATION WITH NEGATIVE IMPACT, TRAUMA, TRAGEDY, THREAT TO LIFE OR HEALTH OR WITH A STRONG SOURCE OF STRESS IS** 1. career guidance 2. internal control +3. psychological stability **20 SPEECH BEHAVIOR DOES NOT INCLUDE SUCH A PHENOMENON AS** 1. subordination of individual behavior to group norms +2. psychophysiology of speech 3. emotional "contagion" 4. imitation **21 COMPONENT OF THE PSYCHOLOGICAL ASPECT OF SPEECH ACTS WHICH INCLUDES THE FOLLOWING INDICATORS: VOLUME OF STATEMENT; SPEED OF SPEAKING; REFUSAL OF COMMUNICATIVE INTENTION; LONG PAUSES, IS** 1. personal 2. cognitive +3. operational-dynamic 4. dynamic **22 A COMPONENT OF THE PSYCHOLOGICAL ASPECT OF SPEECH ACTS, WHICH IS**

CHARACTERIZED BY THE NUMBER OF SUCH SPEECH ACTS AS: CLARIFICATIONS; REPETITIONS; QUESTIONS; SHORT PAUSES, IS
+1. regulatory
2. motivational
3. emotional
4. effective

23 SCHEME OF CHANGES IN THE PROCESS OF DETERMINATION OF BEHAVIOR OF A PERSON DOES NOT INCLUDE
1. "I"
+2. ideal "I"
3. real "I"
4. "I-image"

24 A TYPE OF ATTITUDE TOWARD OTHERS TYPICAL FOR PEOPLE WITH INFERIORITY COMPLEX WHO FEEL POWERLESS IN COMPARISON WITH OTHERS IS
1. "I'm good - you're bad"
2. "I'm good - you're good"
3. "I'm bad - you're bad"
+4. "I'm bad - you're good"

25 BEHAVIOR THAT IS POSITIVE AND FUNCTIONAL FOR THE PERSON IS
+1. adaptive
2. positive
3. non-adaptive
4. functional

26 BEHAVIOR THAT HINDER PERSONAL GROWTH IS
1. adaptive
2. positive
+3. non-adaptive
4. functional

27 FUNCTIONS OF THE PSYCHE DO NOT INCLUDE
1. reflective
+2. quantitative
3. regulatory
4. evaluative

28 BEHAVIORAL SCIENCE IS
1. Gestalt psychology
+2. behaviorism
3. psychoanalysis
4. humanistic direction

29 IN THE EXCHANGE OF INFORMATION BETWEEN PEOPLE, THE _____ COMMUNICATION PARTY PARTICIPATES

		1. perceptual +2. communicative 3. regulatory 4. interactive **30 A TYPE OF INFORMATION COMING FROM A COMMUNICATOR WHICH CONTAINS AN ORDER, ADVICE, A REQUEST – DESIGNED TO STIMULATE SOME ACTION IS** +1. incentive 2. exclamatory 3. stating 4. commenting **31 WHEN COMMUNICATORS DISAGREE WITH THE ARGUMENTS, IDEAS AND JUDGMENTS THEY PROVIDE, A ____ LEVEL OF MISUNDERSTANDING ARISES** 1. phonetic 2. semantic 3. stylistic +4. logical **32 TYPES OF VERBAL COMMUNICATION DO NOT INCLUDE** +1. human clothing 2. oral speech 3. written speech 4. listening **33 A CLASH OF OPPOSING INTERESTS, GOALS, POSITIONS, OPINIONS OF TWO OR MORE PEOPLE IS** 1. conversation +2. conflict 3. quarrel 4. discussion **34 TYPES OF CONFLICT DO NOT INCLUDE** 1. interpersonal 2. between individual and group +3. age 4. intergroup
		ANSWER LEVEL 2 TEST QUESTIONS (MULTIPLE CORRECT ANSWERS)
		1 IN THE TACTICS OF NEGOTIATIONS IN THE CASE WHEN THE PARTNER IS NOT SET TO CONSTRUCTIVE DIALOGUE, IT IS NECESSARY TO 1. explain to the partner that he is wrong 2. interrupt the partner +3. try to make the negotiations constructive +4. offer the partner several options for solving the problems and ask him to give his options

		2 TO THE QUESTION "WHY DO WE NEED TO MANAGE OURSELVES" THE FOLLOWING ANSWERS ARE CORRECT +1. a person who knows how to manage himself knows how to solve problems +2. managing yourself gives you the opportunity to be “here and now” +3. a person who knows how to manage himself knows how to solve problems 4. a person who knows how to manage himself controls everything миром **3 TYPES OF NON-VERBAL MEANS OF COMMUNICATION INCLUDE** +1. tactile behavior +2. sensorics 3. listening +4. chronemics **4 FORMS OF EMPATHY INCLUDE** +1. empathy 2. mutual assistance +3. sympathy +4. assistance **5 INTERPERSONAL PERCEPTION EFFECTS DO NOT INCLUDE** +1. parent-child interaction effect 2. halo effect 3. primacy and recency effects +4. spatial contact effect **40 LEVELS OF PERCEPTED IMAGE INCLUDE** 1. evaluative +2. biological +3. psychological +4. social

Assessment criteria

"Very good" – over 80% correct answers of questions of every level

"Good" – 70-79% correct answers of questions of every level

"Satisfactory" – 55-69% correct answers of questions of every level

"Unsatisfactory" – less than 55% correct answers of questions of every level

Interview questions for interim assessment

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		intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
		ANSWER THE QUESTIONS 1. General characteristics of the concept of "communication". Functions of communication. 2. Types of communication. Forms of communication. 3. Structure of communication. Levels of communication. 4. Analytical models for studying the communication process. 5. Theoretical directions in studying the communication process. 6. The need for communication and methods for studying it. 7. Speech in interpersonal communication. 8. Non-verbal communication. Interethnic differences in non-verbal communication. 9. Features of social perception. 10. Features of forming the first impression. 11. Mechanisms of mutual understanding in communication. 12. Psychological methods of influence in the communication process. 13. Communication as a process of information exchange. 14. Communication as a process of interaction. 15. Interpersonal understanding. 16. Psychological features of interpersonal relations. 17. Emotions in communication. 18. Feedback in interpersonal communication. 19. The ability to listen as an important condition for productive communication. 20. Psychological techniques for achieving the interlocutor's favor. 21. Difficulties and defects of communication. 22. Psychological features of using criticism in the communication process. 23. Confident communication. 24. Manipulative communication. 25. Informal communication. 26. Communicative competence. 27. Psychological aspects of conducting a business conversation. 28. Basic rules for conducting a business conversation over the phone. 29. Psychological features of public speaking. 30. Features of preparing and conducting business negotiations. 31. Features of conflict communication.

Standardized case studies and checklists for the Б1.В.01 Psychology of communication in professional activity course

Case Study No.1

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F	A/02.7	Examination of the patient in order to make a diagnosis
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS:** Due to the circumstances the first impression of another person turned out to be negative. During further interaction only predominantly negative information about the perceived person enters the consciousness of the perceiver.
Q	1	Question: What is this effect called?
Q	2	Question: How can it be avoided?
Q	3	Question: What side of communication are we talking about here?
Q	4	Question: What is the image/ reputation of a manager?
Q	5	Question: What factors influence the image/ reputation of a manager?

Case Study No.1 Checklist

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		education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS:** Due to the circumstances the first impression of another person turned out to be negative. During further interaction only predominantly negative information about the perceived person enters the consciousness of the perceiver.
Q	1	Question: What is this effect called?
A		Correct answer The primacy effect is the influence of the first perceived information not on all subsequent information; this explains the importance of the first impression. This effect is typical for the perception of strangers
Q	2	Question: How can it be avoided?
A		Correct answer Strive for an objective analysis of the behavior and personality of another person in various situations, using the following mechanisms of social perception: • identification mechanism (identifying oneself with another person); • empathy mechanism (emotional sympathy for another person); • mechanism of socio-psychological reflection (awareness of one's own image in the eyes of another person); • mechanism of causal attribution (explanation of the reasons for another person's behavior, his motives).
Q	3	Question: What side of communication are we talking about here?
A		Correct answer The perceptual side of communication, in the process of which the perception and understanding of the communication partner is carried out.
Q	4	Question: What is the image/ reputation of a leader?
A		Correct answer Image/ reputation is a set of qualities that people associate with a certain individual. It is aimed at enhancing the attractiveness of a person and acts as a kind of mask that creates the impression on others that its creator needs. An attractive image can only be built on the basis of self-disclosure of one's individuality.
Q	5	Question: What factors influence the image/ reputation of a leader?
A		Correct answer The process of creating a leader's image/ reputation is influenced by the search for and harmonization of their personal

		identity and public identity, since the true state of their self is always read by others at a non-verbal level and it is impossible to hide it. Self-presentation is also important - the broadcasting of public identity, self-delivery, manifested in the interactive side of communication (through style of behavior, position in communication, type of behavior in a conflict situation), in the perceptual side of communication (through the effects and mechanisms of interpersonal perception), in the communicative side of communication (through manners and methods of verbal and non-verbal communication).
R2	Very good	is given to a student who possesses knowledge of the subject in full scope outlined in the curriculum, has a sufficiently deep insight into the subject; is able to answer all questions clearly, exhaustively, and with no outside help; structures their answers logically, with emphasis on the most important information; is able to analyze, compare, classify, summarize, refine, and structure the course content, giving particular attention to cause-and-effect relationships.
R1	Good/Satisfactory	is given to a student whose knowledge of the subject is almost in full scope outlined in the curriculum (gaps are only present in the knowledge of some especially complex aspects); is able to answer questions exhaustively with little to no outside help; does not always put emphasis on the most important information, but does not make significant mistakes.
R0	Fail	is given to a student who does not have the mandatory minimum of knowledge on the subject, is not able to give an answer even with additional guiding questions.

Case Study No.2

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.01	General Medicine for international students (in English)
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS:**

		The novel by E. Jelinek "The Pianist" describes the relationships of the pianist Erika Kohut with others. She lives with a domineering mother who cherishes the hope that her daughter will become an outstanding performer. Therefore, she controls her daughter's every step, not allowing anyone or anything to interfere with her musical studies. Erika is over thirty and works at the conservatory, not living up to her mother's expectations. Since childhood, she was instilled with the idea that she is exceptional, so she treats everyone with disdain, considering their desires and thoughts unworthy of her attention. She is completely focused on herself and her desires, which often take a perverted form.
Q	1	Question: Match the main types of personality orientation and their description: 1. Business orientation 2. Personal orientation 3. Emotional orientation 4. Collectivistic orientation - predominance of the motive of service - predominance of the need for communication, the desire to maintain good relations with fellow students, workmates - predominance of motives to experience certain experiences, to achieve emotional saturation - predominance of motives of one's own well-being, the desire for personal superiority, prestige - predominance of motives generated by the activity itself, passion for the process of activity, the desire to master new skills
Q	2	Question: The level that an individual strives to achieve in various spheres of life (career, status, well-being, etc.) is called the level of…
Q	3	Question: Determine the self-esteem of the pianist
Q	4	Question: What is the dominant motivation of the pianist?

Case Study No.2 Checklist

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.01	General Medicine for international students (in English)
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results,

		results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS:** The novel by E. Jelinek "The Pianist" describes the relationships of the pianist Erika Kohut with others. She lives with a domineering mother who cherishes the hope that her daughter will become an outstanding performer. Therefore, she controls her daughter's every step, not allowing anyone or anything to interfere with her musical studies. Erika is over thirty and works at the conservatory, not living up to her mother's expectations. Since childhood, she was instilled with the idea that she is exceptional, so she treats everyone with disdain, considering their desires and thoughts unworthy of her attention. She is completely focused on herself and her desires, which often take a perverted form.
Q	1	Question: Match the main types of personality orientation and their description: 1. Business orientation 2. Personal orientation 3. Emotional orientation 4. Collectivistic orientation - predominance of the motive of service - predominance of the need for communication, the desire to maintain good relations with fellow students, workmates - predominance of motives to experience certain experiences, to achieve emotional saturation - predominance of motives of one's own well-being, the desire for personal superiority, prestige - predominance of motives generated by the activity itself, passion for the process of activity, the desire to master new skills
A		Correct answer The business orientation of the individual reflects the predominance of motives that are generated by the activity itself, passion for the process of activity, selfless desire for knowledge, mastering new skills. Personal orientation is created by the predominance of motives of one's own well-being, the desire for personal superiority, prestige. Such a person is most often preoccupied with himself, his feelings and experiences and reacts little to the needs of the people around him. The emotional orientation of the individual is a system of their coordinated and subordinated attitudes towards certain valuable experiences. Emotional orientation of the personality with an inherent, organic need for systematic emotional saturation. The orientation towards mutual actions (collectivistic) is spoken of when the need for communication and the desire to maintain good relations with fellow students and workmates prevail.

Q	2	Question: The level that an individual strives to achieve in various spheres of life (career, status, well-being, etc.) is called the level of…
A		Correct answer The level that an individual strives to achieve in various spheres of life (career, status, well-being, etc.), the ideal goal of their future actions is called the level of aspiration. The basis of the level of aspiration of an individual is such an assessment of his capabilities, the preservation of which has become a need for a person.
Q	3	Question: Determine the self-esteem of the pianist
A		Correct answer Inflated.
Q	4	Question: What is the dominant motivation of the pianist?
A		Correct answer Internal and external negative motivation.
R2	Very good	is given to a student who possesses knowledge of the subject in full scope outlined in the curriculum, has a sufficiently deep insight into the subject; is able to answer all questions clearly, exhaustively, and with no outside help; structures their answers logically, with emphasis on the most important information; is able to analyze, compare, classify, summarize, refine, and structure the course content, giving particular attention to cause-and-effect relationships.
R1	Good/Satisfactory	is given to a student whose knowledge of the subject is almost in full scope outlined in the curriculum (gaps are only present in the knowledge of some especially complex aspects); is able to answer questions exhaustively with little to no outside help; does not always put emphasis on the most important information, but does not make significant mistakes.
R0	Fail	is given to a student who does not have the mandatory minimum of knowledge on the subject, is not able to give an answer even with additional guiding questions.

Case Study No.3

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.01	General Medicine for international students (in English)
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other

		studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS:** You are the head of a department, at the end of the working day you ask an employee to stay after work to compile an accurate report. The employee refuses, citing fatigue and the fact that the working day has already ended
Q	1	Question: What is your reaction to the current situation?
Q	2	Question: What are the characteristics of positive and negative motivation?
Q	3	Question: Provide a comparative analysis of motivation regulators and main motivators (according to Herzberg).
Q	4	Question: List the main patterns of using material incentives to motivate employees.
Q	5	Question: Describe the management style that reduces the motivation of employees

Case Study No.3 Checklist

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.01	General Medicine for international students (in English)
C	UC-3	Able to assemble, manage and develop a strategy for a team, aiming to achieve the objective
C	UC-4	Is able to use modern communication technologies for academic and professional interaction using native and foreign language(s)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-6	Is able to set and focus on priorities regarding own actions and ways to improve them based on self-reflection and lifelong education
C	PC-3	Ability and readiness to collect and analyze complaints that a patient presents with, anamnestic data, examination results, results of laboratory and instrumental tests, biopsy and other studies in order to identify patient's condition or establish the presence or absence of a disease
F	A/02.7	Examination of the patient in order to make a diagnosis
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS:** You are the head of a department, at the end of the working day you ask an employee to stay after work to compile an accurate report. The employee refuses, citing fatigue and the fact that the working day has already ended
Q	1	Question: What is your reaction to the current situation?
A		Correct answer The manager uses one of the techniques to increase employee

		motivation: • the employee must feel responsible for the consequences of his actions; • an objective assessment of the employee's work results, including material rewards; • the employee must receive incentives for the work performed immediately after completing the work or after a pre-agreed period; • the work that needs to be done must not be the result of the negligent attitude of others; • the goals of the activity must be reasonable, realistic and correspond to the capabilities of the employee.
Q	2	Question: What are the characteristics of positive and negative motivation?
A		Correct answer With positive motivation, a person is focused on achieving a significant result in which they are interested. Positive motivation is associated with a focus on success, on achievement. To maintain positive motivation, a manager must take into account the employee's interests, involve them in developing ways to achieve goals, provide freedom of creativity when necessary, and listen to the opinions and suggestions of employees. Negative motivation directs a person's behavior to avoid negative consequences of their actions: not to be fired, not to lose a bonus, not to lose the favor of management, etc. Negative motivation is associated with the tactics of avoiding failure and does not allow a person to take risks, show initiative, and take responsibility.
Q	3	Question: Provide a comparative analysis of motivation regulators and main motivators (according to Herzberg).
A		Correct answer Herzberg's theory is based on the proposition that there are two types of factors influencing employees' work behavior: factors related to external working conditions (motivation regulators, or hygiene factors) and factors related to the content of work (primary motivators). Motivation regulators, or hygiene factors, include: work environment (workplace, noise level, ergonomics, canteen, design, amenities), remuneration (salary and other payments, days off, additional benefits, medical care, social services), sense of security (fear of becoming superfluous, respect and approval of others, acceptable management style, etc.). Primary motivators: personal development (responsibility, experimentation, new experience, learning opportunities), sense of involvement (knowledge, consultation, joint decision-making, communication, representation), interest and challenge (interesting projects, developing experience, increasing responsibility, feedback on progress toward the goal, content of the challenge). If the first group of factors is insufficiently represented, the employee feels dissatisfied and may leave the organization. Only the presence of factors of the second group directly affects the employee's motivation and contributes to the increase in the efficiency of his work.

Q	4	Question: List the main patterns of using material incentives to motivate employees.
A		Correct answer Material incentives have their own patterns in stimulating labor activity: • wages should ensure a normal standard of living and be competitive (i.e. not noticeably lower than at other similar enterprises); • it matters how often a person receives his wages (regardless of whether it is a permanent salary or it changes depending on the results of his work): the shorter the interval, the higher the motivation. There are examples when weekly payments are perceived more favorably than one-time ones, the amount of which exceeds (not much) the amount of weekly payments; • temporary, periodic monetary rewards (of an incentive nature) have a stronger effect on increasing motivation if they are issued rarely, but in tangible amounts, than frequent and insignificant ones; • the remuneration of some employees will influence the increase in labor performance of others if the conditions under which additional remuneration is issued are clearly proclaimed.
Q	5	Question: Describe the management style that reduces the motivation of employees
A		Correct answer The style of a manager that reduces the motivation of his employees is characterized by the following features: • orders are issued hastily, without taking into account the current work of employees, • orders are issued without taking into account the resources and real capabilities of the organization itself, • unexpected and frequent changes in the nature of work, • people with production-related issues are forced to wait for an indefinite amount of time, • interrupting the employee with control and immediate appeal, • strict control, double-checking, mistrust, • inept criticism: unconstructive, harsh, aimed at the personal characteristics of a person, evaluative.
R2	Very good	is given to a student who possesses knowledge of the subject in full scope outlined in the curriculum, has a sufficiently deep insight into the subject; is able to answer all questions clearly, exhaustively, and with no outside help; structures their answers logically, with emphasis on the most important information; is able to analyze, compare, classify, summarize, refine, and structure the course content, giving particular attention to cause-and-effect relationships.
R1	Good/Satisfactory	is given to a student whose knowledge of the subject is almost in full scope outlined in the curriculum (gaps are only present in the knowledge of some especially complex aspects); is able to answer questions exhaustively with little to no outside help; does not always put emphasis on the most important

		information, but does not make significant mistakes.
R0	Fail	is given to a student who does not have the mandatory minimum of knowledge on the subject, is not able to give an answer even with additional guiding questions.

4. Assessment criteria for learning outcomes

"Pass" is given to a student who has shown a sufficiently strong knowledge of the basic concepts of the subject; is able to complete specific practical tasks outlined in the program with no outside help, use recommended reference material, and correctly evaluate the results.

"Fail" is given to a student who has significant gaps in knowledge of the basic concepts of the subject, is not able reach the correct solution to a specific practical task outlined in the curriculum even with outside help.