

The Ministry of Health of the Russian Federation
State Budget Educational Institution of Higher Professional Education
I.M. SECHENOV FIRST MOSCOW STATE MEDICAL UNIVERSITY

Seen and approved
Rector _____ P.V. Glybochko

Steering document of practical training
Teaching practice
(name of the training)
major professional educational program of higher education - residency training program
31.00.00 Clinical medicine
code and name of the consolidated group of professions (training directions)
31.08.54 General medical practice (family medicine)
code and name of the training directions (profession)

Credit value: 2 credits

1. Purpose and objectives as to undergoing *Teaching practice* (hereinafter referred to as the "*practice*").

The purpose as to undergoing the practice is establishing and developing the following professional competences of the students being taught in conformity with major professional educational program of higher education - residency training program in *31.08.54 General medical practice (family medicine)* profession:

CC(common competence)-3 - preparedness for taking part in teaching activity in conformity with the programs of secondary and higher medical education or secondary and higher pharmaceutical education, as well as supplemental professional programs for students with vocational or higher education in line with the procedure as established by the federal executive body developing state policy and legislative regulation in health care;

PC(professional competence)-7 - preparedness for building up motivation with people, patients and their relatives aimed at preserving and promoting their health and to wider public's health.

The purpose as to undergoing the practice is to solidify knowledge gained and form a set of capabilities and skills.

Having undergone the practice, the students must:

Be able to:

- implement basic regularities of education and upbringing, as well as modern didactic principles in the subject taught;
- plan the goals and the content of education according to state educational standard, teaching plan and program;
- select teaching techniques which conform to the goals and the content of education (forms, methods and means of education and upbringing);
- use basic methods of pedagogic diagnostics and monitoring retention of program material;
- perform teaching activities within the system of preparation and professional development of nursing staff;
- plan educational process, perform methodological work, carry out controlling activities aimed at evaluating the results of teaching process.

Develop skills in:

- working out education materials for preparation and professional development of nursing staff;
- working with scientific pedagogical literature;
- psychic self-adjustment techniques in the process of teaching others;
- pedagogic communication techniques;
- using the best historical teaching methods available when performing the teaching process, as well as developing new pedagogical technologies.

2. The position occupied by the practice within the University's BASIC PROFESSIONAL EDUCATIONAL PROGRAM OF HIGHER EDUCATION

2.1 The practice belongs to the **variable** part of Practical Unit 2.

Total credit value of the practice amounts to 2 credits, or 72 academic hours, in studying mode - 42 academic hours - the contact work of a teacher with a resident is performed in the context of educational process personalization, designing individual routes for a given resident in his/her profession, content integration, technological and scientific-methods support.

Forms of control: attestation according to Practice journal.

2.3 The practice is scattered throughout a schedule.

3. The requirements to the results as to the process of undergoing the practice.

The process of undergoing the practice is aimed at forming the following common cultural (CC) and professional (PC) competences of the students:

No	Competence code	Contents of the competence (or its part)	Having undergone the practice, the students must:		
			Be able to	Master	Assessment methods*
	CC-3	preparedness for taking part in teaching activity in conformity with the programs of secondary and higher medical education or secondary and higher pharmaceutical education, as well as supplemental professional programs for students with vocational or higher education in line with the procedure established by the federal executive body developing state policy and legislative regulation in health care;	<ul style="list-style-type: none"> - implementing basic regularities of education and upbringing, as well as modern didactic principles in the subject taught; - planning goals and content of education according to state educational standard, teaching plan and program; - selecting the teaching techniques which conform to the goals and the content of education (forms, methods and means of education and upbringing); - using basic methods of pedagogical diagnostics and monitoring retention of program material; - performing teaching activity in the system of preparation and professional development of nursing staff - planning educational process, performing methodical 	<ul style="list-style-type: none"> - developing education materials for preparing and professional development of the nursing staff; - working with scientific pedagogical literature; - psychic self-adjustment techniques in the process of teaching others; - using the best historical teaching methods available when performing the teaching process, as well as developing or adapting new pedagogical technologies. 	<ul style="list-style-type: none"> - plan and time card of the lesson: goal setting, content selection, technologies for designing, monitoring and assessing students' achievements according to the state educational standard, curriculum and program; - lessons in teaching nursing staff on-site based on the regularities of education and upbringing, modern didactic principles; - monitoring the level of nursing staff's training using the methods of pedagogical diagnostics and monitoring the retention of program material; - presentations offering scientific, pedagogic and medical information, samples of pedagogical methods, psychic self-regulation techniques in

			work, carrying out control activities aimed at evaluating the results of the teaching process .		the process of teaching others; - plan of methodological work with nursing staff; - development or adaptation of new pedagogical forms, methods, educational techniques in order to teach nursing staff on-site; - tests, checklists in order to carry out control activities aimed at evaluating the teaching process results.
	PC-7	preparedness for building up motivation in people, patients and their relatives, aimed at preserving and promoting their health and wider public health.	based on the knowledge of goals, principles, forms, educational and upbringing methods, methods of building up motivational readiness to preserve health, to build up the preparedness of patients and their relatives for healthy lifestyles	- pedagogical communication techniques;	- discussions, "round tables", "health academy" for patients and their relatives (on healthy lifestyle); - educational materials (stands, presentations) to build up motivational preparedness of patients and their relatives to preserve health

**minimum quantities of successful actions (manipulations, procedures, etc.), verifying the acquisition of a skill/expertise*

4. Evaluation means to check the results of undergoing the practice.

Examples of evaluation means:

Test

Complexity level 1:

1. The term *pedagogics* stands for:

- 1) science developing the ways of implementing the goals of certain subjects based on didactic norms

- 2) management of active personality formation, development of its social, psychic and physical properties
- 3) science developing common standards for creating integrated educational systems
- 4) *science dealing with education and upbringing*
- 5) professional sphere aimed at achieving set goals based on didactic and methodical norms and taking into account specific teaching conditions

2. The term *upbringing* stands for:

- 1) science developing the ways of implementing the goals of certain school subjects based on didactic norms
- 2) *the process of managing the development of active personality, its psychic, social and moral properties, professional qualities*
- 3) science developing common standards for creating integrated educational systems
- 4) science dealing with education and upbringing
- 5) sphere of learning activity aimed at achieving the goals set based on didactic and methodical norms and taking into account specific teaching conditions

3. The term *educational process* stands for:

- 1) didactically reasoned ways to grasp the content of certain school subjects
- 2) management as to the formation of active personality, development of its psychic properties, social and professional qualities
- 3) requirements to general standards for creating integrated educational systems
- 4) science dealing with education and upbringing
- 5) *interrelated activities of a teacher and his/her students aimed at achieving pedagogical goals*

4. The term *teaching methods* stands for:

- 1) *science developing ways to grasp the content of certain school subjects*
- 2) management as to the formation of active personality, its social, psychic and physical qualities
- 3) science developing common standards for creating integrated educational systems
- 4) science dealing with education and upbringing
- 5) professional sphere aimed at achieving the goals set based on didactic and methodical norms and taking into account specific teaching conditions

5. The pedagogical category of *understanding* may be interpreted as:

- 1) *ability to use the material studied in standard and new situations*
- 2) memorization and reproduction of educational material
- 3) capability of a student to transform educational material from one form of expression to another
- 4) capability to split the material into components so that its structure may be clearly revealed
- 5) manipulations with items and people aimed at achieving practical result

Complexity level 2:

1. The pedagogical category of *analysis* may be interpreted as:

- 1) ability to use the material studied in probabilistic conditions
- 2) consistent reproduction of the material studied
- 3) transforming material from one form of expression to another
- 4) *capability to split the material into components so that its structure may be clearly revealed*
- 5) manipulations with items and people based on the system of theoretical knowledge

2. Knowledge is:

- 1) experience which was transformed into a common need of a person
- 2) *adequate notion of an object images and concepts corresponding to it*
- 3) capability to carry out a task quickly
- 4) capability to perform practical actions based on the acquired information
- 5) combination of professional or existential experience

8. Skill is:

- 1) experience that became a person's need

- 2) notion of an object, images and concepts corresponding to it
- 3) result of purposeful education
- 4) *capability to act based on the acquired knowledge, to carry out tasks quickly*
- 5) combination of knowledge, skills and experience gained throughout life and practical activity

Exemplary modern educational techniques used in teaching practice

Education individualization technique, programmed education technology, method of projects, case method (analysis of specific situations). problem-oriented education, humane-personal technologies, game technologies, perspective priority education with support schemes and commented control,, etc.

Exemplary requirements to the plan of practical studies

Lesson topic is formulated, the selected topic's relevance is substantiated.

Brief description of a target group is given (scope of activity/professional sphere, occupational work experience, age), the goal is set, the list of student's required knowledge, capabilities and skills is given. Stages of practical lesson are specified together with forms, methods and means. Situational tasks and tests for incoming and outgoing control are developed, the list of literary sources is presented.

Exemplary requirements to the presentation

The presentation includes basic information on the disease, causes for its origination, manifestations, degree of real threat. The presentation includes photos and videos illustrating the ways of how to build up the preparedness of patients and members of their families for healthy lifestyle.

Educational support of residents' individual work in teaching practice

For practice supervision, a teacher from the department is assigned to the resident.

A practice supervisor on the part of the department is responsible for:

- establishing communication with practice supervisors from the organization and develop a practice schedule with them, based on time balance and practical basis specific features;
- developing subjects of individual studies taking into account the profession;
- performing all organizational activities before the resident starts his/her practice;
- providing methodical aid to residents when they are working on individual tasks and collecting material;
- taking part in practice attestation commission (considering resident's reports on their practice, sharing opinion on their work);
- presenting written report on practice to HoD with remarks and propositions aimed at perfecting residents' training process;

In the course of the practice the teacher must give 2-3 consultations to the resident with the goal of providing practical aid in solving current issues.

4.1 Practice journal (report).

The progress of practice is recorded in Practice journal.

An exemplary task from the teacher for teaching practice:

Individual task for teaching practice is assigned by the practice supervisor

1. To investigate legislative documents regulating university's activities.
2. To become familiar with state standards, work program of the discipline
3. To study work programs of the disciplines, contents of the disciplines selected as basic for the teaching practice.
4. To study educational techniques (didactics)

5. To analyze scientific and educational literature dedicated to the selected topics of studies (lectures, discussion sessions).

4.2 Reviews from the base of the practice (individual or generalized) - in any suitable form.

Supervisor's comment: analysis of the degree of competences' formation, in any suitable form.

4.3 List as to types of evaluation methods used to carry out the attestation of the practice:

1. Resident's teaching practice journal; practice supervisor's comment.

4.4 Examples of evaluation methods:

Tests, situational tasks, checklists, test questions.

5. Educational and informational support for the practice (printed and digital publications, Internet and other network resources).

5.1. List of references:

1. Pedagogy in Health Promotion. The Official Publication of the Society for Public Health Education Stephen F. Gambescia, PhD, MEd, MBA, MHum, MCHES

2. Alex Moore Routledge. Teaching and Learning: Pedagogy, Curriculum and Culture, 2012. - Pages: 192

3. Peter Mortimore. Understanding Pedagogy And Its Impact on Learning, SAGE Publications Ltd., 1999. - Pages: 256

4. Critical Pedagogy and Cognition: An Introduction to a Postformal Educational Psychology. Curry Stephenson Malott. Springer Science & Business Media, 2011. - Pages: 196

5. Gender Pedagogy: Teaching, Learning and Tracing Gender in Higher Education. E. Henderson Springer, 2014. - Pages: 137

6. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors Alan Bleakley Routledge, 2015. - Pages: 276

7. Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications. Management Association, Information Resources. IGI Global, 2016. - Pages: 1574

8. The Role of Knowledge Building in Medical Education. Zahra A. Punja. University of Toronto (Canada). 2007. - Pages: 245

9. Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications. Management Association, Information Resources. IGI Global, 2016. - Pages: 1574

Digital educational resources used in the process of teaching the course:

1. *Unified educational portal of I.M. Sechenov First Moscow State Medical University*

Software and web-resources:

National philosophy encyclopedia <http://terme.ru/>

Federal portal "Russian education" <http://www.edu.ru/>

Electronic humanitarian library <http://www.gumfak.ru/>

Pedagogical encyclopedia <http://dictionary.fio.ru>

Innovative education network "Eureka" <http://www.eurekanet.ru>

Shevchenko P.N. Models of knowledge presentation, 2008.- [ER] working textbook-
<http://lib/library>

Petrova V.N. Forming a creative personality in the process of studying at a higher education institution. Information and research portal of Moscow Humanitarian University *Russian Human Potential*. [Electronic resource] [//http://www.hdirussia.ru/448](http://www.hdirussia.ru/448)

Petrov A.N., Petrova V.N. Anthropological theory of art and creativity [Electronic resource]. -

Access mode: <http://tvorchestvo.biz/theory.html>

<http://www.oim.ru> - *International scientific educational magazine.*

<http://www.pedlib.ru/> - *Educational library.*

<http://www.nlr.ru/> - *Pedagogics. Electronic guide in reference and educational resources.*

<http://www.edu.ru> – *Russian federal portal*

<http://mon.gov.ru/> - *Website of RF Ministry of Education and Science*

Electronic library system *University library online* - www.biblioclub.ru

[http:// www.iglib.ru](http://www.iglib.ru) Internet library of educational publications comprising digital textbooks, reference and educational aids. Comfortable keyword search by key words, individual topics and subject areas.