

TOMSK STATE UNIVERSITY

Master's Degree Programme in Psychology

**PSYCHOLOGY
OF HEALTH AND SAFETY**

Course Handbook 2015/2016

<http://www.psy.tsu.ru/node/4335>

Master's Degree Programme in Psychology PSYCHOLOGY OF HEALTH AND SAFETY			semesters			
			1	2	3	4
		credits ¹	credits	credits	credits	credits
M 1 Disciplines		60				
Compulsory courses		51				
M 1.1.	Methodological Problems of Psychology	2	x			
M 1.2	Planning of Theoretical and Empirical Research	3	x			
M 1.3	Qualitative and Quantitative Research Methods in Psychology	2	x			
M 1.4	Scientific Schools and Theories in Modern Psychology	4	x			
M 1.5	Teaching of Psychology in Higher and Further Education	3		x		
M 1.6	Branches of Psychology and Psychological Practice	3	x			
M 1.7	Statistical Methods in Psychology	2		x		
M 1.8	English	7	x	x	x	
M 1.9	Psychology of Behaviour in Extreme Situations	3		x		
M 1.10	Issues of Psychology of Safety: Research, Practical Application, Training of Specialists	4		x		
M 1.11	History and Methodology of Science: General Problems	2	x			
M 1.12	Psychological Models of Safe Behaviour	2		x		
M 1.13	Theory and Practice of Distress Prevention	2		x		
M 1.14	Methodology and Techniques of Project Activities	4	x			
M 1.15	Models and Levels of Individual and Public Health	3		x		
M 1.16	Forensic Psychological Examination	2			x	
M 1.17	Business Communication in English Language	2				x
M 1.18	English for Presentations in Professional Activity	2			x	
M 1.19	Acme-Oriented Approaches to Research in Professional Activity	2				x
Optional courses²		9				
M 1.20.A	Academic Writing in Psychology	2	x			
M 1.20.B	Psychological Aspects of Organisation's Personnel Safety	2	x			
M 1.21.A	Methods of Psychological Support in Crisis and Extreme Situations	2			x	
M 1.21.B	Psychological Support to Families and Children in Crisis Situations	2			x	
M 1.22.A	Effective Analytical Work with International Information Sources	1				x
M 1.22.B	Submission of Research Results for International Publications	1				x
M 1.23.A	Philosophy of Science in the 20th Century	1				x
M 1.23.B	Communication in the International Professional Networks	1				x
M 1.24.A	Group Supervision of Professional and Personal Development	1			x	
M 1.24.B	Shaping the Safe Urban Environment	1			x	
M 1.25.A	Foundations of Military Psychology	2			x	
M 1.25.B	Group and Individual Methods of Psychotherapy for Post-Traumatic Stress Disorder	2			x	
M 2 Practical Training and Research		51				
M 2.1	Project and Research Practice	6		x		
M 2.2	Teaching Practice	6			x	
M 2.3	Pre-Graduation Practice	9				x
M 2.4	Professionally-Oriented Practice	6			x	
M 2.5	Research Practice	24	x	x	x	x
M 3 Final State Attestation		6				x
M 3.1	Defence of Master's Thesis	6				x
Total		120	30	30	30	30

¹ One credit is equivalent to 36 hours of student work, including all forms of class and out of class work and exam preparation. 1 hour = 45 minutes.

² Optional course units are a component part of the Module M1 "Disciplines" and are divided into pairs. In each case students have to choose at least one of two (either course A or B) to complete the module.

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Notes:

All courses are delivered face-to-face.

Level of all courses is Master.

Since the Master's Programme is a consecutive one, some courses have a number of prerequisites for successful participation: students should refresh their knowledge of certain basic psychological disciplines and particular subjects studied at the bachelor's level. If you are not familiar with indicated subjects, you can acquaint yourself by using the TSU library or attending appropriate classes given by TSU academic staff for bachelor's students. It is not a formal restriction but a recommendation to ensure that all students complete the course.

Assessment method for examinations:

50-60% – satisfactory

60-80% – good

80-100% – excellent

Assessment method for ordinary credit tests:

0-49% – failed

50-100% – passed

List of abbreviations

cr credits

h hours

Course unit title	METHODOLOGICAL PROBLEMS OF PSYCHOLOGY
course unit code	M 1.1
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	Prof. Vitaly Klochko
learning outcomes of the course unit	<p>Upon completion of this course students:</p> <p><i>are familiar with:</i></p> <ul style="list-style-type: none"> - functions and objectives of methodology; - levels of scientific methodology in psychology; - the classical, nonclassical and postnonclassical ideals of rationality and their reflection in psychology; - methodological aspects of research and practical psychology; - the following categories: activity, consciousness, the unconscious, image, reflection, personality, sense, cultural means, cultural programme, communication, emotional experience. <p><i>are able to:</i></p> <ul style="list-style-type: none"> - distinguish between methodological positions of different schools in psychology; - choose their own methodological position; - apply the basic principles of psychology (activity, development, determinism, system).
planned learning activities and teaching methods	Lectures, seminars, problem-oriented instruction, elements of ontopedagogics, solution of sense-oriented and value-oriented problems
prerequisites and co-requisites	–
recommended optional programme components	Active participation in alternative psychological practices, trainings and psychological groups beyond the study programme.
course contents	<ol style="list-style-type: none"> 1. Multiple principles of classification of branches of psychology and psychological practices: Psychology as a branch of knowledge, Psychology as research activity, Practical psychology as a system of psychological practices, Applied psychology as a system of psychological support to human activity. 2. Examination of participants' psychological potential: a creative situation of transcommunication, creating the

	<p>“meeting matrix” and its interpretation.</p> <p>3. Testing the pilot projects of some psychological practices: corporal-oriented, cognitive-behavioral, psychodynamic, gestalt-oriented, social role playing, human-centered, existential, transpersonal.</p> <p>4. Analyzing the changes in social perception within study group.</p>
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Running colloquium – 20%</p> <p>Round table – 10%</p> <p>Presentation of analytical design – 30%</p> <p>Written test – 40%</p>
recommended or required reading	<p>1. Волков Б.С. Методология и методы психологического исследования /Б.С. Волков, Н. В. Волкова, А. В. Губанов. – М.: Академический проект, 2010.</p> <p>2. Корнилова Т.В. Методологические основы психологии / Т.В. Корнилова, С. Д. Смирнов. – М.: Юрайт, 2013.</p> <p>3. Морен Э. Метод. Природа Природы / Э. Морен. - М.: Канон, 2013.</p> <p>4. Мазилев В.А. Методология психологической науки: история и современность/ В. А. Мазилев. – М.: МАПН, 2007.</p> <p>5. Нуркова В.В. Психология / В.В. Нуркова, Н. Б. Березанская.- М.: Юрайт, 2013.</p> <p>6. César, MInter-and intra-empowerment mechanisms: Contributions to mathematical thinking and achievement. In T. Zittoun & A. Iannaccone (Eds.), Activities of thinking in social spaces . New York: Nova Science, 2014. pp. 167-186.</p> <p>7. Galazhinsky E.V., Klochko V.Y. System anthropological psychology: methodological foundations // Psychology in Russia: State of the Art. 2012.T. 5. pp. 81-98.</p>

language of instruction	Russian
work placement(s)	—

Course unit title	PLANNING OF THEORETICAL AND EMPIRICAL RESEARCH
course unit code	M 1.2
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester

number of ECTS credits allocated	3
workload	In class: 22 h Self-study: 86 h
name of lecturer(s)	Prof. Sergei Bogomaz
learning outcomes of the course unit	<p>Upon completion of the course, students <i>know</i>:</p> <ul style="list-style-type: none"> - the content and structure of research activity; - basic theoretical and empirical research methods used in psychology; - basic concepts, terminology, principles and techniques used for research planning in psychology; - the types of empirical hypotheses and their test conditions; - basic types of variables in psychological research; - the ethical standards of research in psychology; <p><i>are able to</i>:</p> <ul style="list-style-type: none"> - select their research approach; - apply the basic principles (activity, development, determinism, system) and methods of psychology - define the problem, subject matter and specific subject of research; - set research goals and objectives; - formulate and validate the empirical research hypotheses; - design theoretical and empirical studies; - organise and evaluate a study in compliance with the professional ethical standards; - write research reports.
planned learning activities and teaching methods	Lectures, seminars, individual counseling, case studies, students' presentations of their own research projects, text analysis, students' reports
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Research activity. 2. Philosophical and psychological foundations of research planning. 3. Basic concepts about science. 4. Aesthetic and ethical foundations of research activity. 5. Scientific knowledge organization. 6. Research methods and techniques. 7. Research design. 8. Research scheduling. 9. Empirical data collection and analysis. 10. Scientific prognostication.
form of examination and grading procedure	<p>Examination:</p> <p>Written test on “Forms of scientific knowledge organization. Research techniques and methods” – 20%;</p> <p>Report on analysis of an original research project – 20%;</p> <p>Paper on organization of knowledge – 15%;</p>

	Paper on research design – 15%; Oral examination – 30%
recommended or required reading	<ol style="list-style-type: none"> 1. Бреслав Г.М. Основы психологического исследования. – М.: Смысл; Издательский центр «Академия», 2010. 2. Загвязинский В.И. Методология и методы психолого-педагогического исследования: учебное пособие: рекомендовано УМО. – М.: Издательский центр "Академия", 2012 г. 3. Новиков А.М. Методология научного исследования [Текст]: учеб.-метод. пособие/ А. М. Новиков, Д. А. Новиков. – М.: URSS: Либроком, 2010. 4. Чиркова Т.И. Методологические основы психологии: Учебное пособие к практическим и семинарским занятиям для студентов психологических факультетов / М.: Вузовский учебник: НИЦ ИНФРА-М, 2013.

language of instruction	Russian
work placement(s)	–

Course unit title	QUALITATIVE AND QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY
course unit code	M 1.3
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Valeria Petrova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - think abstractly, analyze and synthesize; - search for scientific information, subject it to a critical analysis, systematization and generalization; - choose an appropriate methodology and develop a research strategy; - use and create mathematical models to solve theoretical and practical professional problems, taking into account their application limits, and interpret the findings; - state the problem and set research goals and objectives, test

	hypotheses and develop a research design for a theoretical or empirical study.
planned learning activities and teaching methods	Lectures, seminars, case study, analysis of academic essays, students' presentations of their own research projects, individual counseling, self-study (summaries, essay)
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. The concept of psychological research. 2. Classification of psychological research methods based on the research type and objectives. 3. Research stages. 4. Comparative analysis of qualitative and quantitative research methods, their strengths and limitations. 5. Observation as a research method. 6. Experiment as a research method. 7. Phenomenological research method in psychology; 8. Hermeneutical research method in psychology. 9. Biographical research method in psychology. 10. Discussion as a research method.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Written test – 20%</p> <p>Essay – 30%</p> <p>Oral test – 50%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Бреслав Г.М. Основы психологического исследования: учеб. пособие. – М.: Смысл; Академия, 2010. 2. Делёз Ж. Логика смысла. – М.: Академический Проект, 2011. 3. Кабрин В.И. Комплекс психологических практик развития потенциала достижений. – Томск: Изд-во Том. ун-та, 2011. 4. Рубинштейн С.Л. Бытие и сознание. – СПб.: Питер, 2012. 5. Borgatti S. What is Qualitative Data Analysis?- Geneva, 2012. 6. Chenail J. Qualitative Research: Central Tendencies and Ranges.// The Qualitative Report. URL: http://www.nova.edu/ssss/OR/ 2011. Vol. 1, № 4. 7. Huber G. How to conduct a qualitative analysis.// Analysis of qualitative data with AQUADS. 2012. URL: http://www.uni-tuebingen.de/uni/sei/a-ppsy/aquad/.

language of instruction	Russian, English
work placement(s)	–

Course unit title	SCIENTIFIC SCHOOLS AND THEORIES IN MODERN PSYCHOLOGY
course unit code	M 1.4
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	4
workload	In class: 34 h Self-study: 110 h
name of lecturer(s)	As. Prof. Olga Muravyova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - remember the basic propositions of the most influential schools, approaches, theories and concepts in international and Russian psychology in the second half of the 20th century and in the early 21st century, their authors and developers as well as principles of psychological assistance developed within different schools; - operate with concepts in consideration of a particular school or theory; - establish linkage between different concepts; - understand the similarities and differences between different psychological approaches and theories; - analyze how different theories are expressed in research strategies; - establish linkage between a person's characteristics and behaviour, on the one part, and a theoretical model, on the other part, by which instrumentality a person's attributes can be explained.
planned learning activities and teaching methods	Lectures, seminars, course paper, group or individual presentations
prerequisites and co-requisites	Attending the course "Personality psychology" is strongly recommended (for students without a bachelor's degree in psychology)
recommended optional programme components	Attending the courses "Philosophical anthropology" and "History and theory of religion"
course contents	<ol style="list-style-type: none"> 1. The most influential foreign concepts within traditional psychological schools (psychoanalytical and existential approaches). 2. The "new" foreign theories and concepts in personality psychology: J. Nuttin's cognitive dynamic approach, E. Deci's and R.M. Ryan's concept of intrinsic and extrinsic

	<p>motivation, S. Maddi's concept of hardiness, Sh. Schwartz's concept of cultural values, theories and concepts of positive psychology.</p> <p>3. Communicative approaches: G. Bateson's concept of paradoxical communication, P. Watzlawick's "Pragmatics of human communication".</p> <p>4. Contemporary theories in transpersonal psychology: J. Ferrer's "participatory vision of human spirituality".</p> <p>5. Contemporary state of scientific schools in Russian psychology: D.A. Leontyev's dynamic theory of personality, A.V. Nazaretyan's evolutionary historical psychology, V.M. Allakhverdov's concept of consciousness et al.</p> <p>6. Contemporary methodological approaches: "understanding psychology", psychosemantics.</p>
form of examination and grading procedure	<p>Examination:</p> <p>Analytical paper – 30%</p> <p>Oral report – 20%</p> <p>Oral examination – 50%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Дьяков А.В. Жак Лакан. Фигура философа. М.: Издательский дом «Территория будущего», 2010. 2. Лэнгле А. Person. Экзистенциально-аналитическая теория личности / Альфред Лэнгле / Пер. с англ. Светланы Кривцовой. М.: Генезис, 2011. 3. Личностный потенциал: структура и диагностика / Под ред. Д.А. Леонтьева. – М.: Смысл, 2011. 4. Мак-Вильямс Н. Психоаналитическая диагностика: Понимание структуры личности в клиническом процессе / Нэнси Мак-Вильямс / Пер. с англ. М.: Независимая фирма «Класс», 2012. 5. Методология психологии. Проблемы и перспективы // Ф. Василюк, В. Зинченко, Б. Мещеряков, В. Петровский, Б. Пружинин, Т. Щедрина / Под ред. В.П. Зинченко. М.: Центр гуманитарных инициатив, 2013. 6. Назаретян А.В. Антропология насилия и культура самоорганизации. Очерки по эволюционно-исторической психологии. М.: Ленанд. 2015. 7. Немировский К. Винникотт и Кохут: Новые перспективы в психоанализе, психотерапии и психиатрии / Карлос Немировский. М.: Когито-Центр, 2010. 8. Фонарь Диогена. Проект синергийной антропологии в современном гуманитарном контексте / отв. ред. С.С. Хоружий. – М.: Прогресс-Традиция, 2010. 9. Schwartz S. Societal value culture: Latent and dynamic //Journal of Cross-Cultural Psychology. 2014. Vol. 45. No. 1. P. 42-46.

language of instruction	Russian
work placement(s)	–

Course unit title	TEACHING OF PSYCHOLOGY IN HIGHER AND FURTHER EDUCATION
course unit code	M 1.5
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	2 nd semester
number of ECTS credits allocated	3
workload	In class: 22 h Self-study: 86 h
name of lecturer(s)	Prof. Olga Krasnoryadtseva
learning outcomes of the course unit	Upon completion of this course, students are able to: - understand basic trends and future prospects of education today; - analyze changes in education at the present stage; - remember the types, constructs and parameters of educational environment, its design and examination methods; - develop educational programmes in different psychological disciplines and cycles; - generate ideas for the distance learning software to support the educational process; - use modern educational psychology methods; - develop educational programmes and course units in psychology for different educational situations at higher and further education institutions.
planned learning activities and teaching methods	Lectures, analytical seminars, reflective seminars, case-study, project tutorials, group presentations.
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	1. Teaching of psychology (characteristics and problems of modern psychological education at HEI). 2. Teaching activity: theoretical foundations, criterial signs, auto-psychological competency in professional development of HEI teacher. 3. Designing educational programmes in psychology. 4. Developing the forms and methods of teaching to ensure goal achievement; Definition and evaluation of the results in terms of the acquired competences.
form of examination and grading	Examination:

procedure	<p>Reflective seminar – 10%</p> <p>Presentation of an analytical project – 20%</p> <p>Defence of the project – 30%</p> <p>Written examination – 40%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Блинов В.И., Виненко В.Г., Сергеев И.С. Методика преподавания в высшей школе. – М., 2013. 2. Гагарин А.В. Психология и педагогика высшей школы : курс лекций, учебно-методические материалы и рекомендации, рабочие тетради. – М. : Изд. дом МЭИ, 2010. 3. Карандашев В.Н. Методика преподавания психологии. - М., 2014. 4. Митин А.Н. Основы педагогической психологии высшей школы.- М.:Проспект; Екатеринбург: Издательский дом «Уральская государственная юридическая академия», 2014. 5. Дорога к академическому совершенству.Становление исследовательских университетов мирового класса //Под редакцией Филиппа Дж. Альтбаха и Джамиля Салми. – пер. с англ. - М.: Издательство «Весь Мир», 2012. 6. Teaching Psychology around the WorldV1.2.2 /Eds. S. McCarthy, V.Karandashev, M.Stevens [et all].- Cambridge Scholars Publishing, 2009. 7. The Road to Academic Excellence.The Making of World-Class Research Universities// Philip G. Altbach and Jamil Salmi Editors - The International Bank for Reconstruction and Development/The World Bank, 2011.

language of instruction	Russian
work placement(s)	–

Course unit title	BRANCHES OF PSYCHOLOGY AND PSYCHOLOGICAL PRACTICE
course unit code	M 1.6
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	3
workload	In class: 22 h

	Self-study: 86 h
name of lecturer(s)	Prof. Valery Kabrin
learning outcomes of the course unit	<p>Upon completion of this course students are able to:</p> <ul style="list-style-type: none"> - remember the conceptual and theoretical as well as practical foundations when differentiating and developing psychological practices; - make out and understand the essence of basic branches of theoretical psychology, methodological problems of psychological research, measurement, testing and diagnostics; - examine, analyze and participate in basic types of psychological practices; - use a research toolbox and some psychological techniques in a specific field of applied psychology; - interpret and understand the research prospects in specific fields of psychology; - choose and use the specific psychological practices to efficiently solve the problems in a specific branch of psychology; - adapt to new situations, revalue their professional experience and analyze their own resources; - get into constructive and professional contacts with psychological and non-psychological organisations and services.
planned learning activities and teaching methods	Lectures, seminars, tutorials; examination of psychological potential, presentation of pilot projects of psychological practices, analyzing the changes in social perception, reflective essay
prerequisites and co-requisites	–
recommended optional programme components	Active participation in alternative psychological practices, trainings and psychological groups beyond the study programme.
course contents	<ol style="list-style-type: none"> 1. Multiple principles of classification of branches of psychology and psychological practices: Psychology as a branch of knowledge, Psychology as research activity, Practical psychology as a system of psychological practices, Applied psychology as a system of psychological support to human activity. 2. Examination of participants' psychological potential: a creative situation of transcommunication, creating the "meeting matrix" and its interpretation. 3. Testing the pilot projects of some psychological practices: corporal-oriented, cognitive-behavioral, psychodynamic, gestalt-oriented, social role playing, human-centered, existential, transpersonal. 4. Analyzing the changes in social perception within study group.
form of examination and grading procedure	<p>Examination:</p> <p>Running control through discussion – 10%</p> <p>Essay on Modern branches of Psychology in the dialogue between the graduates and employers – 10%</p>

	<p>Interpretation of the “meeting matrix” – 10%</p> <p>Presentation and testing of specific psychological practices by participants – 30%</p> <p>Work on the final “meeting matrix” – 20%</p> <p>Oral examination – 20%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Кабрин В.И. Комплекс психологических практик развития потенциала достижений : учебное пособие. Гриф МО РФ / В. И. Кабрин. Томск : Изд-во Том.ун-та, 2011. 2. Парабеллум А., Мрочковский Н., Толкачев А., Горячо О. Прорыв! 11 лучших тренингов по личностному росту. СПб.: Питер. 2012. 3. Психология общения. Энциклопедический словарь / Под общ. ред. А.А. Бодалева. – М., Изд-во «Когито-Центр», 2015. 4. Парадигмы в психологии науковедческий анализ : сборник статей /под ред. А. Л. Журавлева, Т. В. Корниловой, А. В. Юревича. М. : Рос.акад. наук, Ин-т психологии РАН. 2012. 5. Рапохин Н. П. Прикладная психология. М. : Форум, Инфра, 2013. 6. Frager R., Fadiman J. Personality and Personal Growth. London : Pearson, 2012.. 7. Graham, Michael C. Facts of Life: ten issues of contentment. Denver : Outskirts Press, 2014. 8. Mindell A. Sitting in the Fire: Large Group Transformation Using Conflict and Diversity. Portland : Deep Democracy Exchange, 2014.

language of instruction	Russian
work placement(s)	–

Course unit title	STATISTICAL METHODS IN PSYCHOLOGY
course unit code	M 1.7
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1st
semester/trimester when the course unit is delivered	2 nd semester
number of ECTS credits allocated	2
workload	In class: 22 h

	Self-study: 50 h
name of lecturer(s)	As. Prof. Eleonora Shcheglova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - plan, organize and conduct empirical studies in terms of the formulated psychological problem and by using the up-to-date technologies; - choose and apply the mathematical research tools; - correctly interpret the findings of statistical data processing in the framework of psychological research; - use the up-to-date statistical software for data processing; - formulate and present the results of their research orally and in writing, prepare the reports, reviews and publications based on the conducted research.
planned learning activities and teaching methods	Lectures, seminars, case studies, tests
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Methods of organisation and presentation of psychological research data. Primary data analysis. 2. Parametric and non-parametric models for testing the statistical hypotheses. 3. Examination of interconnections between the attributes. 4. Comparative analysis of independent and dependent samples. 5. Models for variance analysis. 6. Models for regression analysis. 7. Cluster models. 8. Factor models.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Written test Nr. 1 – 20%</p> <p>Written test Nr. 2 – 20%</p> <p>Written test Nr. 3 – 20%</p> <p>Written test Nr. 4 (credit) – 40%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Наследов Д.А. Наследов А.Д. Математические методы психологического исследования: анализ и интерпретация данных. – СПб.: Питер, 2012. 2. Наследов А.Д. IBM SPSS Statistics 20 и AMOS. Профессиональный статистический анализ данных. – СПб.: Питер, 2013. 3. Насонова Ю.В. Статистические методы в психологии. – УО «ВГУ им. П.М. Машерова», 2010. 4. Сидоренко Е.В. Методы математической обработки в психологии. – СПб., 2010. 5. Albert K. Kurtz, Samuel T. Mayo. Workbook for Statistical Methods in Education and Psychology. N-Y: Springer-Verlag, 1978. 6. Panik, Michael J. Statistical Inference: A Short Course.

	Wiley, 2012.
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language of instruction	Russian
work placement(s)	–

Course unit title	ENGLISH
course unit code	M 1.8
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1-2
semester/trimester when the course unit is delivered	1-3 semester
number of ECTS credits allocated	7
workload	In class: 66 h Self-study: 186 h
name of lecturer(s)	As. Prof. Inna Atamanova
learning outcomes of the course unit	Upon completion of the course, students are able to: - use academic and professional-oriented vocabulary; - make use of the grammatical and stylistic features of both oral and written communication in their professional field; - critically analyse, summarize and systematize the scientific information in English for research purposes; - understand oral contributions (lectures, papers) in English in their professional field; - lead a scientific discussion in English; - deliver an address or mini-lecture in English; - make notes at a lecture and write a thesis statement of a paper in English.
planned learning activities and teaching methods	Tutorials, portfolio, project work, group presentations, scientific conference simulation, individual counseling (incl. online)
prerequisites and co-requisites	Completion of a bachelor's course in English or English language proficiency equivalent to B1 level or higher according to the CEFR.
recommended optional programme components	Attending lectures, seminars and conferences at TSU with international participants.
course contents	1. Psychological glossary. 2. English grammar workshop. 3. Workshop on translation of professionally-oriented texts.

	<p>4. Diversity of forms of intercultural communication in the context of psychologist's professional activity.</p> <p>5. Academic reading.</p> <p>6. Academic writing.</p>
form of examination and grading procedure	<p>1st and 2nd semester - ordinary test;</p> <p>3rd semester – examination:</p> <p>Portfolio – 30%</p> <p>English grammar and vocabulary test – 20%</p> <p>Presentation – 30%</p> <p>Discussion of a professionally-oriented text – 20%</p>
recommended or required reading	<p>1. Evans V., Dooley J., Shishova, I. New Round-up Grammar Practice 6. Pearson-Longman, 2012.</p> <p>2. Hancock M., Donna S. English Pronunciation in Use. Intermediate (2nd ed.). Cambridge: Cambridge University Press. 2012.</p> <p>3. Philpot, S., Curnick, L., Pathare, E., Pathare, G. & Harrison, R. Headway Academic Skills. Introductory Reading, Writing and Study Skills (e-book). Oxford: Oxford University Press, 2014</p> <p>4. Бочарова Г.В., М.Г. Степанова. Read Off! Graded Reader with Exercises. Сборник текстов по психологии для чтения на английском языке с упражнениями. – М.: Издательство «Флинта», 2012.</p> <p>5. Гитович Р. А., Ковальчук С. В. Английский язык для психологов: учебно-методический комплекс. Под ред. И. Ф. Турук. Москва: IDO Press: Университетская книга, 2011.</p> <p>6. Hyland, M.E. The Origins of Health and Disease. Cambridge: Cambridge University Press, 2011.</p>

language of instruction	Russian, English
work placement(s)	

Course unit title	PSYCHOLOGY OF BEHAVIOUR IN EXTREME SITUATIONS
course unit code	M 1.9
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	3

workload	In class: 22 h Self-study: 86 h
name of lecturer(s)	As. Prof. Tatyana Levickaja
learning outcomes of the course unit	Upon completion of this course, students are able to: - use modern technologies to collect, process and interpret the empirical data in the field of psychology of behaviour in extreme situations; - analyze the results of psychological support to people working under special and extreme conditions; - diagnose human adaptive potential under extreme working conditions; - develop a strategy for individual and group support to people doing extreme or special jobs as well as to those who found themselves in an extreme situation; - take supporting, corrective and developing actions when working with victims or group of victims; - interact with other specialists supporting people doing extreme or special jobs; - solve the practical (applied) and theoretical problems when doing research in the field of psychology of behaviour in extreme situations.
planned learning activities and teaching methods	Lectures, seminars, tutorials, students' conferences, workshops, round tables, case study, individual counseling.
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	1. Special and extreme working conditions. Basic concepts. 2. Description of special and extreme professions. 3. Extreme factors of working environment. 4. Human physiology and psychology in extreme conditions. 5. Psychological support to people in extreme conditions. Stress. 6. Organisational aspects of emergency psychological services in extreme situations.
form of examination and grading procedure	Examination: Topics 1 and 3: written test, analytical paper – 20% Topic 2: round table with discussing the control questions – 20%; Topics 4-6: written tasks – 20% Oral examination – 40%
recommended or required reading	1. Грачев С.И. Терроризм и контртеррористическая деятельность: вопросы теории. (Учебное пособие)/Электронная версия./ Под общей редакцией академика О.А. Колобова. – Нижний Новгород: ФМО/ИСИ ННГУ им. Н.И. Лобачевского, 2010. 2. Калинин М.Н., Жуков С.В., Королюк Е.Г. Формирование здоровья подростков – вынужденных переселенцев в отдаленном периоде после осложненной чрезвычайной

	<p>ситуации. – Тверь ООО «Издательство ГЕРС», 2010.</p> <p>3. Човдырова Г.С. Проблемы стресса, психической дезадаптации и повышения стрессоустойчивости личности в условиях социальной изоляции / Тюремная библиотека Выпуск 4, 2013.</p> <p>4. Баламут А.И. Психологическая подготовка сотрудников уголовно-исправительной системы к действиям в экстремальной ситуации: учебное пособие. – Вологда: ВИПЭ ФСИН Россия, 2013.</p> <p>5. Саламатов В. Лекарство от стресса Издательство: Гельветика, 2014.</p> <p>6. Рогачева Т.В., Залевский Г.В., Левицкая Т.Е. Психология экстремальных ситуаций и состояний: учебное пособие. – Томск: Томский государственный университет, 2014.</p> <p>7. The Handbook of Stress Science: Biology, Psychology, and Health, Richard J. Contrada, PhD Andrew Baum, Springer Verlag, 2011.</p> <p>8. Everly, Jr. Jeffrey M. Lating. A Clinical Guide to the Treatment of the Human Stress Response,- Springer Science+Business: New York, 2013.</p> <p>9. Koushiki Choudhury. Managing Workplace Stress The Cognitive Behavioural Way.- Springer India Heidelberg/New York/Dordrecht/London, 2013.</p>
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language of instruction	Russian
work placement(s)	Russian Ministry of Emergency Situations, Tomsk office

Course unit title	ISSUES OF PSYCHOLOGY OF SAFETY: RESEARCH, PRACTICAL APPLICATION, TRAINING OF SPECIALISTS
course unit code	M 1.10
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	2 nd semester
number of ECTS credits allocated	4
workload	In class: 34 h Self-study: 110 h
name of lecturer(s)	Prof. Natalia Kozlova
learning outcomes of the course	Upon completion of this course, students are able to:

unit	<ul style="list-style-type: none"> - master the new research methods in psychology of safety; - revalue their experience and analyze their potential; - test the hypotheses and define research objectives in the field of psychology of safety; - develop a (theoretical, empirical) research programme; - define problems in their research and project work; - plan and conduct applied research in the field of psychology of safety; - analyze the characteristics of human mental functions in health and disease taking into account the features of different age groups, developmental crises, risk factors, different gender, ethnic, professional and other social groups; - diagnose, examine and correct the psychological characteristics and states, psychological processes by different types activities; - develop effective programmes aimed at the prevention of social and developmental deviations as well as professional risks; - train the psychological personnel in the field of mental health and safety.
planned learning activities and teaching methods	Discussion, reflective seminar, individual and group projects
prerequisites and co-requisites	The course is based on the theoretical and methodological foundations of science and skills acquired by students on the bachelor level upon completion of the following disciplines: "General Psychology", "Developmental Psychology", "Clinical Psychology", "Personality Psychology", "Psychology of Health", "Social Psychology", "Labour Psychology".
recommended optional programme components	Meetings with officers of Russian security and law enforcement agencies, the Ministry of Emergency Situations arranged by the teacher. Participation in voluntary aid groups.
course contents	<ol style="list-style-type: none"> 1. Issues of safety: the psychological context. 2. Psychology of human safety in extreme cases. 3. Psychology of safety in social interaction. 4. Psychological safety in information environment. 5. Psychological safety in educational environment. 6. Training of specialists in the field of psychological safety.
form of examination and grading procedure	<p>Examination:</p> <p>Essay – 20%</p> <p>Project (individual and group) presentations – 40%</p> <p>Paper on the modern research agenda in psychology of safety – 10%</p> <p>Oral examination – 30%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Караяни А. Г. Психологическая помощь в кризисных ситуациях: учебное пособие / А. Г. Караяни, П. А. Корчемный. – М.: ВУ, 2010. 2. Мельников В. П. Информационная безопасность / В. П. Мельников, С. А. Клейменов, А. М. Петраков. – М.: Академия, 2010. 3. Петров С. В. Социальные опасности и защита от них:

	<p>учебное пособие / С. В. Петров, Л. А. Гиренко, И. П. Слинкова. – Новосибирск-Москва: АРТА, 2011.</p> <p>4. Савицкий А. Г. Национальная безопасность. Россия в мире: учебник / А. Г. Савицкий. – М.: Юнити-Дана, 2012.</p> <p>5. Шойгу Ю. С. Безопасность России. Основы информационно-психологической безопасности / Ю. С. Шойгу, Р. А. Дурнев, Н. А. Махутов. – М.: МГФ Знание, 2012.</p> <p>6. Fennelly Lawrence. Effective Physical Security. 2012.</p> <p>7. Paul Williams, ed. Security Studies: An Introduction, Routledge, 2012.</p>
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language of instruction	Russian, English (topic Nr. 4 “Psychological safety in the professional health structure” – 4 h)
work placement(s)	–

Course unit title	HISTORY AND METHODOLOGY OF SCIENCE: GENERAL PROBLEMS
course unit code	M 1.11
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	2
Workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Darya Sitnikova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - remember the main stages of the development of science, recall the existing definitions of science, enumerate the criteria of science, demarcate between science and non-science; - understand the essence of the scientific method, compare different methods with each other, explain the goals and objectives of research, classify the scientific information; - use the scientific methods in their research, review the literature, sort out the information in accordance with their goal set; - analyze the development stages of psychology, distinguish between natural sciences and the humanities; - evaluate the research findings with a view to ethical aspects,

	take account of possible risks related to new technologies; - write a research plan, develop a research strategy and invent new methods.
planned learning activities and teaching methods	Lectures, seminars, essay, oral and written reports, colloquium, academic reading
prerequisites and co-requisites	–
recommended optional programme components	Excursions into museums of science, visiting popular science lectures and watching popular science documentaries.
course contents	<ol style="list-style-type: none"> 1. Science as separate type of mental and intellectual activity. The main periods in the history of science. 2. Modern concepts of development of science. 3. The nature of scientific knowledge. Ideals and criteria of scientific knowledge. 4. Levels of scientific knowledge and landmarks in its development. 5. The scientific problem as a component of scientific knowledge and a starting point for its systematization. 6. Research methodology. 7. Truth in philosophy of science.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Oral and written surveys – 30%</p> <p>Course essay – 30%</p> <p>Written test – 40%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Лебедев С. А. Философия науки: учебное пособие для магистров / С. А. Лебедев. – М.: Юрайт, 2014. 2. Лешкевич Т. Г. Философия и теория познания учебное пособие / Т. Г. Лешкевич. – М.: ИНФРА-М, 2014. 3. Степин В. С. История и философия науки / В. С. Степин. - М.: Академический проект, 2012. 4. Рузавин Г.И. Методология научного познания / Г. И. Рузавин. - М.: ЮНИТИ-ДАНА, 2013. 5. Stepin V. Scientific Knowledge as Value of Modern Civilisation //Technological and Environmental Policy. Studies in Eastern Europe. Berlin, 2007. 6. Theoretical Knowledge. (Synthese Library. Studies in Epistemology, Logic, Methodology, and Philosophy of Science). Vol. 326. Springer . 2005. 7. Thomas Kuhn. The Structure of Scientific Revolutions: 50th-Anniversary Edition by Thomas S. Kuhn, Ian Hacking (Introduction). The University of Chicago, 2012.

language of instruction	Russian
work placement(s)	–

Course unit title	PSYCHOLOGICAL MODELS OF SAFE BEHAVIOUR
course unit code	M 1.12
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Svetlana Litvina
learning outcomes of the course unit	Upon completion of this course, students are able to: - evaluate the psychological attributes and states of organisation's employees to find out, whether their behaviour is safe, risky or destructive; - give well-grounded psychological advices to the employees to correct their behaviour; - ground and conduct applied research for evaluation of organisation's safe behaviour; - develop and implement effective psychological support programmes to promote professional development and to prevent risks of destructive and risky behaviour in conflict situations; - advise managers on effective leadership and safe conflict-resolution in organisation.
planned learning activities and teaching methods	Lectures, seminars, case study, project work, group presentations
prerequisites and co-requisites	Study of basic disciplines: Personality psychology, Social psychology, Organisational psychology, Psychodiagnostics, Foundations of psychological work with groups.
recommended optional programme components	Attending the optional course "Psychological Aspects of Organisation's Personnel Safety"
course contents	1. Safe, destructive and risky behavior. 2. Individual's social characteristics and safe behavior. 3. Psychological conditions for safe behavior. 4. Safe and destructive behaviour in an organisation. Mobbing, bullying, toxic leadership etc. 5. Models of safe behaviour in different organisational cultures. 6. Psychological and organizational factors of deliberate violation of rules for safe behaviour.

	7. Safe and destructive behaviour in a conflict situation.
form of examination and grading procedure	Ordinary credit test: Essay incl. case-study – 35% Course essay – 15% Written test – 50%
recommended or required reading	<ol style="list-style-type: none"> 1. Дементий Л.И., Купченко В.Е. Жизненные стратегии: монография. – Омск: Изд-во ОмГУ, 2010. 2. Дружилов С.А. Психологический террор (моббинг) на кафедре вуза как форма профессиональных деструкций [Электронный ресурс] // Психологические исследования: электрон. науч. журн. 2011. N 3(17). URL: http://psystudy.ru 3. Лубочников П.Г. Гуц Д.С. Нургалеев В.С. Психологические факторы формирования культуры безопасного поведения студента в процессе когнитивной деятельности./Мир науки, культуры, образования. 2011, № 5. 4. Малышев И.В. Характеристика социально-психологической адаптации и копинг-стратегий личности в разных условиях социализации // Современные исследования социальных проблем. 2012. №12. [Электронный ресурс] URL: http://cyberleninka.ru/article/n/harakteristika-sotsialno-psihologicheskoy-adaptatsii-ikoping-strategiy-lichnosti-v-raznyh-usloviyah-sotsializatsii 5. Романова Н.П. Моббинг: учеб. пособие. Чита: Изд-во Читин. ун-та, 2007. 6. Ramsay, S., Troth, A & Branch, S . Work-place bullying: A group processes framework Journal of Occupational and Organizational Psychology, 2010-84(4), p. 799-816. 7. Linenberger S.J. Sources of Altruistic Calling in Orthodox Jewish Communities: A Grounded Theory Ethnography. Lincoln, 2010. URL: http://digitalcommons.unl.edu/aglecdis/16

language of instruction	Russian
work placement(s)	–

Course unit title	THEORY AND PRACTICE OF DISTRESS PREVENTION
course unit code	M 1.13
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd

semester/trimester when the course unit is delivered	2 nd semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	Prof. Tatiana Bokhan
learning outcomes of the course unit	<p>Upon completion of the course, students are able to:</p> <ul style="list-style-type: none"> - implement new research methods and change their research agenda and occupational profile; - use human anthropometric, anatomical and physiological characteristics in phylogenesis and ontogenesis; - conduct self-examination of their professional activity as practicing psychologists and implement the techniques of emotional and cognitive regulation to optimize their practice and psychological state; - set applied tasks in distress prevention; - choose and implement psychological techniques in distress prevention; - provide psychological support to prevent the problems related to social and psychological disadaptation, mental and somatic disorders, negative effects of stress in its various forms (acute, chronic, social, professional, domestic).
planned learning activities and teaching methods	Lectures, seminars, written test, group presentations, case studies
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Methodological foundations of distress prevention. 2. Types of negative effects of stress on personality and human health. 3. The subject of psychological correction and distress prevention. 4. Psychodiagnostics of stress and stress tolerance resources as an integral part of prevention. 5. Models for stress prevention programmes. 6. Techniques of distress prevention and correction.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Written tests – 40%</p> <p>Course paper – 30%</p> <p>Final presentation – 30%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Бохан Т. Г. Сборник материалов по проблеме профилактики стресса [Электронный ресурс]. – Томск : Том. гос. ун-т, 2012. 2. Каменюкин А. Г. Анти-стресс тренинг / А. Г. Каменюкин, Д. Д. Ковпак. – Спб.: Питер, 2012

	<p>3. Шемякина О.О. Анализ причин стресса и методы его профилактики [Электронный ресурс] // Психология и право. 2012. №2. URL: http://psyjournals.ru/psyandlaw/2012/n2/52061.shtml</p> <p>4. Gibbons, C. (2012). "Stress, positive psychology and the National Student Survey". <i>Psychology Teaching Review</i> 18 (2): pp. 22–30.</p> <p>5. Schlotz W, Yim IS, Zoccola PM, Jansen L, Schulz P (2011). The perceived stress reactivity scale: Measurement invariance, stability, and validity in three countries. <i>Psychol Assess.</i> (pp. 80–94).</p>
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language of instruction	Russian
work placement(s)	–

Course unit title	METHODOLOGY AND TECHNIQUES OF PROJECT ACTIVITIES
course unit code	M 1.14
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	4
workload	In class: 34 h Self-study: 110 h
name of lecturer(s)	Prof. Irina Malkova
learning outcomes of the course unit	<p>Upon completion of this course, students should:</p> <p><i>know:</i></p> <ul style="list-style-type: none"> - the stages of project development; - the methods of project appraisal; - the potential of projecting for development of innovative activities in organisations; - the features of project contents and results in the framework of an activity-based approach and of an anthropological one; <p><i>be able to:</i></p> <ul style="list-style-type: none"> - design projects in various types of professional activity; - formulate and ground the criteria for project assessment; - participate in organisation and realisation of projects; - distinguish between project activity and research activity; - choose a right project concept and set goals of project

	activities in an organisation; - set the well-grounded project goals; - build a project team; - support the innovative activities of organisations through educational projects.
planned learning activities and teaching methods	Lectures, seminars. Teaching methods promoting students' involvement in analytical, research and project activities are as follows: organisation of a focus group, research interview, projecting, brainstorming, discussion, group work.
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	1. The structure and contents of project activity. 2. Methodology and concepts of projecting; 3. Becoming a projecting subject in innovative activity. 4. Analytical stage of project development. 5. Working out the contents of project activity. 6. Project evaluation and monitoring.
form of examination and grading procedure	Examination: Analytical paper – 40% Defence of a project – 40% Oral examination – 20%
recommended or required reading	1. Грашина М.Н., Дункан В.Р. Основы управления проектами. – Москва: Изд-во «Бином. Лаборатория знаний», 2011. 2. Козлова Н.В., Малкова И.Ю. Условия личностно-профессионального становления студентов высшей школы: проектирование образовательного профиля. – Томск: Изд-во ТПУ, 2012. 3. Кукушин В.С. Метод проектов // Буланова-Топоркова М.В. и др. Педагогические технологии: учеб. пособие. – Ростов-на-Дону, 2010. – С. 237–249. 4. Малкова И.Ю. Образовательное проектирование: концепция и практика организации в инновационном образовании. Монография: Saarbruecken. – 2011. 5. Пригожин А.И. Цели и ценности: новые методы работы с будущим.- Москва. - Изд-во: Дело АНХ, 2010. 6. Проектное обучение в структуре образовательных программ нового поколения: учебное пособие/ Л.В. Веснина, И.Ю. Малкова, А.В. Коваленко, А.А. Дульзон; Томский политехнический университет. – Томск: Изд-во ТПУ, 2011. 7. Фунтов В.Н. Основы управления проектами в компании: Учебное пособие.3-е изд., доп.- СПб: Питер, 2012.
language of instruction	Russian
work placement(s)	–

Course unit title	MODELS AND LEVELS OF INDIVIDUAL AND PUBLIC HEALTH
course unit code	M 1.15
level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Master
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	2 nd semester
number of ECTS credits allocated	3
Workload	In class: 22 h Self-study: 86 h
name of lecturer(s)	Prof. Elena Gutkevich
learning outcomes of the course unit	Upon completion of the course, students are able to: - understand the basic psychological concepts and theoretical approaches to individual and public health studies; - apply different approaches including an integrative and a system one; - analyze the features of human psychological functioning in health and disease; - evaluate the factors affecting the human activity and health under normal and special conditions; - develop the techniques of psychological support to people engaged in various branches and referred to different risk and social groups.
mode of delivery (face-to-face, distance learning)	face-to-face
planned learning activities and teaching methods	Lectures, seminars, written test, project work, scientific conference with presentations, round tables, case studies, individual counseling (incl. online)
prerequisites and co-requisites	—
recommended optional programme components	Excursions to museums and exhibitions, attending theoretical and practical scientific conferences at the Research Institute for Mental Health as well as courses in related disciplines.
course contents	1. Models and levels of individual and public health. Basic concepts. 2. Individual typological aspects of mental health. 3. Public health. 4. Mental health and culture. 5. Spiritual health. 6. Extreme conditions and human health.

	7. Psychology of professional health. 8. Foundations of sexual health. 9. Psychological foundations of primary prevention of dependences (addictive behaviour). 10. The school (of all levels) and health. 11. Perinatal psychology and health. 12. Gerontopsychological health problems. 13. Life style and health. 14. Psychological practice and health.
form of examination and assessment methods	Examination: Written tests and questionnaires – 10% Course essay – 30% Final presentation – 20% Written examination – 40%
recommended or required reading	1. Бовина И. Б. Социальная психология здоровья и болезни / И. Б. Бовина. – М.: Аспект Пресс, 2007. 2. Здоровье населения и национальные реформы: социально-антропологический анализ / Под ред. засл. деят. науки России В. Н. Ярской. М.: Вариант, ЦСПГИ, 2011. 3. Гуткевич Е.В., Лебедева В.Ф. Организация иерархической системы генетической превенции психических расстройств как развитие предиктивно-превентивной и персонализированной медицины // Сибирский вестник психиатрии и наркологии. – 2013. – № 6 (81). – С. 33 – 40. 4. Forelholm M., Suni J., Rinne M., Oja P., Vuori I. Physical activity pie; a graphical presentation integrating recommendations for fitness and health // Journal of Physical Activity and Health. 2005. № 5. pp. 391-396. 5. Kerr J., Rossman C. Modern cultural environments. In: Kerr J., Weitkunat R., Moretti M. The ABC Of Behavior Change. Elsevier Publishers, 2004. 6. Naidoo J., Wills J. Health promotion: dilemmas and challenges. London: Bailliere Tindall, 2000. 7. Safarino E. Health Psychology: biopsychosocial interaction. 6th Edition. John Wikey & sons inc, 2008.

language of instruction	Russian
work placement(s)	–

Course unit title	FORENSIC PSYCHOLOGICAL EXAMINATION
course unit code	M 1.16
type of course unit (compulsory, optional)	Compulsory

year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	Prof. Emma Meshcheryakova
learning outcomes of the course unit	Upon completion of this course, students are able to: - remember the structure of forensic psychology; - determine the position of forensic expertise for criminal and administrative investigations within the forensic psychology structure; - understand the classification of forensic expertise in criminal and administrative cases, based on subject matter, structure, place of execution and object; - apply their knowledge of general, developmental and clinical psychology as well as personality psychology to provide forensic psychological services to criminal and administrative courts.
planned learning activities and teaching methods	Seminars, project work, written tasks, case study
prerequisites and co-requisites	Basic knowledge of general, developmental and clinical psychology and the ability to use simple methods of statistical analysis (median, correlation, factor analysis, cluster)
recommended optional programme components	Watching documentaries; Attending open courts in Tomsk.
course contents	1. Methodology of forensic psychological expertise. 2. Classification of psychodiagnostic methods used in expertise. 3. Legal foundations of psychological expertise. 4. Assessment of persons. 5. Assessment of children. 6. Assessment of gang offences. 7. Postmortem expertise. 8. Assessment of violent crimes. 9. Remote expertise. 10. Civil forensic expertise concerning the termination of parental rights.
form of examination and grading procedure	Ordinary credit test: Essay – 10% Project work – 30% Case solution – 30% Written test – 30%
recommended or required reading	1. Китаева В.Н. Судебно-психологическая экспертиза при

	<p>расследовании тяжких преступлений против личности: автореферат диссертации... кандидата / В.Н. Китаева. М., 2010.</p> <p>2. Коченов, Михаил Михайлович. Судебно-психологическая экспертиза : теория и практика : избр. тр. / М. М. Коченов ; [ред.-сост. В. В. Николаева ; науч. ред. Ф. С. Сафуанов]. - М.: Генезис, 2010. - 351 с. Тюрин К.Г. Сущностные характеристики профессиональной деятельности эксперта // Акмеология, 2013, № 3 .</p> <p>3. Левина Л.В. Специфика индивидуально-психологических особенностей личности с отклоняющимся поведением / Мир науки, культуры, образования. – 2010 – № 1 (26) – С. 201-207.</p> <p>4. Гаямова С.Ю. Личная безопасность подростка ././ Методическое пособие. – М.: ТЦ Сфера, 2012. – 41 с.</p> <p>5. Горячев А.В. Действие законов формирования толпы в приложении к виртуальному пространству сети Internet // Акмеология, 2011, № 4.</p> <p>6. Яницкий М.С. Предмет и методологические основания судебно-психологической экспертизы текста /Вестник Кемеровского государственного университета, Кемерово, Выпуск № 3 .2010.</p> <p>7. Singer, M. T. & Lalich J. Cults in our midst. Jossey-Bass Publishers, San Francisco, 1995. Pp. 64-68.</p>
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language of instruction	Russian
work placement(s)	—

Course unit title	BUSINESS COMMUNICATION IN ENGLISH LANGUAGE
course unit code	M 1.17
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Natalia Gulius
learning outcomes of the course	Students are able to:

unit	<ul style="list-style-type: none"> - create the conditions for an effective business communication (BEFORE the meeting - organizational and content preparation, DURING - contact, presentation of ideas, argumentation, and after the meeting - agreements and terms); - prepare presentations of themselves, of their research subject; - implement effective communication techniques: active listening, I-messages, constructive resolution of contradictions and conflicts, feedback; - master their business rhetoric; - make a CV and a business card; - analyze the verbal behavior patterns; - hold a small talk and group conversation;
planned learning activities and teaching methods	Tutorials Mini-lectures Seminars Course paper
prerequisites and co-requisites	–
recommended optional programme components	Watching the movies “The King’s speech”, “Up in the Air”, “Thank You for Smoking”; Attending English Speaking Club (TSU Library).
course contents	<ol style="list-style-type: none"> 1. Conditions for effective business communication - a mini-lecture, general concepts and own experience reconstruction. 2. Stages of business communication: preparatory (organizational, informative), the main, and the post-action. Mini-lecture, workshop. 3. Techniques of effective communication - active listening, feedback, self-statement. Mini-lecture, workshop. 4. Business rhetoric - Preparation of a text message. Workshop. Toasts Masters. Mini-debate. 5. Presentation and self-presentation. 6. CV.
form of examination and grading procedure	Ordinary credit test: Active training participation – 30% Work in small groups – 30% Course paper and final presentation – 40%
recommended or required reading	<ol style="list-style-type: none"> 1. Business Communication: Tutorial: [for students studying courses "Management", "Corporate Culture", "Rhetoric", "Ethics of business relations", "Business Communication"] / avt.-status. N. Kuznetsov. - 5th ed. - Moscow: Dashkov and Co., 2013. 2. Samohvalova A.G. Business communication: the secrets of effective communication: a tutorial / AG Samohvalova. - 2nd ed., Rev. and add. - St. Petersburg: Rech, 2012. 3. Business Communication: a tutorial / avt.-status. N. Kuznetsov. - 5th ed. - Moscow: Dashkov Co., 2012.

language of instruction	English, Russian
work placement(s)	–

Course unit title	ENGLISH FOR PRESENTATIONS IN PROFESSIONAL ACTIVITY
course unit code	M 1.18
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	2
Workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Inna Atamanova
learning outcomes of the course unit	<p>Upon completion of the course, students:</p> <p><i>know:</i></p> <ul style="list-style-type: none"> - the presentation structure and psychological aspects of public speaking; - the grammatical and stylistic aspects of presentation of the results of their professional activity in speaking and writing; - the lexical constructions for an effective presentation; <p><i>are able to:</i></p> <ul style="list-style-type: none"> - structure the material and choose adequate methods of its presentation; - make a MS PowerPoint presentation of the results of their professional activity in English language; - understand oral presentations in English in their professional field.
planned learning activities and teaching methods	Tutorials, portfolio, project work, group presentations, scientific conference simulation, individual counseling (incl. online)
prerequisites and co-requisites	Completion of the master's course unit M 1.8 "English" (1-3 semesters), IT literacy (computer literacy, Internet, PowerPoint), knowledge of general academic disciplines
recommended optional programme components	Attending lectures, seminars and conferences at TSU with international participants; watching videos of international scientists' presentations
course contents	<ol style="list-style-type: none"> 1. Intercultural context of presentation as a professional-important activity. 2. Presentation structure. 3. Visual methods of data presentation. 4. Feedback management (discussion and questions). 5. Psychological aspects of presentation. 6. Model for successful presentation. 7. Students' presentations.

	8. Retrospective analysis of individual and group experience with presentations.
form of examination and grading procedure	Ordinary credit test: Portfolio – 30% Final presentation – 50% Essay (reflection of experience) – 20%
recommended or required reading	<ol style="list-style-type: none"> 1. Cottrell, S. The Study Skills Handbook (4th ed.). Palgrave Macmillan Ltd, 2013. 2. Grussendorf M. English for Presentations. Express Series. Oxford University Press, 2012 (Includes MultiROM). 3. Dignen, B. Communicating across cultures. Cambridge: Cambridge University Press, 2011. 4. Helliwell, M. Business Plus: Preparing for the workplace. Student's book. Cambridge: Cambridge University Press, 2014. 5. Филиппова М. М. Деловое общение на английском: учебное пособие. Москва: Изд-во Московского университета, 2010.

language of instruction	English
work placement(s)	

Course unit title	ACME-ORIENTED APPROACHES TO RESEARCH IN PROFESSIONAL ACTIVITY
course unit code	M 1.19
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	2
Workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	Prof. Natalia Kozlova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - act and take the responsibility in extraordinary situations; - develop their personality and fulfill their creative potential; - state the problem and set research goals and objectives, test hypotheses and develop a research design for an acemological study; - submit their research results in different forms (paper,

	<p>address) and psychologically support their implementation;</p> <ul style="list-style-type: none"> - develop programmes aimed at the prevention of professional risks in various types of activities as well as social and developmental deviations; - find out the needs for basic types of psychological services and organize the work of a psychological service in a specific field of professional activity; - generate optimal solutions to professional problems, considering the modern psychological toolbox that meets the requirements of validity, price as well as information, social, economic and ethical safety.
planned learning activities and teaching methods	Discussion, reflective seminar, individual and group projects
prerequisites and co-requisites	The course presupposes a high level proficiency in methodology, scientific schools and theories of psychology, methods and techniques of project activity, psychology of innovative behaviour. In turn, this course provides students with theoretical and practical knowledge to study a number of basic and specialized modules: “Designing the development strategies for specialists doing extreme jobs”, “Issues of Psychology of Safety: Research, Practical Application, Training of Specialists”, “Psychology of self-fulfillment and achievements”.
recommended optional programme components	Meetings with workers of organisations delivering professional psychological services.
course contents	<ol style="list-style-type: none"> 1. Psychological and acmeological problems of professional development. 2. General and special acemological principles. 3. Concepts and terms of acmeology. 4. Laws of personal and professional development and multiplication of individual’s potential and self-actualization through profession. 5. Acmeological practices for research and assistance. 6. The features of humanitarian technologies and their application in practice.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Course paper – 20%</p> <p>Project (individual and group) presentations – 40%</p> <p>Solving the applied problems – 20</p> <p>Written test – 20%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Бодалев А. А. Акмеология : настоящий человек. Каков он и как им становятся? / А. А. Бодалев, Н. В. Васина. – Санкт-Петербург: Речь, 2010. 2. Деркач А. А. Методология и методы акмеологии / А. А. Деркач. – Москва : РАГС, 2011. 3. Козлова Н. В. Личностно-профессиональное становление студентов. Личностно-профессиональное становление в условиях вузовского образования: акмеориентированный подход / Н. В. Козлова. – Saarbrücken, 2012.

	<p>4. Козлова Н. В. Развитие управленческого потенциала молодых специалистов. Динамика управленческого потенциала молодых специалистов в условиях акме-ориентированных технологий. Теория и практика / Н.В.Козлова, Т.Г. Ломоносова. – Saarbrücken, 2012.</p> <p>5. Москаленко О. В. Акмеологические основания развития карьеры профессионала / О. В. Москаленко. – М. : РАГС. – 2011.</p> <p>6. Professional Psychology: Research and Practice URL: http://dx.doi.org/10.1037/a0038839</p>
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language of instruction	Russian, English (topic Nr. 2 “Professional health” – 2 h)
work placement(s)	–

Course unit title	ACADEMIC WRITING IN PSYCHOLOGY
course unit code	M 1.20.A
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Olga Muravyova
learning outcomes of the course unit	<p>Upon completion of this course, students <i>know</i>:</p> <ul style="list-style-type: none"> - basic indications of academic language; - styles and genres of academic language; - macrostructural components of an academic text; - microstructural components of an academic text; <p><i>are able to</i>:</p> <ul style="list-style-type: none"> - think scientifically and work with scientific information; - participate in an academic discussion; - analyze an academic essay with a view to the scientific results presented by its author; - detect the macro- and microstructural components of an academic essay; - write reproductive and productive (analytical) papers; - edit their academic papers in line with the Russian state

	standard.
planned learning activities and teaching methods	Lectures, seminars, case study
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Requirements for a modern professional. Learning and education. Requirements for a modern education. The features of object and subject position in the learning process. A competency-based approach in education. Handling of information as a basic competency of a modern professional. 2. Functional styles of language: aims and spheres of application. Academic style of language and its basic indications. Variations and genres of the academic style. 3. The macrostructure of an academic essay in psychology. <ul style="list-style-type: none"> - Requirements for the title and introduction, - Structure and requirements for the main part of an academic essay, - Conclusion, reference list, appendices; 4. The microstructure of an academic essay: the terms “thesis” and “argument”. 5. Academic paper editing rules. 6. Academic discussion: aims, rules and typical mistakes.
form of examination and grading procedure	<p>Ordinary test:</p> <p>Active seminar participation – 20%</p> <p>Written test (case solution) – 80%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Анцупов А.Я., Кандыбович С.Л., Крук В.М., Тимченко Г.Н., Харитонов А.Н. Проблемы психологического исследования / Под ред. проф. Анцупова А.Я. – М.: Студия «Этника», 2011. 2. Волков Ю. Как защитить диссертацию. Новое о главном. М.: Феникс, 2012. 3. Карандашев В.Н. Квалификационные работы по психологии: реферативные, курсовые и дипломные: учеб.-метод. пособие. – М.: Смысл, 2010. 4. Рукавишников Н.Г. Как написать выпускную квалификационную работу: Методические рекомендации. – Ярославль: Изд-во ЯГПУ, 2012. 5. Сенкевич М.П. Стилистика и литературное редактирование. Сборник работ к 90-летию со дня рождения. М.: Трибуна, 2014.

language of instruction	Russian
work placement(s)	–

Course unit title	PSYCHOLOGICAL ASPECTS OF ORGANISATION'S PERSONNEL SAFETY
course unit code	M 1.20.B
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	1 st semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Svetlana Litvina
learning outcomes of the course unit	Upon completion of this course, students are able to: - evaluate the psychological attributes and states of organisation's employees in terms of occupational safety; - give well-grounded psychological advices to the employees to improve their competency and to reduce the threats from the organisation's side; - identify organisational pathologies by analyzing the concrete conflict situations; - identify personnel-related risks; - develop and implement effective psychological support programmes to promote professional development and to prevent risks related to conflict-resolution; - advise managers on psychological aspects of organisation's personnel safety.
planned learning activities and teaching methods	Lectures, seminars, case study, project work, group presentations
prerequisites and co-requisites	Study of basic disciplines: Personality psychology, Social psychology, Organisational psychology, Psychodiagnostics, Foundations of psychological work with groups.
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Personnel's safety in the framework of organisation's safety management system. Principles of organisational safety. 2. Types of organisational culture and aspects of organisational safety by different types of group practice and leadership. 3. Types of threats from the personnel's side. Employee's competency problem. Organisational identity. 4. Personnel's safety aspects in the HR management process (employment – adaptation – training – evaluation – replacement – discharge).

	5. Psychological causes of accidents and occupational injuries. 6. Organisational and personal factors of conflict emergence. 7. Basic types of psychological assistance in conflict resolution in organisations. 8. Communication technologies for efficient conflict resolution. 9. Conflict management through the third party involvement. 10. Mediation as a psychological practice for efficient conflict resolution in organisations.
form of examination and grading procedure	Ordinary credit test: Essay incl. case-study – 35% Course essay – 15% Written test – 50%
recommended or required reading	1. Емельянов С.М. Практикум по конфликтологии. 3-е изд., перераб. и доп. - СПб.: Питер, 2009. 2. Решетникова К.В. Конфликты в системе управления: учебное пособие. Юнити-Дана, 2013. 3. Светлов В.А. Введение в единую теорию анализа и разрешения конфликтов. Изд. Стереотип, 2013. 4. Buddhodev Sinha, A. Conflict management: making life easier // The IUP Journal of Soft Skills, 2011 № 5 (4), pp. 31-40. 5. Develop a Culture of Safety. URL: http://www.ihl.org/resources/Pages/Changes/DevelopaCultureofSafety.aspx 6. "Toxic Leadership - How To Spot It And How To Avoid It". Strategies-for-managing-change.com. Retrieved 2011-08-06. URL: http://leadchange.org/toxic-leadership/ 7. Spaho K. Organizational communication and conflict management // Management, Vol. 18, 2013, 1, pp. 103-118. URL: https://www.efst.hr/management/Vol18No1-2013/6-Spaho.pdf

language of instruction	Russian
work placement(s)	–

Course unit title	METHODS OF PSYCHOLOGICAL SUPPORT IN CRISIS AND EXTREME SITUATIONS
course unit code	M 1.21.A
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester

number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	Prof. Irina Stoyanova
learning outcomes of the course unit	Upon completion of this course, students are able to: - systemize the methods and means of psychological support in extreme situations; - implement the psychological technologies in crisis in extreme situations; - introduce new psychological technologies into practice; - develop programmes of psychological assistance.
planned learning activities and teaching methods	Lectures and IT-based seminars, interpretation of analytical papers. Case studies of a person's psychological trauma experienced in extreme situations; group discussions of methods of psychodiagnostics and psychological assistance. Designing programmes and technologies of psychological assistance. Psychological self-regulation training. Critical thinking development; portfolio, project activities.
prerequisites and co-requisites	–
recommended optional programme components	Knowledge of the following disciplines is desirable: “Psychology of stress”, “Psychological correction”, “Clinical psychology”, “Family psychology”, “Foundation of psychological consulting”, “Psychodiagnostics”.
course contents	1. Basic principles of psychology of extreme situations. 2. Algorithms and methods of psychological support to people who found themselves in an extreme situation. 3. Psychodiagnostics of mental injuries and differential psychodiagnostics of posttraumatic stress disorder and a person's resources when experiencing a psychological trauma. 4. Self-regulation for people with helping professions (rescuers, firemen, medical professions, psychologists) who work under extreme conditions. 5. Psychological support to children experienced a psychological trauma.
form of examination and grading procedure	Ordinary credit test: Oral reflections at the end of the class – 20% Course paper – 30% Portfolio presentation – 20% Written test – 30%
recommended or required reading	1. Оказание психологической и психиатрической помощи при чрезвычайных ситуациях: Учебное пособие под ред. Чакиева А.М. – Бишкек, 2013. 2. Личность в экстремальных условиях и кризисных ситуациях жизнедеятельности: коллективная монография / под ред. Р.В. Кадырова. – Владивосток : Мор. гос. ун-т, 2014.

	<p>3. Леонтьев Д.А. Личность в непредсказуемом мире // Методология и история психологии, Т. 5, Вып. 3, 2010. С. 131.</p> <p>4. Агадзе Н.В. Психосоциальное благополучие и психическое здоровье в чрезвычайных и кризисных ситуациях. - Оказание психологической и психиатрической помощи при чрезвычайных ситуациях: Учебное пособие под ред. Чакиева А.М.. –Бишкек. - 2013. – С. 114-133.</p> <p>5. Молчанова Е. С., Нелюбова Т.А. Типы реагирования на острый стресс. \ Оказание психологической и психиатрической помощи при чрезвычайных ситуациях: Учебное пособие под ред. Чакиева А.М.. –Бишкек. - 2013. – С. 27-33.</p> <p>6. Саенко Ю.В. Регуляция эмоций: тренинги управления чувствами и настроениями. – СПб.: Речь, 2010.</p> <p>7. Scheeringa M.S., Zeanan C.U., Cohen Y.A. PTSD in children and adolescents: toward an empirically based algorithm. Depression and Anxiety. 2011. pp.770-782.</p> <p>8. Diagnostic and statistical manual of mental disorders. Arlington VA - American Psychiatric Association, 2013.</p>
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language of instruction	Russian
work placement(s)	Research Institute for Mental Health, Tomsk

Course unit title	PSYCHOLOGICAL SUPPORT TO FAMILIES AND CHILDREN IN CRISIS SITUATIONS
course unit code	M 1.21.B
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Natalia Trenkaeva
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - remember the ethical code of conduct when applying the learned methods and approaches to psychological support to a family in a crisis situation; - give well-grounded psychological advices based on the

	<p>theoretical and applied studies in the field of health and safety of family and children;</p> <ul style="list-style-type: none"> - choose appropriate psychological technologies in order to solve concrete problems in this field of professional practice; - initiate and develop the cooperation with representatives of related social institutes to provide a cross-sector psychological assistance to family, taking into account the ethical principles.
planned learning activities and teaching methods	Lectures, seminars, a problem-focused lecture, group discussion, analytical essay, heuristic discussion, simulation game.
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Evolutionary processes in the family as a small social group. 2. Cultural and historical, social and economic, civil and legal foundations of the modern family. 3. Structural and dynamic mechanisms of development of the family group. 4. Psychodynamic mechanisms of development of the family group. 5. Phenomenology of the normative and non-normative critical periods in family development. 6. Phenomenology of risks and family resources for the normative and non-normative crises. 7. Health and safety of the family members in the process of normative crisis resolution. 8. Psychological support to the family in a crisis situation: basic approaches and methods. 9. Psychological support to the family and children within the cross-sector structure of assistance. 10. A range of professional problems of the specialists supporting families and children in crisis situations.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Group discussion – 100%</p> <p>Assessment is based on one's active positioning in the discussion, intelligence and consistency of argumentation is taken into account.</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Андреева Т. Психология семьи. – С-Пб.: «Питер». – 2013. 2. Бебчук М., Жуйкова Е. Помощь семье. Психология решений и перемен. – М.: «Класс» – 2015. – 308 с. 3. Лукьяненко Т. И. Исследование факторов виктимного поведения подростков и технология оказания помощи детям, пострадавшим от жестокого обращения // Мир науки, культуры, образования. – 2010. – № 7 (19). – С. 146–148. 4. Савина Е. «Я его люблю». Семье и друзьям алкоголиков и наркоманов. – М.: «Вече, Лепта Книга, Грифъ». – 2015.

	<p>5. Шнейдер Л.Б. Семья, оглядываясь вперёд – С-Пб. : «Питер». – 2013.</p> <p>6. Шнейдер Л. Б. Семейная психология: учебное пособие для вузов / Л. Б. Шнейдер. – М.: Акад. Проект, 2011.</p>
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language of instruction	Russian
work placement(s)	–

Course unit title	EFFECTIVE ANALYTICAL WORK WITH INTERNATIONAL INFORMATION SOURCES
course unit code	M 1.22.A
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	1
workload	In class: 12 h Self-study: 24 h
name of lecturer(s)	As. Prof. Inna Atamanova
learning outcomes of the course unit	<p>Upon completion of the course, students:</p> <p>a.) know:</p> <ul style="list-style-type: none"> - the features of international databases; - the basic elements of a scientific paper; - the basic rules for citing and references; <p>b.) are able to:</p> <ul style="list-style-type: none"> - search for information in international databases and select a relevant information; - read and understand scientific papers; - write an analytical overview of information sources on their own research topic (in Russian); - make a reference list; - write their own research abstract in English.
planned learning activities and teaching methods	Tutorials, work with databases, individual learning (reading academic articles on one's research topic), portfolio, written tasks (essay, abstract, reference list), presentation
prerequisites and co-requisites	Completion of the master's course unit M 1.8 "English" (1-3 semesters), IT literacy, knowledge of general academic disciplines
recommended optional programme components	Reading scientific papers in compliance with the specialisation in English language
course contents	1. Overview of international information sources.

	2. Critical thinking by working with information. 3. Critical thinking in a professional context. 4. Reading as a basic strategy for working with information. 5. Individual style of information management. 6. Academic writing as a process. 7. Plagiarism. Rules for citing and references. 8. Academic Writing as a result. 9. Presentation of analytical overview of international information sources on one's research topic.
form of examination and grading procedure	Ordinary credit test: Portfolio – 30% Course paper (analytical overview on one's research topic) – 40% Abstract – 30%
recommended or required reading	1. Pakenham, K., Williams, J., McEntire, J., Wiese D. & Vittorio P. Making Connections (2 nd ed.). A Strategic Approach to Academic Reading and Vocabulary. Cambridge: Cambridge University Press, 2013. 2. Cottrell S. Critical Thinking Skills (2 nd ed.). Developing Effective Analysis and Argument. Palgrave Macmillan Ltd, 2011. 3. Cottrell, S. The Study Skills Handbook (4 th ed.). Palgrave Macmillan Ltd, 2013. 4. Hyland, K. Disciplinary Identities: Individuality and community in academic writing. Cambridge: Cambridge University Press, 2012. 5. Hewings, M., Thaine, C. & McCarthy, M. Cambridge Academic English: An Integrated Skills Course for EAP. Cambridge: Cambridge University Press, 2012.

language of instruction	Russian, English
work placement(s)	

Course unit title	SUBMISSION OF RESEARCH RESULTS FOR INTERNATIONAL PUBLICATIONS
course unit code	M 1.22.B
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	1

workload	In class: 12 h Self-study: 24 h
name of lecturer(s)	As. Prof. Olga Bogdanova
learning outcomes of the course unit	Upon completion of the course, students are able to: - use their oral and written communication skills in Russian and English for professional purposes; - submit their research results in different forms (scientific publication, paper); - choose an international scientific journal whose subject area corresponds to their research interests; - familiarize themselves with the publication requirements for submitted manuscripts; - evaluate the quality of the manuscript submitted for an international scientific publication by formal matters.
planned learning activities and teaching methods	Tutorials. Individual presentations, written tasks, text analysis. Teaching methods make an emphasis on working with original materials, reading and writing as forms of international communication as well as translation as its integrative form.
prerequisites and co-requisites	Mastering the English course M. 1.8, IT literacy, knowledge of general academic disciplines, research experience that can be recommended for an international publication.
recommended optional programme components	Individual reading of original international papers published in international journals; individual work with the following free tutorials: The Basics of APA Style, What's New in the 6th Edition (http://www.apastyle.org/learn/index.aspx)
course contents	<ol style="list-style-type: none"> 1. Publication of research materials in international journals as a form of international scientific interaction. 2. The contents of the EASE Guidelines for Authors and Translators of Scientific Articles to be Published in English. 3. Requirements for the scientific content of the submitted material. 4. Text structure. 5. The contents of Preparing Manuscripts for Publication in Psychology Journals. A guide for authors. 6. Publishing process. 7. Quality requirements for submitted manuscripts. 8. Overview of international scientific journals. 9. Presentation of a prospective manuscript to be published in an international journal.
form of examination and grading procedure	Ordinary credit test: Graphic classifiers, summary, short reports – 30% Presentation of a journal – 20% Analytical commentary on an original scientific article in English – 20% Final manuscript presentation – 30%
recommended or required reading	<ol style="list-style-type: none"> 1. American Psychological Association. Preparing manuscripts for Publication in Psychology Journals: A Guide for New Authors. URL: http://www.apa.org/pubs/authors/new-author-guide.aspx 2. Sample Meta Analysis Paper. URL: http://www.apastyle.org/manual/related/sample-meta-

	<p>analysis.pdf</p> <p>3. EASE Guidelines for Authors and Translators of Scientific Articles to be Published in English, June 2014. URL: http://www.ease.org.uk/sites/default/files/ease_guidelines-june2014-english.pdf</p> <p>4. Гитович Р. А., Ковальчук С. В. Английский язык для психологов: учебно-методический комплекс. Под ред. И. Ф. Турук. Москва: IDO Press: Университетская книга, 2011.</p> <p>5. Зайцев А. Б. Основы письменного перевода: [приемы перевода, перевод текстов различных функциональных стилей, переводческие ошибки]. Москва: ЛИБРОКОМ, 2010.</p>
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language of instruction	English, Russian
work placement(s)	–

Course unit title	PHILOSOPHY OF SCIENCE IN THE 20TH CENTURY
course unit code	M 1.23.A
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	1
Workload	In class: 12 h Self-study: 24 h
name of lecturer(s)	As. Prof. Darya Sitnikova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - remember the features of the development of science in the 20th century, compare the contemporary science with classical science; - understand the essence of modern scientific methods, compare different methods with each other, explain the goals and objectives of research; - use the scientific methods in their research, review the literature, classify the scientific information; - analyze the development stages of psychology, distinguish between natural sciences and the humanities in the early 21st century;

	<ul style="list-style-type: none"> - evaluate the research findings with a view to ethical aspects, take account of possible risks related to new technologies; - plan a study, develop a research strategy and invent new methods.
planned learning activities and teaching methods	Lectures, seminars, essay, oral and written reports, colloquium, academic reading
prerequisites and co-requisites	–
recommended optional programme components	Excursions into museums of science, visiting popular science lectures and watching popular science documentaries.
course contents	<ol style="list-style-type: none"> 1. Central questions of philosophy of science and its place in the structure of philosophical knowledge. 2. Logical positivism and philosophy of science. 3. Post-positivistic philosophy of science. 4. Phenomenological concept of science. 5. M. Heidegger's philosophy of science. 6. Hermeneutic interpretation of science. 7. Science in the structuralist and post-structuralist schools of thought.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Oral and written surveys – 30%</p> <p>Course essay – 30%</p> <p>Written test – 40%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Канке В. А. История, философия и методология социальных наук учебник для магистров : [по гуманитарным направлениям и специальностям] / В. А. Канке. – М: Юрайт, 2014. 2. Лебедев С. А. Философия науки: учебное пособие для магистров / С. А. Лебедев. – М. : Юрайт, 2014. 3. Степин В. С. История и философия науки / В. С. Степин. - М.: Академический проект, 2012. 4. Bruno Latour. Give Me a Laboratory and I will Raise the World. Ecole des Mines, Paris . Published originally in Karin Knorr-Cetina and Michael Mulkay, eds., Science Observed: Perspectives on the Social Study of Science, London and Beverly Hills; Sage, 1983, pp. 141-170. 5. Karl Raimund Popper The logic of scientific discovery. Psychology Press, 2002. 6. Roco M., Bainbridge W . (eds). Converging Technologies for Improving Human Performance: Nanotechnology, Biotechnology, Information Technology and Cognitive Science. Arlington, 2004. 7. Theoretical Knowledge. (Synthese Library. Studies in Epistemology, Logic, Methodology, and Philosophy of Science). Vol. 326. Springer, 2005. 8. Thomas Kuhn. The Structure of Scientific Revolutions: 50th-Anniversary Ed. by Thomas S. Kuhn, Ian Hacking (Introduction). The University of Chicago, 2012.

language of instruction	Russian
work placement(s)	–

Course unit title	COMMUNICATION IN THE INTERNATIONAL PROFESSIONAL NETWORKS
course unit code	M 1.23.B
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	1
workload	In class: 12 h Self-study: 24 h
name of lecturer(s)	As. Prof. Olga Bogdanova
learning outcomes of the course unit	Upon completion of the course, students are able to: - independently search for international professional associations and events (e.g. conferences, congresses etc.) in the field of their own professional activity and research interests; - communicate within international professional associations in a constructive way; - define the short-term and long-term tasks for their professional development; - apply basic principles of successful networking to achieve professional goals; - make a professional CV.
planned learning activities and teaching methods	Tutorials, including individual work with information sources and interactive pair and group work aimed at development of international communication skills (speaking and writing) in formal and informal professional communication situations as well as defining prospects and resources for personal and professional development. The course is notable for interactive learning process and reflective didactic materials, including a part closely associated with reflection and professional development planning.
prerequisites and co-requisites	Mastering the English course M. 1.8, IT literacy, knowledge of general academic disciplines.
recommended optional programme components	Individual work with Internet sources representing different professional associations; watching online-videos on international conferences and professional interaction; individual reading of sources in English on networking.

course contents	<ol style="list-style-type: none"> 1. Professional associations and events. 2. The main networking resources to establish and maintain professional contacts. 3. Formal communication practices in the professional context. 4. Informal communication practices in the professional context. 5. Format of the meeting in the professional context. 6. Correspondence in professional activity. 7. CV. 8. Strategy for professional development. 9. Presentation of professional networks: resources and chances.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Portfolio of the professionals associations, reflection forms, CV, written tasks – 50%</p> <p>Active participation in a simulation game – 30%</p> <p>Presentation of interaction within professional networks – 20%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. How to Network at a Conference. URL: http://www.wikihow.com/Network-at-a-Conference#Following_Up_sub 2. Brustein D. How To Master The Art Of Networking Follow-Up. URL: http://www.forbes.com/sites/yec/2014/09/23/how-to-master-the-art-of-networking-follow-up/ 3. Palgrave Study Skills. URL: http://www.palgrave.com/studentstudyskills/page/index/ 4. Lafond C., Vine S., Welch B. English for negotiating. Oxford: Oxford University Press, 2012. 5. Wallwork A. English for presentations at international conferences. New York: Springer, 2010. 6. Гарагуля С.И. Английский язык для делового общения: [учебное пособие для образовательных учреждений высшего профессионального образования]. Ростов-на-Дону, 2013.

language of instruction	English, Russian
work placement(s)	–

Course unit title	GROUP SUPERVISION OF PROFESSIONAL AND PERSONAL DEVELOPMENT
course unit code	M 1.24.A
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course	3 rd semester

unit is delivered	
number of ECTS credits allocated	1
workload	In class: 22 h Self-study: 24 h
name of lecturer(s)	As. Prof. Oleg Lukyanov
learning outcomes of the course unit	Upon completion of this course, students are able to: - understand the general and specific interpretations of supervision (witnessing that provides the deliverance from destructive doubts); - distinguish between the necessary and sufficient conditions for organizing a supervision in different contexts (mainly in an occupational one); - organize and conduct a supervision; - ask for a supervision and find a supervisor for themselves; - remember the ethical guidelines for supervision.
planned learning activities and teaching methods	Lectures, seminars, group supervisions, colloquia, discussions, analyzing the video materials
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	1. The history of supervision as a psychological practice. 2. Foundations and models of supervision. 3. Preparation and organisation of a supervision practice. The ethics. 4. A case presentation and supervision in psychological counseling. 5. A case presentation and supervision in educational and pedagogical practice. 6. Presentation of supervision as a step-by-step process. Analysis of international best practices in supervision.
form of examination and grading procedure	Ordinary credit test: The intermediate assessment is carried out subject to class attendance and active participation in group work – 50% Final assessment is carried out in the form of an oral test – 50%
recommended or required reading	1. Драгущенко О.А. Супервизия как необходимый аспект в деятельности психолога: трудности и пути решения // Актуальные проблемы психологического обеспечения практической деятельности силовых структур в современной России. Сборник материалов II Всероссийской научно-практической конференции специалистов ведомственных психологических и кадровых служб с международным участием. Санкт-Петербург, 28-29 ноября 2013 г. – Спб., 2013. - С. 83-86. 2. Залевский Г. В. Избранные труды: в 6 т. Т. 4: Психологическая практика и супервизия. – Томск: Томский государственный университет, 2013.

	<p>3. Садыкова А.Ж. Динамические групповые процессы в работе супервизионной группы // СМАЛЬТА. - 2014. - № 2. - С. 47-53.</p> <p>4. Старшенбаум Г. Работа психолога над собой: техники внутренней супервизии. – Ростов.: Феникс, 2014.</p> <p>5. Чернышова Л.А. Роль супервизии в формировании профессионально важных качеств клинического психолога // Известия Самарского научного центра Российской академии наук. - 2012. - Т. 14. № 2-1. - С. 175-179.</p> <p>6. Derek L. Milne Evidence-Based Clinical Supervision: Principles and Practice. - Wiley-Blackwell, 2009.</p> <p>7. Fleming Ian, Steen Linda Supervision and Clinical Psychology: Theory, Practice and Perspectives. - Psychology Press, 2004.</p> <p>8. Watkins C. Edward Jr.(Editor), Milne Derek L. (Editor) The Wiley International Handbook of Clinical Supervision. - Wiley-Blackwell, 2014.</p>
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language of instruction	Russian
work placement(s)	—

Course unit title	SHAPING THE SAFE URBAN ENVIRONMENT
course unit code	M 1.24.B
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	1
workload	In class: 12 h Self-study: 24 h
name of lecturer(s)	As. Prof. Valeria Petrova
learning outcomes of the course unit	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> - remember the basic concepts and glossary required to analyze the urban environment; - understand the theories, related to the studies of urban environment, their historical continuity and theoretical problems arising when trying to describe an established urban environment;

	<ul style="list-style-type: none"> - operate with terms and methods, by means of which a person's spatial behaviour in the urban environment is described; - analyze how mental images of towns emerge; - analyze the mechanisms of differentiation and identification of different town places by a person; - evaluate people's values and factors affecting people's performance in the town as well as spatial organisation of towns and the quality of their urban environment.
planned learning activities and teaching methods	Lectures, seminars, case study, analysis of academic essays, students' presentations of their own projects, individual counseling.
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Urban environment: theory development and research methodology. 2. Ontology of town and methods of description. 3. Psychology of urban safety: basic concepts, characteristics, research methods. 4. Urban environment: subject-object problem in the academic discourse. 5. The process of identification of the urban environment and places in a town. 6. "Mental maps" for imaging people's ideas about towns, environmental perception and knowledge of towns. 7. The main problems of urban safety. 8. Attractiveness of evolutionary towns with an irregularly districted urban environment.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Project work on a topic approved by the lecturer – 50%</p> <p>Written test – 50%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Высоковский А.А., Каганов Г.З. (редакторы). Городская среда: проблемы существования. Москва, ВНИИТАГ, 2010. 2. Глазычев В.Л. Урбанистика. - М.: Издательство «Европа», 2013. 3. Голд Дж. Психология и география: основы поведенческой географии. Пер. с англ. М.: Прогресс. 2014. 4. Хартия нового урбанизма. URL: http://www.cnu.org/ 5. Dear M.J., Ed. From Chicago to L.A.: Making Sense of Urban Theory. Thousand Oaks, CA: Sage, 2012. 6. Soja Ed. W. Postmetropolis: Critical Studies of Cities and Regions. Oxford and Malden , MA : Blackwell Publishers, 2010.

language of instruction	Russian
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work placement(s)	–
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Course unit title	FOUNDATIONS OF MILITARY PSYCHOLOGY
course unit code	M 1.25.A
type of course unit (compulsory, optional)	Optional
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Igor Shchelin
learning outcomes of the course unit	Upon completion of this course, students are able to: - understand the subject matter of military psychology; - understand the mechanisms of mental functioning of a military servant serving during peacetime; - remember the objectives and contents of a military servant's psychological training as well as the features of social and psychological phenomena in military groups; - organise and take actions to assess the features of a military servant's psychology and the features of social and psychological processes within military groups.
planned learning activities and teaching methods	Lectures, seminars, written test, presentations, case study, individual counseling
prerequisites and co-requisites	–
recommended optional programme components	–
course contents	<ol style="list-style-type: none"> 1. Introduction to the profession of military psychology. 2. History of military psychology. 3. General description of psychological services in the Russian Armed Forces. 4. Information and psychological confrontation in the modern war. 5. Psychological support to the battle duties, guard duties and internal duties. 6. Psychology of military groups. 7. Psychology of military servants' deviant behaviour.

	8. Psychology of terrorism.
form of examination and grading procedure	Ordinary credit test: Course paper – 30% Students' presentations – 30% Written test – 40%
recommended or required reading	<ol style="list-style-type: none"> 1. Зинченко Ю.П., Караяни А.Г., Сыромятников И.В. Военная психология: учебник / Ю.П.Зинченко, А.Г. Караяни, И.В. Сыромятников. - М.: Издательство МГУ, 2010 2. Караяни А.Г. Сыромятников И.В. Прикладная военная психология. М., 2006. 3. Караяни А.Г., Корчемный П.А., Марченков В.И. Психологическая подготовка боевых действий войск. М.: ВУ, 2011. 4. Основы военной психологии и педагогики : конспект лекций / С. М. Протасеня [и др.]. – Минск : БНТУ, 2014. 5. Руководство по психологической работе в ВС РФ (№ 172/2/60 Си от 30 марта 2006 г.). 6. Attack on Terrorism - Inside Al-Qaeda // Financial Times. N. 30, 2010.

language of instruction	Russian
work placement(s)	–

Course unit title	GROUP AND INDIVIDUAL METHODS OF PSYCHOTHERAPY FOR POST-TRAUMATIC STRESS DISORDER
course unit code	M 1.25.B
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	2
workload	In class: 22 h Self-study: 50 h
name of lecturer(s)	As. Prof. Amaliia Baskurian
learning outcomes of the course unit	<p>Upon completion of the course, students are able to:</p> <ul style="list-style-type: none"> - understand the basic psychological concepts and theoretical approaches to the problems of post-traumatic stress disorder; - apply different schools of psychotherapy and design

	<p>assistance programmes;</p> <ul style="list-style-type: none"> - diagnose the causes of PTSD, its development phases and clinical implications; - design comprehensive assistance programmes for psychological traumatized people using up-to-date technologies.
planned learning activities and teaching methods	Lectures, seminars, course paper, project work, scientific conference with presentations, round tables, case analysis, individual counseling.
prerequisites and co-requisites	—
recommended optional programme components	Attending theoretical and practical conferences on PTSD issues.
course contents	<ol style="list-style-type: none"> 1. PTSD: definition, structure, effects. The history of PTSD emergence. 2. PTSD and physiological reactivity of human organism; 3. Basic symptoms of PTSD. 4. PTSD psychotherapy aimed at cognitive modeling of a new life. Strategy of psychotherapeutic assistance. 5. The body-oriented approach to work with crisis states and psychological traumas. 6. NLP techniques as a method of crisis intervention. 7. Types of intervention applicable for group work. 8. Psychodynamic psychotherapy and the role of interpersonal attitudes between the therapist and the patient by treating PTSD.
form of examination and grading procedure	<p>Ordinary credit test:</p> <p>Written tests and questionnaires – 10%</p> <p>Course essay – 50%</p> <p>Final presentation – 20%</p> <p>Written examination – 20%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders. — Fifth. — Arlington, VA: American Psychiatric Publishing, 2013. — P. 271–280. 2. Тарабрина Н.В. Практическое руководство по психологии стресса. Ч.1. Теория и практика. Изд Когито-центр, 2007. 3. Кадыров Р.В. Посттравматическое стрессовое расстройство (ПТСР): состояние, проблемы, диагностика и психологическая помощь учебное пособие, 2013.

language of instruction	Russian
work placement(s)	—

Course unit title	PROJECT AND RESEARCH PRACTICE
course unit code	M 2.1
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1 st
semester/trimester when the course unit is delivered	2 nd semester
number of ECTS credits allocated	6
workload	216 h
name of lecturer(s)	Prof. Irina Malkova
learning outcomes of the course unit	<p>Upon completion of this practice, students are able to:</p> <ul style="list-style-type: none"> - apply the project technologies in different types of professional activity, including extreme jobs; - to substantiate the analysis criteria for project activity; - to participate in organisation and realisation of projects as an innovative form of professional activity; - set and substantiate the goals of innovative project activity in a particular organisation; - formulate problems and tasks of a project in the sphere of different professional practices, including extreme jobs; methods of justification of project results; - build a project team.
planned learning activities and teaching methods	<p>The project and research practice is carried out in two basic forms: laboratory research and fieldwork.</p> <p>Laboratory practice is organised in form of:</p> <ul style="list-style-type: none"> - consulting the practice supervisor; - project laboratory. <p>Field practice takes place in organisations and consists in the work with representatives of innovative, professional communities in forms of research projects, design of professional development projects, organisation of analysis and expertise of existing development projects in the sphere of professional activity.</p>
prerequisites and co-requisites	–
recommended optional programme components	–
course contents ³	<ol style="list-style-type: none"> 1. Research stage. 2. Project stage. 3. Expertise and analysis stage. 4. Preparation of the report on practice.
form of examination and grading	Credit test with giving a mark:

³ For details please refer to the Programme of the Project and Research Practice.

procedure	<p>Analytical paper – 40%</p> <p>Expert's report – 40%</p> <p>Defence of the project report – 20%</p>
recommended or required reading	<ol style="list-style-type: none"> 1. Грашина М.Н., Дункан В.Р. Основы управления проектами. – Москва: Изд-во «Бином. Лаборатория знаний», 2011. 2. Козлова Н.В., Малкова И.Ю. Условия личностно-профессионального становления студентов высшей школы: проектирование образовательного профиля. – Томск: Изд-во ТПУ, 2012. 3. Пригожин А.И. Цели и ценности: новые методы работы с будущим.- Москва. - Изд-во: Дело АНХ, 2010. 4. Проектное обучение в структуре образовательных программ нового поколения: учебное пособие/ Л.В. Веснина, И.Ю. Малкова, А.В. Коваленко, А.А. Дульзон; Томский политехнический университет. – Томск: Изд-во ТПУ, 2011. 5. Фунтов В.Н. Основы управления проектами в компании: Учебное пособие.3-е изд., доп.- СПб: Питер, 2012.

language of instruction	Russian
work placement(s)	<p>Project and research practice of master students takes place in:</p> <ul style="list-style-type: none"> - organisations and structures realising professional development projects and programmes (including innovative): TSU Research and Educational Centre “Institute of innovations in education”; laboratory of the TSU Faculty of Psychology “Design of innovative processes in education”; Regional Resource Centre; regional executive bodies (committee on higher and secondary vocational education, department of initial vocational education); inter-level and inter-agency organisations and structures (Regional Centre for Education Development, Coordination Council for Development of Innovative Education, Expert Committee on Innovative Projects and Programmes, Association for Innovative Education); - organisations and structures that employ or train specialists with extreme occupational profile: departments of Federal Security Service (FSB), Ministry of Emergency Situations, Ministry of Home Affairs, Tomsk Research Institute of Balneology and Physiotherapy of the Russian Federal Medical-Biological Agency of Russia (Tomsk office); Project “Safety training” for auditing the enterprises with hazardous working conditions, Novokuznetsk branch of the Kemerovo State University.

Course unit title	TEACHING PRACTICE
course unit code	M 2.2
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	6
workload	216 h
name of lecturer(s)	Prof. Olga Krasnoryadtseva
learning outcomes of the course unit	<p>Upon completion of this practice, students are able to:</p> <ul style="list-style-type: none"> - define the contents, forms of and techniques of teaching psychology in a particular educational situation at higher school; - give different types of instructions depending on the planned learning outcomes of a particular programme's part or topic; - adapt methods of teaching to different levels of students' academic preparation; - estimate effectiveness of their own educational activity; - improve their teaching skills and personal qualities; - create and support a favourable learning environment.
planned learning activities and teaching methods	<ol style="list-style-type: none"> 1. Preparatory stage. 2. Principal stage. 3. Analytical stage. 4. Reflective stage (reflective seminar, educational counseling).
prerequisites and co-requisites	–
recommended optional programme components	–
course contents ⁴	<ol style="list-style-type: none"> 1. Development of an individual plan based on the analysis of learning space at the university; 2. Giving test lessons in terms of the developed teaching project; 3. Visiting test lessons given by practice colleagues; 4. Identification of prospects and deficiencies of the developed teaching project revealed during its realisation; 5. Presentation of a self-reflective report.
form of examination and grading procedure	<p>Credit test with giving a mark:</p> <p>Analytical description of learning space – 10%</p> <p>Analytical (psychological-pedagogical) reports on the visited</p>

⁴ For details please refer to the Programme of the Teaching Practice.

	classes – 20% Self-reflective report – 30% Oral test – 40%
recommended or required reading	<ol style="list-style-type: none"> 1. Блинов В.И., Виненко В.Г., Сергеев И.С. Методика преподавания в высшей школе. – М., 2013. 2. Гагарин А.В. Психология и педагогика высшей школы : курс лекций, учебно-методические материалы и рекомендации, рабочие тетради. – М.: Изд. дом МЭИ, 2010. 3. Карандашев В.Н. Методика преподавания психологии. - М., 2014. 4. Teaching Psychology around the World V1.2.2 / Eds. S. McCarthy, V.Karandashev, M.Stevens [et all].- Cambridge Scholars Publishing, 2009.

language of instruction	Russian
work placement(s)	Departments (faculties, institutes, business incubators, resource centres) of Tomsk higher education institutions (Tomsk State University, Tomsk Polytechnic University, Tomsk State University of Control Systems and Radioelectronics, Tomsk State University of Architecture and Building, Tomsk State Pedagogical University)

Course unit title	PRE-GRADUATION PRACTICE
course unit code	M 2.3
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	9
workload	324 h
name of lecturer(s)	Prof. Natalia Kozlova
learning outcomes of the course unit	<p>Upon completion of the practice programme students are able to:</p> <ul style="list-style-type: none"> - work with different sources of information on the problems of psychology of health and safety; - work with the empirical base of the research according to the topic of Master's Thesis (compilation of a programme and strategy of the empirical studies, setting and definition of the empirical study tasks, identification of an object of the

	<p>empirical study, selection of methods for empirical study, study of methods for collection and analysis of empirical data);</p> <ul style="list-style-type: none"> - conduct a research related to the topic of Master's Thesis; - apply psycho-diagnostic methods to practice (including methods of observation, experiment and modeling); <p>use the empirical material for theoretical summary and decision-making;</p> <ul style="list-style-type: none"> - summarize the results of project and expert activities to continue the research in terms of the post-graduate education.
planned learning activities and teaching methods	<ol style="list-style-type: none"> 1. Preparatory stage. 2. Analytical stage. 3. Research stage. 4. Examination stage. 5. Final stage (report on the pre-graduation practice).
prerequisites and co-requisites	Passing the research practice
recommended optional programme components	–
course contents ⁵	<p>The pre-graduation practice of the master's programme is carried out in research laboratories and organisations related to the qualification objectives of the programme in order to test the research results in a practical context and get feedback from colleges different from scientific supervisor. It is carried out in form of design and promotion of real research and practical projects made by master students in the context of the approved topic of their Master's Thesis considering the interests and opportunities of departments and organisations where the practice takes place. The content of the pre-graduation practice is defined by its supervisor in terms of the Federal educational standard and programme's curriculum and is fixed in master student's individual plan of work. Students' practical work is organized in accordance with the logic of master's thesis and skills to be acquired. Assessment is a master's thesis.</p>
form of examination and grading procedure	<p>Credit test with giving a mark:</p> <p>Presentation of research results at a scientific seminar – 40%</p> <p>Presentations – 20%</p> <p>Written test – 40%</p>
recommended or required reading	<p>Federal laws and university regulations:</p> <ol style="list-style-type: none"> 1. Закон Российской Федерации «Об образовании» от 10.07.1992 №3266-1 (с последующими изменениями и дополнениями); 2. Федеральный закон «О высшем и послевузовском профессиональном образовании» от 22.08.1996 №125-ФЗ (с последующими изменениями и дополнениями); 3. Федеральные государственные образовательные стандарты высшего образования; 4. Устав и локальные нормативные акты университета; 5. Учебный план по магистерской подготовке по направлению психология.

⁵ For details please refer to the Programme of the Pre-Graduation Practice.

	6. Розов М.А. Рефлексия и деятельность // Наука глазами гуманитария / Отв. ред. В.А. Лекторский. - М.: Прогресс-Традиция, 2005. - С. 384 ¹¹⁰ . 7. Приоритетный национальный проект Образование». URL: http://www.rost.ru/projects/education/ed6/docs.shtml http://www.dvgu.ru/um/Mo_RF/concept/con1_02.htm 8. Федеральные целевые программы, государственным Минобрнауки России. URL: http://mon.gov.ru/pro/fcpMkoor 9. Концепция Закона Российской Федерации об образовании. URL: http://mon.gov.ru/dok/proi/6648/ 10. Структура проекта федерального закона "Об образовании в Российской Федерации". URL: http://mon.gov.ru/dok/proj/6649/
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language of instruction	Russian
work placement(s)	Research labs of the Faculty of Psychology; state, municipal, non-government, profit and nonprofit organisations where data collection and analysis related to the Master's thesis are possible; educational and research departments of TSU associated with specialization of the master's programme.

Course unit title	PROFESSIONALLY-ORIENTED PRACTICE
course unit code	M 2.4
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	3 rd semester
number of ECTS credits allocated	6
workload	216 h
name of lecturer(s)	As. Prof. Tatyana Levickaja
learning outcomes of the course unit	Upon completion of this practice, students are able to: - use modern technologies to collect, process and interpret the empirical data in the field of psychology of behaviour in extreme situations; - analyze the results of psychological support to people working under special and extreme conditions; - diagnose human adaptive potential under extreme working conditions; - solve the practical (applied) and theoretical problems when

	<p>doing research in the field of psychology of behaviour in extreme situations;</p> <p>- interact with specialists of supporting professions involved in helping people whose occupation is related to special and extreme situations.</p>
planned learning activities and teaching methods	<p>Tutorials, case study, individual counseling.</p> <p>When dealing with practical tasks, master students use different research technologies (qualitative interview, questionnaire, testing, description of phenomena).</p>
prerequisites and co-requisites	–
recommended optional programme components	–
course contents ⁶	<ol style="list-style-type: none"> 1. Preparatory stage: instruction in general issues, formulation and adjustment of the research topic, research planning. 2. Research stage (practice-based). 3. Analytical stage (independent analytical and research work). 4. Report on practice
form of examination and grading procedure	<p>Credit test with giving a mark:</p> <p>Defence of a research abstract – 20%</p> <p>Interim presentation of the findings – 40%</p> <p>Written report on practice – 20%</p> <p>Oral test – 20%</p>
recommended or required reading	<p>Federal laws and university regulations:</p> <ol style="list-style-type: none"> 1. Закон Российской Федерации «Об образовании» от 10.07.1992 №3266-1 (с последующими изменениями и дополнениями); 2. Федеральный закон «О высшем и послевузовском профессиональном образовании» от 22.08.1996 №125-ФЗ (с последующими изменениями и дополнениями); 3. Федеральные государственные образовательные стандарты высшего образования; 4. Устав и локальные нормативные акты университета; 5. Учебный план по магистерской подготовке по направлению психология. 6. Розов М.А. Рефлексия и деятельность // Наука глазами гуманитария / Отв. ред. В.А. Лекторский. - М.: Прогресс-Традиция, 2005. - С. 384-110. 7. Приоритетный национальный проект Образование» URL: http://www.rost.ru/projects/education/ed6/docs.shtml http://www.dvgu.ru/u_m_u/M_o_R_F/concept/con_1_02.htm 8. Федеральные целевые программы, государственным Минобрнауки России http://mon.gov.ru/pro/fcpMkoor 9. Концепция Закона Российской Федерации об образовании. URL: http://mon.gov.ru/dok/proi/6648/ 10. Структура проекта федерального закона "Об образовании в Российской Федерации". URL: http://mon.gov.ru/dok/proj/6649/

⁶ For details please refer to the Programme of the Professionally-Oriented Practice.

language of instruction	Russian
work placement(s)	Russian Ministry of Emergency Situations, Tomsk office

Course unit title	RESEARCH PRACTICE
course unit code	M 2.5
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	1-2
semester/trimester when the course unit is delivered	1-4 semester
number of ECTS credits allocated	24
workload	864 h
name of lecturer(s)	Prof. Natalia Kozlova
learning outcomes of the course unit	<p>Research practice of master students is aimed at providing close interaction of their theoretical and practical knowledge that allows them to gain the first experience in practical activity according to the specialization of the master's programme. Upon completion of the practice students are able to:</p> <ul style="list-style-type: none"> - put forward and test a hypothesis; - develop a research design; - collect and process the data independently; - conduct a research project independently; - apply the theoretical knowledge of special disciplines of the programme "Psychology of Health and Safety"; - work in team in different contexts: science, education, business.
planned learning activities and teaching methods	<p>The research project is a Master's Thesis written in accordance with a student's individual research plan under supervision of a member of the department's academic staff. Consulting several professors is allowed and encouraged. Master students use research technologies (organisation of focus-groups, research interview, questionnaire, description of phenomena) and project technologies. Declared technologies allow students to optimise collection, study and analysis of materials on their research topic; justification of research goals and objectives; preparation of detailed working plan based on the processing, interpretation and summarization of the studied materials; design of methodological and theoretical basis for the research (relevance, theoretical and practical significance, principles and methods of work); writing the thesis text and its editing; compilation of bibliographic sources used when writing the</p>

	research text; preparation and writing of an abstract, preparation of the research results for publication. Tutorials are delivered by the teaching staff on demand.
prerequisites and co-requisites	–
recommended optional programme components	
course contents ⁷	<ol style="list-style-type: none"> 1. Preparatory stage (instruction in general issues, formulation and adjustment of the research topic, research planning) – 1st semester (6 cr); 2. Research stage – 2nd semester (3 cr); 3. Expertise and analysis – 3rd semester (6 cr); 4. Report on practice – 4th semester (9 cr).
form of examination and grading procedure	<p>Credit test with giving a mark: Oral defence of the research abstract – 20% Presentation at a research colloquium (Delphi technique) – 40% Presentations – 20% Written test – 20%</p>
recommended or required reading	<p>Federal laws and university regulations:</p> <ol style="list-style-type: none"> 1. Закон Российской Федерации «Об образовании» от 10.07.1992 №3266-1 (с последующими изменениями и дополнениями); 2. Федеральный закон «О высшем и послевузовском профессиональном образовании» от 22.08.1996 №125-ФЗ (с последующими изменениями и дополнениями); 3. Федеральные государственные образовательные стандарты высшего образования; 4. Устав и локальные нормативные акты университета; 5. Учебный план по магистерской подготовке по направлению психология. 6. Розов М.А. Рефлексия и деятельность // Наука глазами гуманитария / Отв. ред. В.А. Лекторский. - М.: Прогресс-Традиция, 2005. - С. 384^110. 7. Приоритетный национальный проект Образование». URL: http://www.rost.ru/projects/education/ed6/docs.shtml http://www.dvgu.ru/um/Mo_RF/concept/con1_02.htm 8. Федеральные целевые программы, государственным Минобрнауки России. URL: http://mon.gov.ru/pro/fcpMkoor 9. Концепция Закона Российской Федерации об образовании. URL: http://mon.gov.ru/dok/proi/6648/ 10. Структура проекта федерального закона "Об образовании в Российской Федерации". URL:http://mon.gov.ru/dok/proj/6649/
language of instruction	Russian
work placement(s)	Research labs of the Faculty of Psychology; state, municipal,

⁷ For details please refer to the Programme of the Research Practice.

	non-government, profit and nonprofit organisations where data collection and analysis related to the Master's thesis are possible; educational and research departments of TSU associated with specialization of the master's programme.
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Course unit title	DEFENCE OF MASTER'S THESIS
course unit code	M 3.1
type of course unit (compulsory, optional)	Compulsory
year of study (if applicable)	2 nd
semester/trimester when the course unit is delivered	4 th semester
number of ECTS credits allocated	6
workload	216 h
name of lecturer(s)	all
learning outcomes of the course unit	<p>Final state attestation on the Master's programme aims to determine whether educational objectives of the program aimed at preparing qualified specialists ready for professional careers in psychology have been achieved.</p> <p>Upon the defence students are able to:</p> <ul style="list-style-type: none"> - present themselves; - present their research results orally and in written; - make a well-reasoned speech; - debate scientific issues.
planned learning activities and teaching methods	<p>Self-study, individual counseling, presentation, disputation. State final attestation is completed through the defense of the final degree project in the form of Master's thesis. Master's Thesis is prepared during the research practice. It is an independent and logically complete final qualifying paper containing solutions to the tasks in research, practical, project and innovative, managing and pedagogical activities, and, as a rule, can be recommended for scientific publication.</p>
prerequisites and co-requisites	<p>Completion of the academic cycles M1 "Disciplines" and M2 "Practical Training and Research" in line with the curriculum. The preliminary text of the master's thesis.</p>
recommended optional programme components	<p>It is recommended to hold a test hearing at the department in terms of completed paper – its preliminary presentation (pre-defence) – 1-1,5 month prior to the defence. It is of great help for the student, their supervisor, and the head of the department giving the approval on submission of the paper for the defence.</p>
course contents ⁸	1. Final edition of the master's thesis;

⁸ For details please refer to the Programme of the Final State Attestation.

	2. Preparation of the required documents and materials; 3. Preparation to the presentation and defence; 4. Defence of the master's thesis in the form of a disputation.
form of examination and grading procedure	Final state attestation with awarding a master's degree: disputation at the session of the State Examination Commission. Assessment criteria: Novelty – 14% Originality – 14% Research design and quality of masters' thesis – 16% Quality of illustrative materials – 14% Quality of presentation at the session of the State Examination Commission – 14% Correct and convincing answers – 14% Special knowledge in the sphere of professional activity – 14%
recommended or required reading	–

language of instruction	Russian
work placement(s)	–