

# АККОРК

Агентство  
по контролю  
качества образования  
и развитию карьеры

Approved by

Chairman of the Advisory Council

\_\_\_\_\_, Shadrikov V.D.

\_\_\_\_\_, 2014

## REPORT

**on the results of international independent assessment of the basic  
professional educational program**

***37.05.01 – Clinical Psychology. Specialist programme***

**"Krasnoyarsk State Medical University named after Professor V.F.  
Voyno-Yasenetsky" of the Ministry of Health of the Russian Federation**

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**Moscow – 2014**

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## 1. GENERAL INFORMATION ON THE EDUCATIONAL INSTITUTION

Krasnoyarsk State Medical Institute (KSMI) was established in 1942 (The order of the All-Union Committee for Higher Education under the USSR Council of People's Commissars and the People's Commissariat of Health of the USSR number 558 of November 21, 1942).

On November 1, 2008 under the order of the Ministry of Health and Social Development of the Russian Federation № 619 the educational institution was renamed State Budget Educational Institution of Higher Vocational Education "Krasnoyarsk State Medical University named after Professor V. F. Voyno-Yasenetsky of the Ministry of Health and Social Development of the Russian Federation" (hereinafter – KrasSMU). The founder of the State Budget Educational Institution of Higher Vocational Education "Krasnoyarsk State Medical University named after Professor V. F. Voyno-Yasenetsky" is the Ministry of Health of the Russian Federation.

The official name of the university:

- Full: State Educational Institution of Higher Vocational Education "Krasnoyarsk State Medical University named after Professor V. F. Voyno-Yasenetsky" of the Ministry of Health of the Russian Federation;

- Abbreviation: Medical University KrasSMU named after Professor V. F. Voyno-Yasenetsky of Russian Ministry of Health.

The University has the right to conduct educational activities (license series 90L01 number 0000538, registration number 0499 of January 10, 2013). The educational process in KrasSMU includes:

- additional education programs for children and adults (preparation for entry to the programs of higher and secondary vocational education),
- training in 10 higher educational programs,
- in 4 secondary vocational education programs,
- higher educational programs - training of highly qualified personnel (residency - 40, graduate - 37), 24 internship programs,
- additional vocational educational programs.

Quantity characteristics of KrasSMU students (on 1.04.2014):

№	Indicators	Units	Indicator values
1.	Total number of students in educational programs of bachelor, specialist and masters programs, including:	persons	4462
1.1	full-time students	persons	4023
1.2	evening students	persons	31
1.3	part-time students	persons	408
2.	Total number of post-graduate students in educational programs for academic-teaching personnel:	persons	158
2.1	full-time students	persons	67
2.2	evening students	persons	0

2.3	part-time students	persons	91
3.	Total number of students in secondary vocational educational programs, including:	persons	1080
3.1	full-time students	persons	1049
3.2	evening students	persons	1031
3.3	part-time students	persons	2.

KrasSMU has formed a system for personnel preparation based on the concept of continuous multi-level education including different forms of education.

The University has the following:

- department of fundamental medical education (DFME);
- medical department;
- pediatric department;
- department of medical cybernetics;
- department of pharmacy;
- department of clinical psychology;
- institute of dentistry – REC of innovative dentistry;
- department of training in the social work major;
- institute of postgraduate education (IEP);
- department of pre-university and continuous vocational education (PaCVE);
- pharmacy college.

The total number of KrasSMU employees (on 01.01.2014) was 2111 people, including 1487 women. Academic-teaching staff – 719 people, including 428 women, teaching staff – 96 people, including 88 women, academic staff – 20 people, including 19 women, supporting teaching staff – 289 people, including 254 women, engineering, administrative, operational staff – 700 people, including 415 women, medical staff – 215, including 163 women.

Staff analysis of academic-teaching personnel (hereinafter – ATP) of KrasSMU:

- 540 university employees have science degrees or academic titles (71% of total ATS).
- PhD – 149 (19% of total ATS), including full-time employees – 109 (14% of total ATS).
- The number of masters of science – 387 (51% of total ATS), including staff members – 293 (38% of total ATS).
- The average age of the teaching staff – 46.
- The average age of professors – 61 years old, assistant professors – 49 years old, senior lecturers – 44 years old, assistants and teachers – 37 years old.

Promotion of the staff depends on the individual rating of the teacher, as well as their qualification degree (science degree, academic title, educational and methodical work, printed works, organizational skills, research results and work with students, professional development). To increase the competence and development of professional skills of the teachers the University develops and implements programs within the system of continuous education and training. The University provides a databank of professional development of each employee in their specialty, information technology and pedagogy.

Creation of professional teams who work together on grants is widespread, programs of practical public health and creation of new research directions, which leads to a continuous exchange of experience in training and retraining of teachers and employees of various departments. To improve the efficiency of international cooperation and participation in international projects and grant projects and programs KrasSMU has been providing additional

language training for employees of departments and divisions, students and medical residents since 2005.

The University has a license to carry out medical activities in 105 types of work and services related to medical activities, including various types of pre-hospital, primary care, resort and specialized medical care.

KrasSMU is not only an institution for the development and improvement of medical staff in the region, but also a diagnostic and treatment center, which largely determines the strategy and tactics of treatment and prevention efforts in the region.

For smooth operation the University is working on concluding contracts, obtaining approvals, maintenance of facilities and monitoring work with such organizations as: TGC-13, Intertelekom, Rostelecom, Siberia-energy, IDGC of Siberia, Federal Supervision Agency for Customer Protection and Human Welfare, Rosexpertiza, military enlistment office, STSI, Medtechnic, Center for Standardization and Metrology, Territorial Administration, Federal Service for State Registration, Gorsport, Kraysport, Environmental Prosecutor's Office, Municipal Enterprise of Water Supply and Waste Water Treatment, housing inspection of public fire service, district and city administration, design workshops, contractors, Federal Antimonopoly Service, City Architecture and others. A lot of work is carried out with organizations participating in tenders in provision of commercial offers to them, in case of winning – in the timely delivery of quality products.

KrasSMU has 6 dormitories for students, clinical interns, medical residents, graduate students and students of additional vocational training of the institute of postgraduate education. Altogether 2584 people, including 1860 students live in dormitories. The total area of the dormitories is 32260 square meters. For one person living in the dormitory these is a total area of 12.5 square meters, living area – 6.0 square meters.

100% of full-time students and 100% of interns, residents and full-time graduate students are provided with dormitories. Non-resident students with families are provided with separate rooms.

KrasSMU development a strategy until 2020 which provides for the establishment of modern scientific and educational-medical university research complex (Krasnoyarsk Research Medical University) for the preparation of competitive, highly qualified, competent-oriented health and pharmacy professionals in accordance with the needs of the region and Russia, as well as to provide research, advice, expertise, information and communication services to control authorities, medical and pharmacy organizations, business enterprises in the field of provision of medical and pharmaceutical care to the population and its health protection.

Future development directions of KrasSMU are:

- Meeting the needs of employers for highly qualified personnel and development of scientific and technological potential of KrasSMU.
- Being by 2020 in the top ten medical higher educational institutions of Russia.
- Improvement of motivation mechanisms for scientific and pedagogical staff within transition to efficient contract.
- Development and implementation of new financial and economic mechanisms to ensure students' motivation for research and clinical activities in the learning process.
- Increase of publication activity of researchers at the international level and of inventive activity in Russia.
- Establishment of a system of science budgeting on a competitive basis.
- Formation of a network of research laboratories under the guidance of leading scientists.
- Increase in salaries of researchers by 2018 to a level of 200 percent of the average wage in the Krasnoyarsk Territory.

### **3. REPORT ON INDEPENDENT EVALUATION RESULTS OF THE MAIN EDUCATIONAL PROGRAM**

The main educational program "Clinical Psychology" is implemented within the major "Psychological Science" by the department "Clinical Psychology" of State Budget Educational Institution of Higher Vocational Education Krasnoyarsk State Medical University and leads to the award of the qualification "specialist". The program is administered by the Dean of the department "Clinical Psychology" Professor, Psy.D. Irina Loginova.

Independent external evaluation of educational programs was conducted by experts of AKKORK during the period from July 2 to October 17, 2014. On-site visit to the University was held from October 21 to October 23, 2014.

#### **3.1 CURRENT STATE AND DEVELOPMENT TRENDS OF THE REGIONAL EDUCATIONAL MARKET IN THIS MAJOR**

##### **ANALYSIS OF THE PROGRAM ROLE AND PLACE (WITH PROVISION OF STATISTIC DATA, DATA OF RESEARCH AND HR AGENCIES, ETC.)**

In Russia, clinical psychology emerged in the last three decades as a result of the integration of several disciplines, which are related, but have different histories and perspectives. First of all, there are such areas of psychology recognized by the world psychological community as neuropsychology and pathopsychology and the psychology of corporeality (psychosomatics) which formed a little later, psychology of abnormal ontogeny, psychological correction, and health psychology.

The focus of clinical psychology is a person with mental "pains" and problems, with difficulties of adaptation and self-realization which are connected to the state of his health. Psychological diagnostic, rehabilitation and correction are necessary components of modern comprehensive measures to prevent and overcome not only the disease but also different states of human maladjustment.

The social significance of clinical psychology is expressed through the fact that in psychological associations around the world about 60% of the staff are clinical psychologists. Recognition of the importance of clinical psychology in our country is marked by the official government statement of this (so far the only) field of psychology as a separate independent specialty.

Today in Russia there are 65 universities, which implement the main professional educational program (MPEP) Clinical Psychology, of which 6 HEIs are in the Siberian Federal District:

1. Siberian State Medical University (Tomsk);
2. National Research University "Tomsk State University" (Tomsk);
3. Novosibirsk State Medical University (Novosibirsk);
4. Altai State University (Barnaul);
5. Kemerovo State University (Kemerovo);
6. Krasnoyarsk State Medical University (Krasnoyarsk).

There is one HEI at the regional level:

Krasnoyarsk State Medical University (Krasnoyarsk).

The purpose (mission) of MPEP 37.05.01 "Clinical Psychology. Speciality" in KrasSMU in its content, system of training and fundamentals of education is defined as a general psychological specialty of interdisciplinary character. Clinical psychologists are involved in solving problems of health, education and psychological care. Their practical and research activities focus on health protection, increase of mental resources and adaptation of human capabilities, harmonization of mental development, prevention and overcoming of illnesses, and

psychological rehabilitation. The educational program aims to develop students' personal qualities, as well as to form general cultural (universal) and professional competencies in accordance with the requirements of the FSES of HVE in this major.

An analysis of the needs of regional and local labor market for graduates of this major is high: weekly from 3 to 5 vacancies are opened (information on the site <http://krasnoyarsk.trud.com/jobs/psixolog>), information sheet of the Regional Employment Center (provided). The first graduation of the main curriculum was in July 2014 (7 pers.). 100% of graduates were employed in accordance with the specialty at the time of graduation.

KrasSMU cooperates with the Krasnoyarsk regional public organization "Association of centers for promotion of employment of graduates and students of vocational education institutions", and also has its own structure – Center for job placement, residency and internship of Institute of Postgraduate Education. Also, the University established a department of marketing and management for studying consumer demand (future applicants, students, parents, faculty) and providers (schools, colleges, pharmaceutical and medical schools).

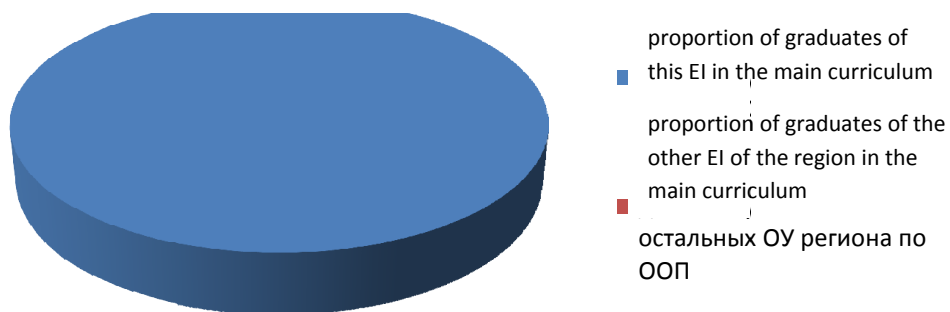
Information to determine the labor market is summarized as follows:

- in accordance with the Agreement between the Ministry of Health of the Krasnoyarsk Territory and the heads of municipalities of the region quarterly information about the presence of vacancies in the relevant medical institutions is collected (also information on average wages, housing, social benefits and guarantees is provided).
- obtained information is posted on the University website in the section "Job center".

After an analysis of the role and place of the program and the formation characteristics of the regional educational market, as well as according to the data provided by the educational institution, experts are providing a diagram showing the percentage of graduates of this program on the regional labor market.

## Роль ОУ в формировании рынка

### The role of the education institution in the formation of the labor market



#### ANALYSIS OF INFORMATION DATA PROVIDED BY THE HEI (OUTCOMES)

The first graduation in the main curriculum was in July 2014. 100% of the graduates were employed in accordance with the specialty by the time of graduation. Unemployed graduates – 0%.

The average salary of the graduates immediately after the graduation is 16,000 rubles (link to the vacancies website in which employment history is not required: <http://krasnoyarsk.trud.com/jobs/psixolog/>). Rating of the dynamics of the graduate average salary is not possible.

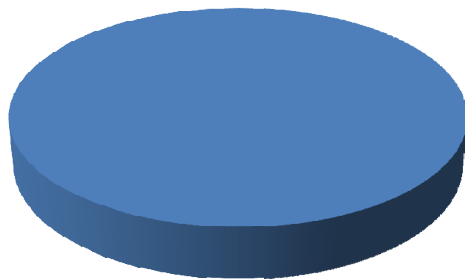
With specialist diploma graduates, previously placed in accordance with the specialty, began to receive offers of employment to more "prestigious" jobs. 2 people (28.6%) had their career expectations met with the obtaining of the diploma at the time of the final state attestation.

About 5% of the students (of the number of those who did internships) were offered a job at the end of the internship.

About 3% of the students of the program (of the total number of the program students) combine learning in HEI with working in accordance with the specialty.

According to the results of self-evaluation conducted by the educational institution data on the distribution of graduates are presented. The data provided by the EI were confirmed during the inspection of relevant documents.

### Distribution of the program graduates



- Proportion of graduates working in accordance with the major in the region
- Proportion of graduates working in accordance with the major outside the region



## **PROGRAM STATEMENT**

### **3.1.1 THE MAIN OUTCOMES AND RECOMMENDATIONS OF THE EXPERT FOR THE ANALYZED PROGRAM**

At the stage of off-site analysis of documents, as well as on-site visit to KrasSMU the experts considered the main professional educational program in the specialty 37.05.01 "Clinical psychology" as a system of interrelated management processes regulated by state and local documents that establish:

- objectives, expected results, structure and content of the program;
- conditions and technologies of the educational process;
- system of teachers, students, and departments activities;
- tools and technology assessment of students at all stages of their training.

In specialist training under the main professional educational program "Clinical Psychology", implemented by the Department of "Clinical Psychology" of FSES of HVE KrasSMU, experts note the following positive practices:

1. The University has established a mechanism for permanent evaluation and adjustment of the program objectives, taking into account the opinions of students, teachers and employers.
2. MPEP is characterized by adequacy, sufficiency and availability of educational resources, provision of educational and methodical documentation and materials, electronic resources in all academic disciplines.
3. Competence model is fully consistent with the graduate labor market demands. Competences developed with the participation of employers correspond to regional needs for specialists of this level. The internship programs reflect the formed competences. Operational programs of the relevant disciplines are developed with the participation of employers. Distribution of educational disciplines of the curriculum corresponds to the logical sequence of their study.
4. Work focusing on the use of modern simulation technologies, phantoms, active and interactive teaching methods is carried out in the HEI. The system of recruitment and selection of applicants is being improved, thus ensuring a higher quality of applicants.
5. The academic-teaching staff is highly qualified, has good scientific activity, required clinical experience. There is teachers' documented evidence of systematic training (internships, additional educational programs, seminars, courses, etc.). Professors and teachers implementing the program are invited to other HEI: to give special courses, master classes. The proportion of teachers who combine work in the HEI with professional activities in the specialty is high.
6. Technical, financial, information support of the educational process and qualification of the administrative personnel allows the organization of effective learning processes, comfortable conditions for learning and living of the students.
7. 100% employment of graduates indicates full compliance of learning outcomes with the employers' requirements. Active work of the educational institution in employment of graduates facilitates finding the best options for their employment adjusting to the many years of work in accordance with the acquired training.
8. The faculty and staff of the University are actively encouraged to participate in the implementation of R&D. The university has established a scientific and educational center "Leader". Annually about 30-40 patents and inventions are recorded, in 2013 – 29.
9. The teachers participate in scientific conferences, both in this country and abroad as guest speakers. The results of research carried out by students and teachers of the program are put into practice by structural units of the university, as well as by

external companies and partner organizations. Methodical activities of the teachers are implemented in the publication of educational textbooks.

10. Feedback with students is used to improve the quality of learning outcomes and educational quality assurance. Once a semester during an academic year "Rector's gatherings" are held – a kind of meeting with the students, when the head of the institution is left alone with the students answering their questions.

The quality of education in the main professional educational program is at a high level, but to improve the quality of education the following recommendations are made:

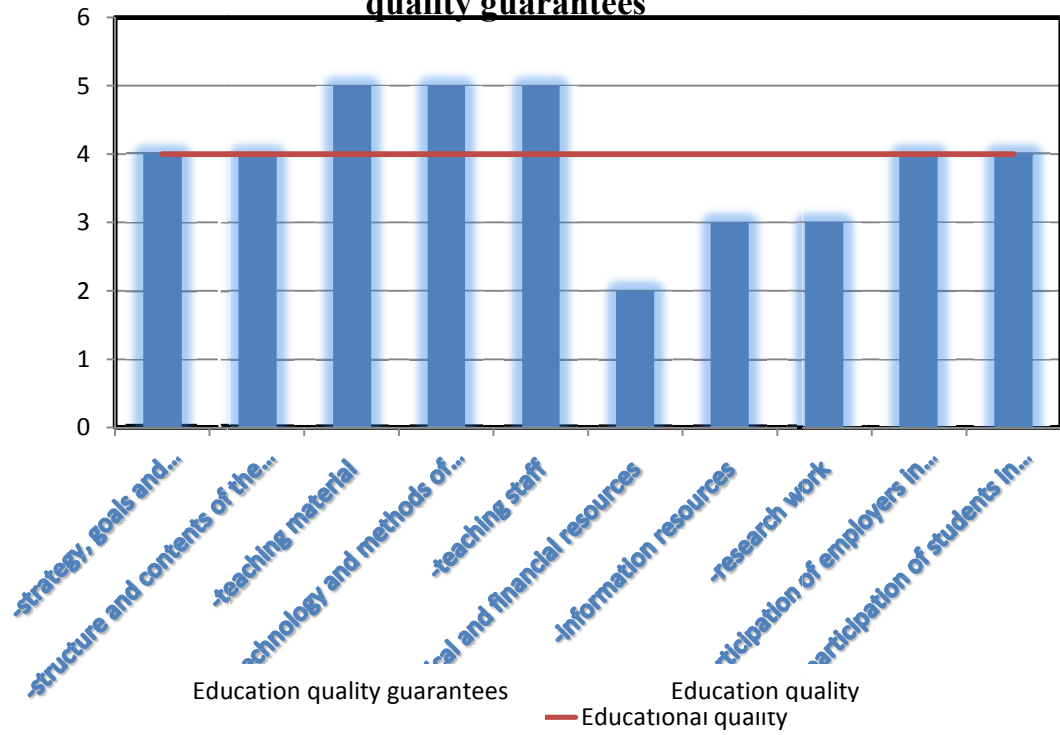
1. To develop together with students, employers, faculty, foreign and domestic experts of training of health professionals a modern Developmental Strategy of KrasSMU based on technologies of the medical cluster (College – University – University Hospital – Centre (Management) of innovation – Science);
2. To sign agreements on cooperation and collaboration on research activities with program managers of similar areas of training in HEIs of the Siberian Federal District of the Russian Federation and in leading foreign universities at both the level of a HEI and specialized departments;
3. To increase the competitiveness of the program to speed up full implementation of supervision (retraining) of experts in psychotherapy, clinical psychology and other, e-learning in the HEI at the program level;
4. To provide students with psychological trainings for practical skills, endurance, reaction speed, and the ability to present themselves as professionals – clinical psychologists;
5. To motivate successful graduates of the program to study for the doctoral degree, followed by employment on the faculty as teachers. Stimulate the work of ATS in dissertation councils of the HEIs of the Siberian Federal District.
6. To direct the ATS and students to internships and practices in foreign universities for studying and exchange of experience
7. To initiate a support system (patronage institute) of graduates in the professional adaptation and monitoring of their working life (professional activities).
8. For active involvement of the student self-government to the issues of determining of the content and organization of the educational process at a high European level, the EI should study positive experience of the leading Russian educational institutions in this subject.
9. To enhance the training of pupils in specialized classes, as well as to organize additional contests, competitions, and other activities aimed at identifying and attracting the most prepared applicants.

### 3.1.2 The profile of the evaluation of educational outcomes and quality guarantees

№	Criteria	Mark
<i>I</i>	<i>Education quality</i>	5
<i>II</i>	<i>Education quality guarantees:</i>	5

1.	Strategy, aims and management of the program	5
2.	Structure and contents of the program	5
3.	Methodology materials	5
4.	Techniques and methods of educational activities	5
5.	Academic-teaching staff	5
6.	Technical and financial resources of the program	5
7.	Information resources of the program	5
8.	Research activities	5
9.	Teachers involvement in the program application	4
10.	Student involvement in defining of the program contents	5
11.	Students services	4
12.	Professional orientation and preparation of applicants	4

## The profile of the evaluation of educational outcomes and quality guarantees



## 4. EDUCATION QUALITY OUTCOMES

### 4.1 Direct evaluation of competences by the experts

In the course of the on-site visit a direct assessment of the students' competences was carried out. In the carrying out of the direct assessment the students of the 2nd year a total of 19 people, representing 45.2% of the course took part. A competence assessment was carried out in the framework of acquisition of individual disciplines – introduction to clinical psychology, general psychology with a workshop, health psychology.

During the procedure of the direct assessment testing materials were used developed by the educational institution, as these materials were recognized valid by the experts.

For the analysis of the competences formation the experts selected the following:

GC-8 – the ability and willingness to possess analytical skills of one's own activities and the ability to apply the methods of emotional and cognitive regulation (for optimization) of one's own activities and mental state;

PC-1 – willingness for active communication and information-analytical activity: active involvement in the network of the professional community, maintaining of constant surveillance of the information in the subject area, analysis of the dynamics of its development, maintaining of active contacts with colleagues, active provision of information to the professional community about the results of one's own research and informational-analytic activities;

PC-11 – the ability to competently carry out clinical and psychological interventions for the prevention, treatment, rehabilitation and development;

PC-27 – willingness to conduct psychological research based on the use of general knowledge and skills in various scientific and practical areas of clinical psychology.

In implementing the procedures of direct assessment of competences, the experts used the following measurement and control materials:

1. Questions of basic disciplines (see below for examples):
  - a) What is the state of consciousness other than they are characterized?
  - b) Is it possible to say that in a dream susceptibility is missing?
  - c) Is it possible to say that for different people and for people of different ages sleep-wake rhythms are about the same?
  - d) Is it possible to say that all people equally respond to sleep deprivation? What causes sleep-deprivation psychosis? What is characteristic of this condition?
  - e) What is jet lag? When does it occur and how to overcome it?
  - f) What phases of sleep do you know? What models their duration? What sleep disorders do you know? In what phase are they implemented?
  - g) Would you say that stress is always harmful? In what cases does stress occur? What kinds are there, what is characteristic of this condition, what types of stress-fighting do you know?
2. Test tasks (see below for examples of tests):
  1. *Effect of physical illness on a person consists of two factors:*
    - a) the reaction of the individual to the disease and somatogenic personality changes;
    - b) the characteristics of diagnosis and support of the family;
    - c) the specificity of the disease and social factors at the time of the disease.
  2. *Psychotic psychopathological symptoms and syndromes require the use of:*
    - a) psychological counseling
    - b) psychological correction
    - c) psychotherapy
    - d) recovery of higher mental functions
    - e) mental health care

3. *Clinical and psychological research includes characterization of:*

- a) memory
- b) attention
- c) the person
- d) nervous system
- e) workability

4. *Stages of the communication process with the patient are:*

- a) Diagnosis of a call for help
- b) Diagnosis of a pathological condition
- c) Therapeutic contract
- d) Therapeutic alliance

5. *Specific embodiments of the prevention of occupational strain developed specifically for physicians is:*

- a) Use of sedatives
- b) Balint group
- c) Training group
- d) Groups of personal growth

3. Tasks (see below for examples):

Task 1.

A surgeon with 20 years of experience contacted a clinical psychologist for psychological assistance. He says that in the last year he began to notice that he lost interest in his work, became irritable with patients, "does not want" to communicate with them, became "insensitive" to their problems, "forces" himself to go to work.

Questions:

What psychological phenomenon is it?

What caused this psychological phenomenon?

What signs indicate the presence of this phenomenon?

Is it possible to solve the problem by relaxing on a vacation?

What options of assistance can be suggested?

Task 2.

Identify what research methods are marked by the letters A, B, C.

The feature distinguishing method A from the other methods is non-interference of the researcher in the course of the studied psychic phenomena. When using the method B such intervention is carried out in order to create conditions in which the phenomenon and connections in which the researchers are interested would be presented in their purest form. This intervention, however, remains invisible to the testees. Method C is similar to B, but here the testees know that they are being tested.

Task 3.

Which research method is best applied in the following situations?

1. There was an issue of studying the attitude of different groups of people to the teaching profession. The researcher also seeks to obtain results which would be represented by the degree of attractiveness of the teaching profession for each testee.

2. A group of scientists has begun to develop a questionnaire with which it would be possible to explore the distribution of types of attitudes of workers to brigade forms of work in different shops. However, it is impossible to create a profile until these types of attitudes are identified by some other method.

3. A student-teacher performing coursework in psychology is facing a challenge to identify what is the relationship between the productivity of pupils' memory and their academic performance.

4. A teacher developed a method of teaching topics, more agreeable to the demands of modern educational psychology. It became necessary to verify and measure the effectiveness of the new method of organizing the process of pupils' learning.

5. A researcher is working on a method of detection of students' predisposition to the acquisition of the teaching profession, which would meet the following requirements: applicability in mass conditions, possibility of quantitative results analysis.

6. A student-teacher, engaged in professional self-education, decided to thoroughly examine the level of their own volition development.

Task 4.

What do the following facts indicate?

When in 1931 a doctor Max von Senden removed the cataract in several blind from birth children (the rest of the optic tract was in order), it was found that during the first days after surgery, the visible world was devoid of any meaning to them, and familiar objects, such as a cane or a favorite chair, they recognized only to the touch. Only after a long workout the patients trained to see things, but the vision still acted worse than usual at this age. It was difficult for them to distinguish between a square and a hexagon. To detect the difference, they counted angles, helping themselves with fingers, often strayed, and it was evident that such recognition for them was a difficult and serious problem (V. E. Demidov).

Task 5.

The Japanese sit quite close to each other and more often use the contact view than the Americans; they are not annoyed by the need to touch each other's sleeves, elbows, knees; the Americans believe that the Asians are "unceremonious" and too "pushy" and the Asians consider the Americans "too cold and formal".

The value of interpersonal distance depends on cultural traditions, education, personal experience and personal characteristics. Where is it longer, where shorter? What methods of communication reduce or extend the interpersonal distance?

According to the results of the direct assessment of competences, the experts have revealed the results shown in the table below:

Level	Sufficient level (coped with 80% of provided tasks)	Acceptable level (from 50 to 79% of the tasks were completed)	Low level (less than 49% of the tasks were completed)
5.			
6.			
7.			
8. Proportion of students			
63,2	Reached with level	<b>8.1.1</b>	8.1.2
36,8	<b>9.</b>	Reached with level	9.1.1

The evaluation revealed that more than a half of the respondents (63.2%) showed a sufficient level and coped with 80% of the tasks. 36.8% of respondents showed an acceptable level, i.e. correctly performed in between 50 and 79% of the tasks. The low level of development

of competencies was not demonstrated by any of the students. The data obtained allows us to conclude the high implementation quality of the educational program "Clinical Psychology".

When carrying out the quality of education the experts familiarized themselves with 7 GQWs, representing 100% of the final works of last year in this area. It is concluded that the considered GQWs comply with all the requirements stated below:



## GRADUATE QUALIFICATION WORKS

№	Estimated objects	Experts comments
1.	The theme of GQW corresponds to the major and the up-to-date science, technology and/or techniques in relation to the program	100% corresponds
2.	The tasks and contents of GQW are aimed to prove the formation of a graduate's competences	100% corresponds
3.	The extent to which the materials collected during internship and course works were used for carrying out research parts of GQW	100% corresponds
4.	The theme of GQW is defined by demands of organizations and aims of experimental activities carried out by the teachers of the educational institution	100% corresponds
5.	The results of GQW are practically applied in production	100% corresponds
6.	The degree of use of the R&D results of the department, faculty and third-party research and production and/or research organizations in carrying out of independent research parts of GQW	100% corresponds

### 9.2 Outcomes and expert recommendations

Mark: excellent

#### Strong points

KrasSMU cooperates with the Krasnoyarsk regional public organization "Association of centers to promote employment of graduates and students of vocational education institutions" and has its own structure – Job, residency and internship center of Institute of Postgraduate Education. The University has a department of marketing and management for the study of consumer demand (future applicants, students, parents, faculty) and providers (schools, colleges, pharmaceutical and medical schools).

A high percentage of compliance of the alumni with the requirements of employers testifies to the high quality of training.

The current system of motivation ATS, which is regulated by relevant provision of employee bonuses and has a well-defined criteria, contributes to the goals of the program.

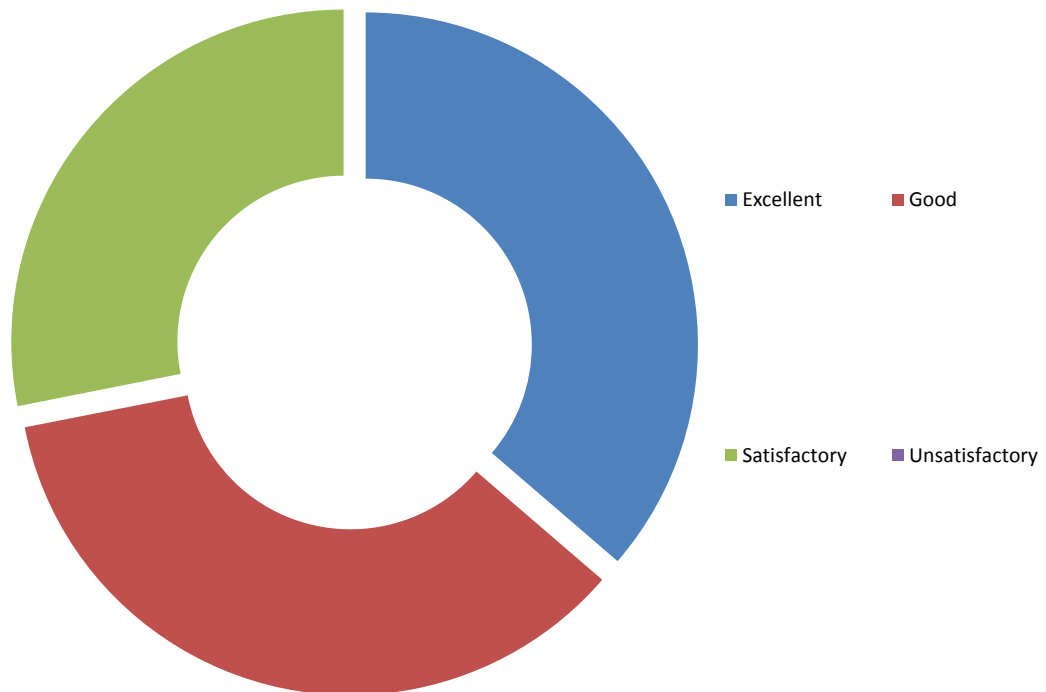
A high level of employee loyalty to the organization speaks for a good environment in the organization, as well as a high level of motivation.

#### Areas to improve

To develop and implement a system of activities for verification of survival knowledge in studied disciplines. This will bring the expected results of training to the needs of employers.

According to the results of questioning of students of the "Clinical Psychology" KrasSMU presented data that have been checked by the experts during the on-site visit. The data presented by the EI were confirmed by the experts as a result of the on-site visit.

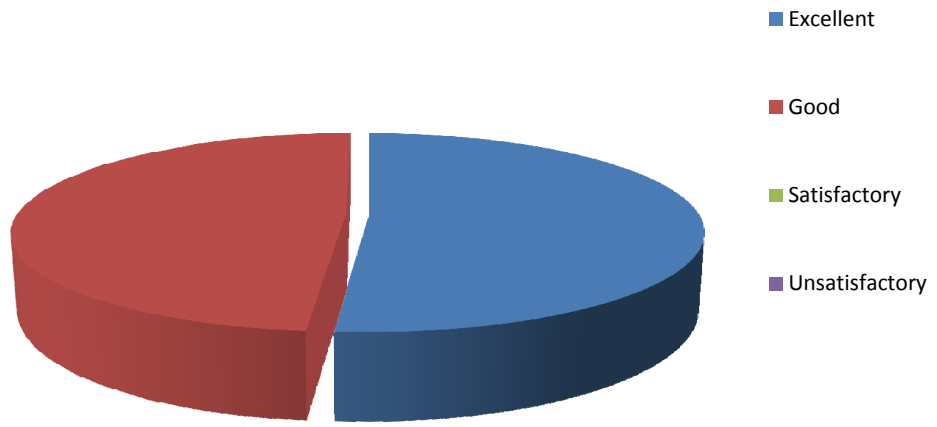
**Evaluation of education quality by the students as a whole**  
*(according to the results of the EI)*



The data from the questionnaires, submitted by the EI, were confirmed by the experts during the on-site visit while the sampling survey of students.

According to the results of the questioning of the students, confirmed while interviewing of the students, 51.4% of graduates are fully satisfied with learning outcomes, 48.6% were mostly satisfied. This allows the experts to draw conclusions about the objectivity of the information provided by KrasSMU and high level of loyalty of the students to the educational program.

**Evaluation of education quality by the student  
whole**  
*(according to the results of the experts)*



## 10. EDUCATION QUALITY GUARANTEES Strategy, aims and program management

Criterion mark: excellent

### Strong points

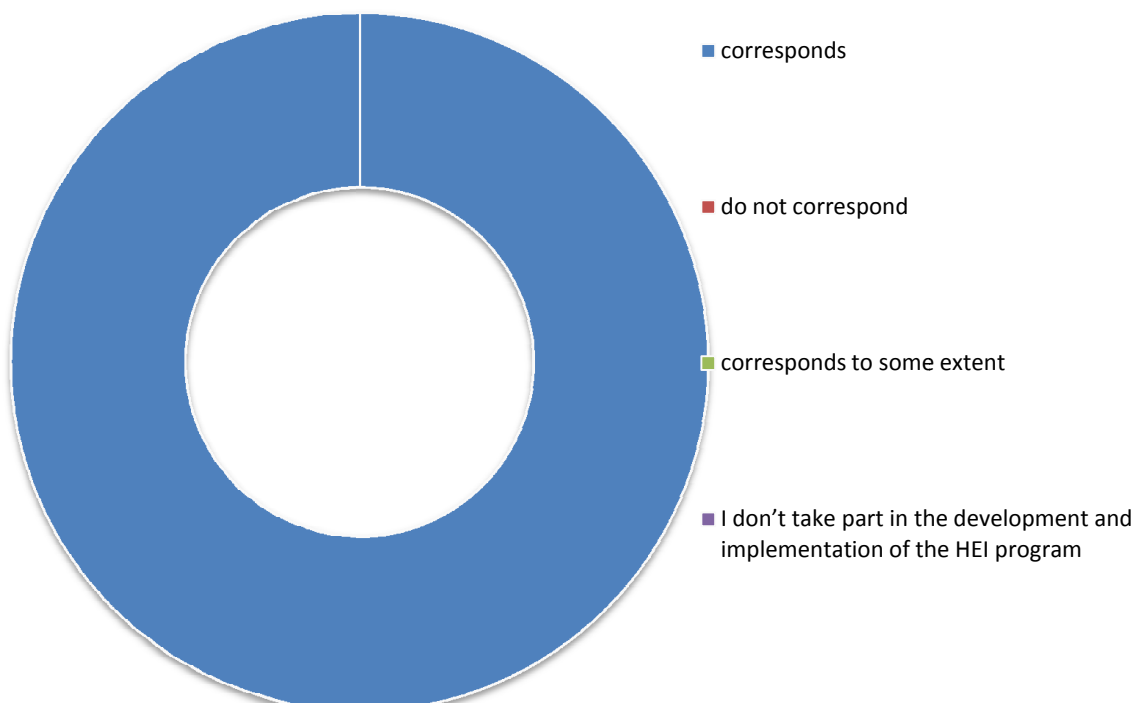
Strategy, objectives and management of the program "Clinical Psychology" in KrasSMU meet the necessary requirements. Educational objectives of the program are logically related to the strategic development plans of the region and the regional labor market. Information and communication technologies (ICTs) are widely used in the program. Documented objectives of the program are available to all interested parties. In the design and implementation of the basic educational program are participating employers. The current management system of the basic educational program effectively engages employers at all stages of the main curriculum.

### Areas to improve

The development strategy of the program requires annual revision and adaptation of the mission and its own tasks with the main criteria of the Federal Law "On Education in the Russian Federation", as well as global trends and tendencies in the training of specialists in the field of clinical psychology, which are the results of a number of international and industry foresights prepared by leading experts, entrepreneurs, economists, including those from Russia.

In the course of the on-site visit interviews with employers were conducted, the results of which were compiled in the form of a chart.

### Correspondence of the main curriculum aims to the labor market demands

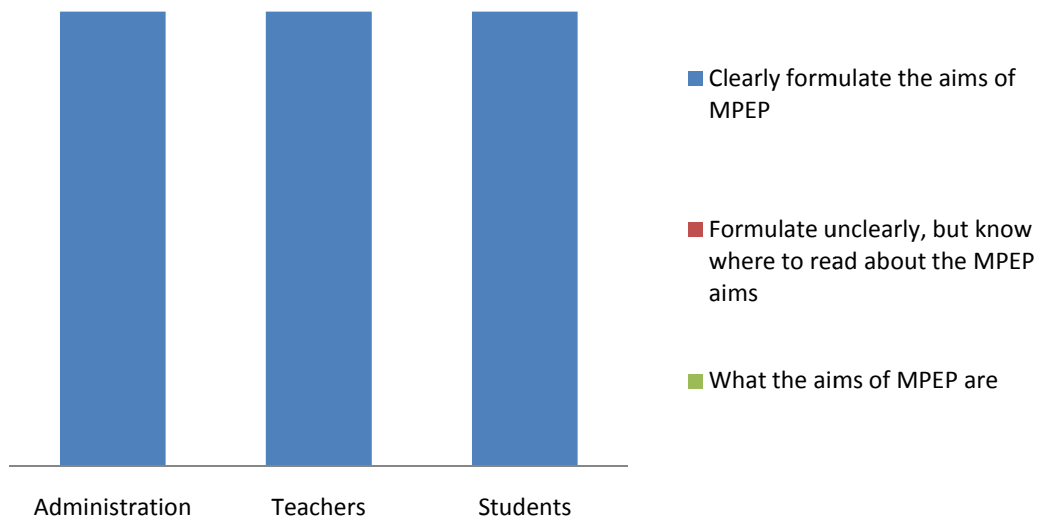


The data presented in the chart, allow the experts to conclude that the employers are fully satisfied with the content of the educational program "Clinical Psychology".

In the course of the on-site visit, the experts conducted a survey (interviews) of the 2<sup>nd</sup>- and last year students, faculty, and staff and obtained data that suggest a sufficiently high degree

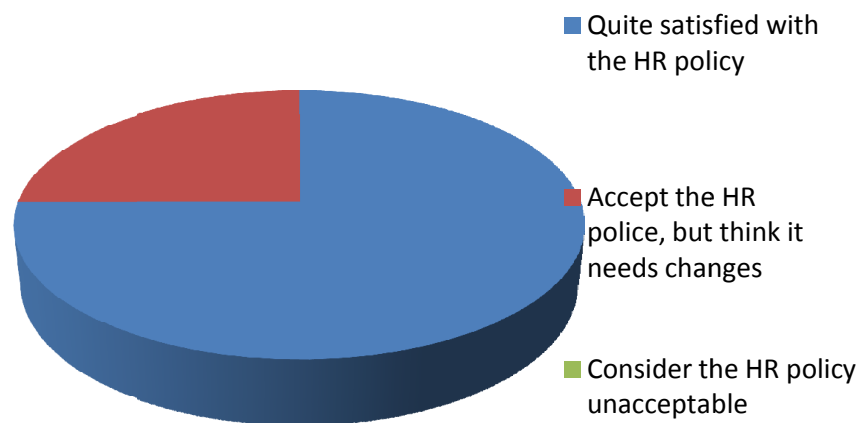
of satisfaction with the process of the implementation of the educational program "Clinical Psychology".

### Familiarity with the MPEP aims

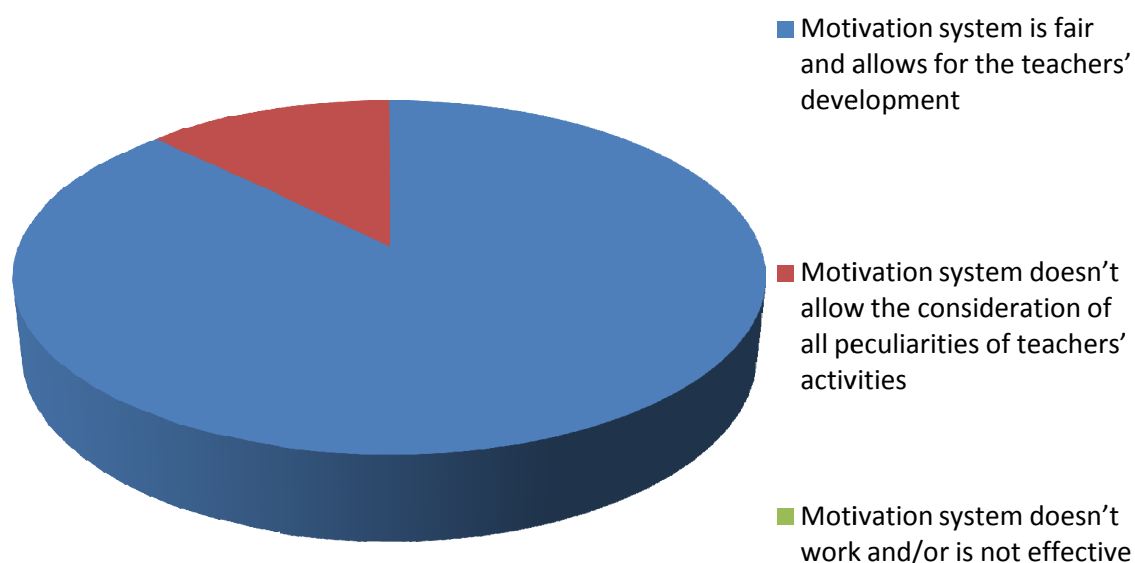


During the process of self-evaluation system the institution presented data on teachers' satisfaction with HR policies and motivation system.

### Satisfaction with the HR policy



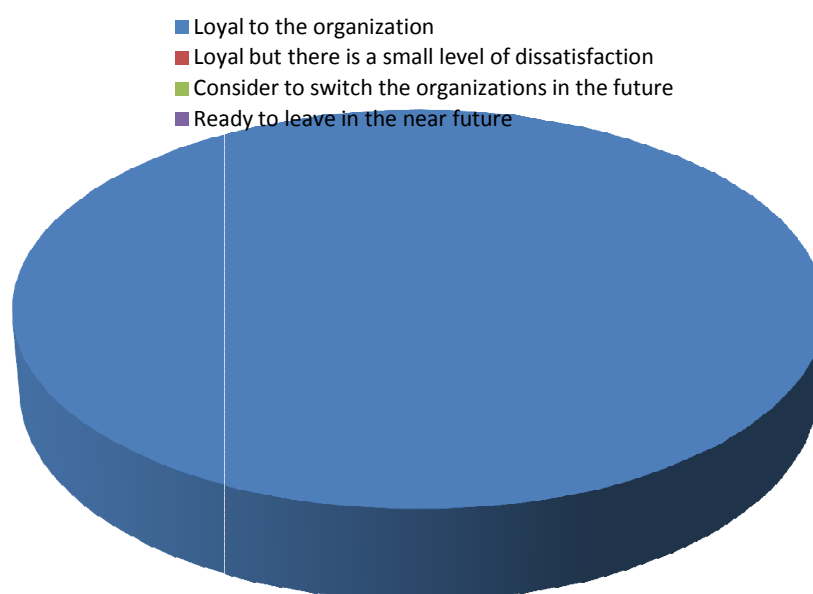
## Satisfaction with the current motivation system



During the on-site visit interviews were conducted (questioning) of teachers participating in the program. The results of the interviews are presented in the diagram "The level of employee loyalty".

On the analysis of these two charts the experts conclude there is a high level of loyalty to the organization on the part of the teachers.

## The level of employee loyalty



## 10.2 Structure and contents of the program

Criterion mark: excellent

### Strong points

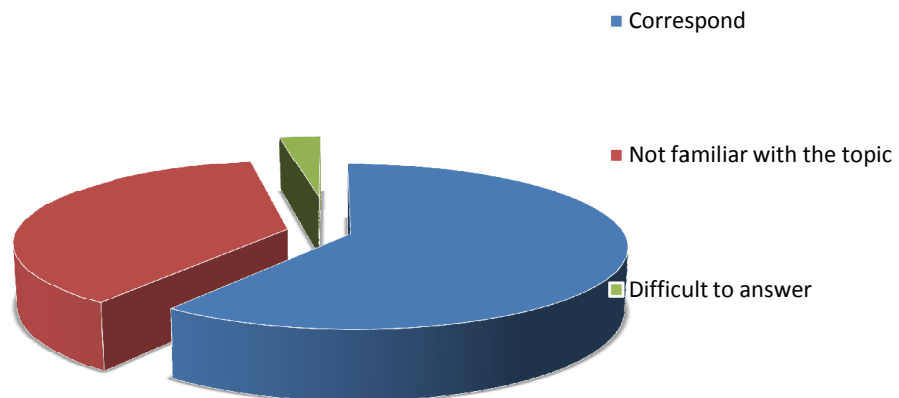
Graduate competence model is fully consistent with the needs of the labor market. Competences developed with the participation of employers correspond to regional needs for specialists of this level. The practices programs reflect the generated competences. Operational programs of relevant disciplines are developed with the participation of employers. Distribution of educational disciplines of the curriculum corresponds to the logical sequence of their study.

### Areas to improve

1. Increase in the practical component of the main curriculum by increasing practical hours in the classroom, as well as through the active involvement of students in the student scientific societies and clubs.

In the course of the on-site visit the experts met with the students of the evaluated program. One of the issues discussed was matching of the structure and contents of the program to direct consumers' expectations of the program – the students. Data collected at the end of the interview are presented in the chart and allow the experts to conclude that the structure and contents of the educational program "Clinical Psychology" meet the expectations of the students.

### Correspondence of the structure and contents of the main curriculum to the students' expectations



### 10.3 Teaching-methodical materials

Criterion mark: excellent

#### Strong points

The teaching-methodical materials used in the learning process are consistent with the stated objectives of the program, contribute to the achievement of the stated program competencies. Work on improvement of the TMM is held annually taking into account the views of students and employers, which is reflected in the additions and changes to the operational program and other methodical materials.

The share of TMM agreed with key social partners representing the labor market is 100%, which is confirmed by the presence of two external reviews of representatives of the professional community for each work program and other teaching-methodical materials.

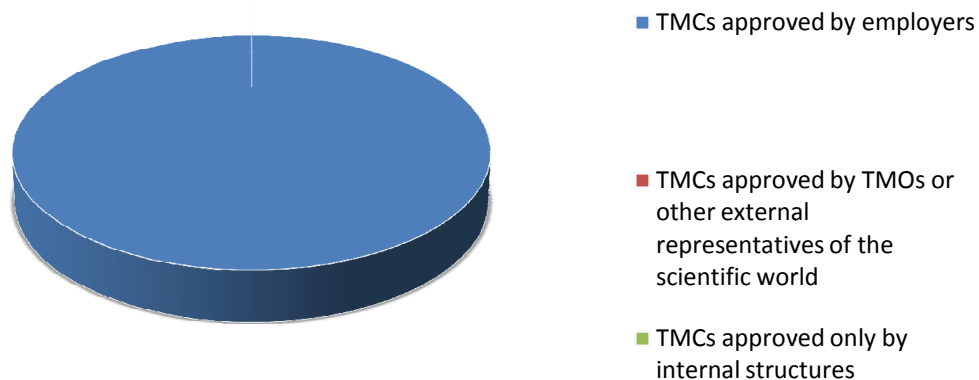
Information in the content of the disciplines is represented by reference to the domestic and foreign periodical literature, monographs, and network resources. In TMM there are lists of textbooks in print and online resources that are constantly updated.

#### Areas to improve

1. To increase the motivation of the faculty for development and implementation in the learning process TMM in clinical psychology, developed at the Departments of the Faculty of teaching and teaching-methodical materials.

During the on-site visit the experts familiarized themselves with newly developed teaching-methodical materials in the educational institution. According to the results of the study of 7 documents from the group of teaching-methodical materials the following diagram was compiled. These data have led the experts to conclude that the developed teaching-methodical materials correspond to the needs of the labor market.

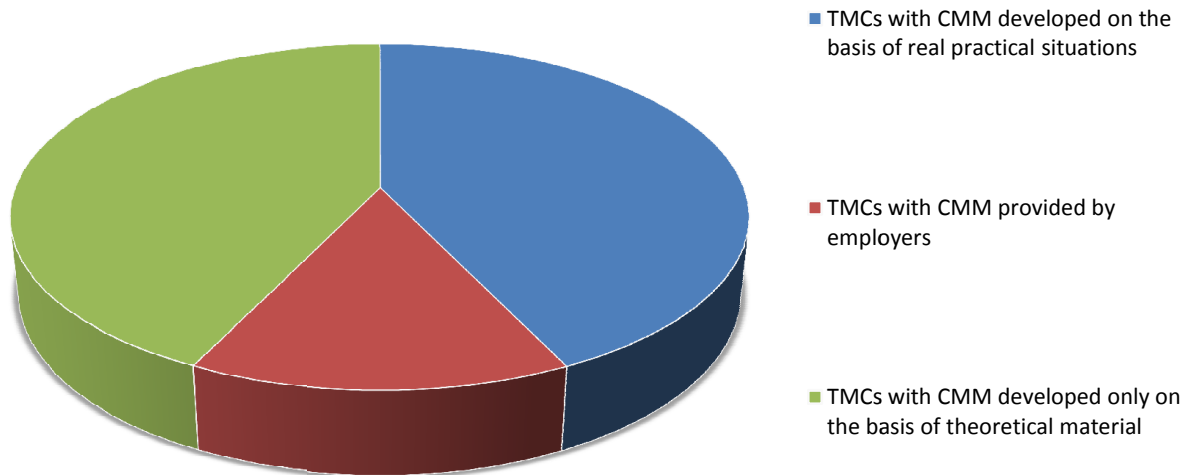
#### Teaching-methodical complex (TMC)



In the course of the on-site visit, the experts analyzed measurement and control materials, which are used in the Faculty of Clinical Psychology of KrasSMU for progress monitoring. The data of the analysis of test materials are shown in the following diagram. This allowed the experts to determine whether there is practical orientation to the real situation in the activities of a clinical psychologist in the developed test materials.

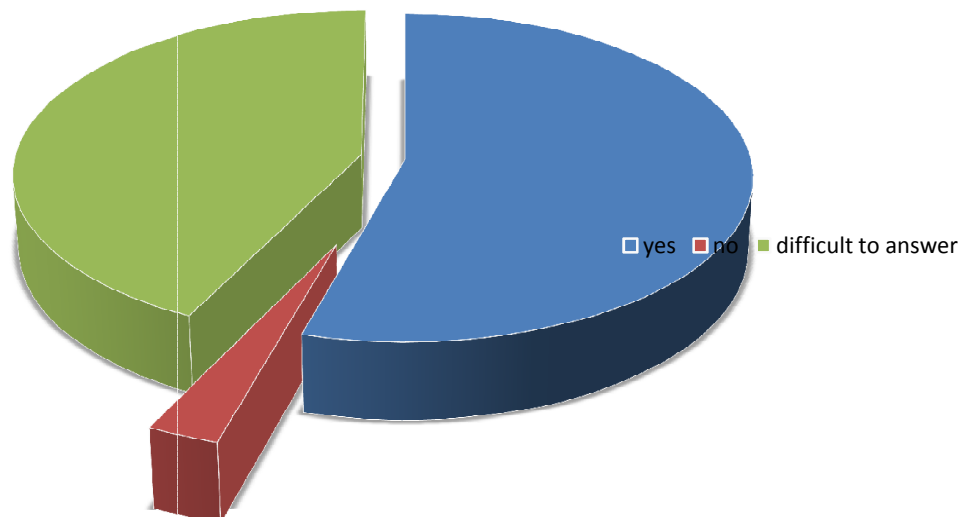


## CMM



According to the results of the questionnaire submitted by the educational institution, the results of which were confirmed during the on-site visit, 54.3% of students believe that their opinion is taken into account when developing and maintaining TMM, 2.9% believe that their opinion is not taken into account, and 42, 8% could not answer. In this regard, the experts recommend the EI to actively carry out surveys of students and involve them in the solution of this problem.

### *Consideration of the students' opinions at development and actualization of TMM*



## 10.4 Techniques and methods of educational activities

Criterion mark: excellent

### Strong points

As part of MPEP innovative learning technologies, developing teamwork skills, interpersonal communication, decision making, leadership skills (reading interactive lectures, panel discussions and projects, analysis of business situations and simulation models, conducting business games, trainings and other technologies) are introduced. For example, in the disciplines of clinical profile (neuropsychology with workshops, pathopsychology with workshops, personality disorders and other debriefings of clinical cases and the decision of situational problems are used), in the disciplines of social and pedagogical profile (pedagogy, sociology, special education and rehabilitative, etc.) group discussions, improvement of social and pedagogical skills of interaction are used, in the disciplines of diagnostic and experimental profile (psychological testing with workshops, clinical interview, neuropsychological diagnostic methods) methods of psychological diagnosis of skills training, pilot studies, clinical interviews in pairs and in the real world (at the bedside) are used.

When conducting workshops at clinical sites the selection of technologies and methods, used for the implementation of the program, is determined by the employer involved in the educational process on the basis of logistics, medical technology developed, staff qualifications and the level of preparedness of students. For example, workshops in specialized practical courses for Correction and Development Training with supervision are carried out with the participation of the employer who is also one of the developers of the program in this discipline.

### Areas to improve

Improve the technical equipment of the educational process which will enhance the ability of students to master practical skills and consolidate theoretical material.

In the course of the on-site visit the experts visited two classes, the analysis of which is presented below.

Name of the teacher Tatiana Koriagina

Group / Department 401

1. Discipline / module Clinical neuropsychology

2. Type of lesson

lecture

seminar

laboratory work

- practical activity

complex lesson \_\_\_\_\_

other \_\_\_\_\_

3. Subject of the lesson "Syndrome lesions of the hypothalamic-diencephalic region of the brain"

4. The purpose of the lesson: the formation of ideas about the clinic defeat of non-specific deep structures of the brain and skills to diagnose them.

5. Lesson objectives

General: (a learner must have GC-2, GC-4 and PC-6, PSC-2.10);

Training:

a student should know:

- the structure of the brain stem and subcortical structures;

- syndrome of defeat of hypothalamic-diencephalic region of the brain;

the student should be able to:

- conduct neuropsychological testing of patients with lesions of the hypothalamic-diencephalic brain regions

- identify the syndrome of defeat of hypothalamic-diencephalic region of the brain;  
the student must have skills:
- neuropsychological diagnosis of lesions of the hypothalamic-diencephalic region of the brain;
- registration of protocol of neuropsychological testing.

6. Material support of the lesson:

- teaching-methodical guide on the studied subjects
- collector of CMM (test control, case studies)
- LED-TV
- Laptop with the selection of electronic materials relating

#### **TEACHER ASSESSMENT**

<b>№</b>	<b>Analysis criteria</b>	<b>Data</b>	<b>Mark (0,1,2)</b>
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1.	Compliance with regulations of classes	Timely start, termination of the lesson, balanced time periods	2
2.	Organization	Greeting. Communication of the topic, objective (connection of the objective with evolving competencies)	2
3.	Motivation of students for the upcoming activities	Indication of the relevance, formed professional and / or social and personal competences	2
4.	Psychological climate in the classroom	Positive emotional interaction between the teacher and the students; mutual goodwill and involvement of the audience	2
5.	Presentation quality	Structured material; clarity of designation of current tasks; consistency and clarity of the presentation; presentation adaptation to the specific audience; examples of relevant facts	2
6.	Correspondence of the content to the course program	Compare with TMM	2
7.	Use of visual materials	Textbook, workshop handouts, tables, drawings, etc.	2
8.	Oratory skills	Audibility, euphony, literacy rate of speech; facial expressions, gestures, pantomime; emotional richness of speech	2
9.	Sensitivity to audience	The ability to react to changes in the perception of the audience.	2
10.	Respect to the students		2
11.	Methods of attention organization and regulation of students behavior	Increased interest from the audience (the original examples, humor, rhetorical devices, and so on.); involvement of students in a dialogue in the process of implementation of tasks and so on. But not: an open call to the attention of the audience; demonstration of disapproval; psychological pressure, blackmail	2
12.	Maintaining of feedback with the audience during the lesson	Control of material acquisition	2
13.	Summary of the lesson ( <i>reflection</i> )	Organization of reflection, in which students are actively discussing the results	2
14.	Image	Compliance with corporate identity, presentable, charismatic	2
15.	Final mark		2
16.	Comments and suggestions of the experts: According to the experts, the lesson was conducted in a professional manner with the use of modern technology. The teacher was able to keep up throughout the session high interest of students to learn the academic material and to achieve the above objectives of the lesson.		

1. Teacher's name Oksana Sidorenko, candidate of pedagogic science, assistant professor
2. Group /specialty 101
3. Discipline/module Pedagogy
4. Type of the lesson
  - lecture
  - seminar
  - laboratory work
  - practical lesson
  - complex lesson \_\_\_\_\_
  - other \_\_\_\_\_
5. Subject of the lesson "Methods, means and forms of learning"
6. The purpose of the lesson: formation of ideas about teaching methods, the existing classification methods, possible areas of application of specific teaching methods and their limitations; analysis of the possibilities of teaching methods in the activation of cognitive activity of students.  
 Lesson objectives:
  - general: a student should be able and willing to possess of a culture of scientific thinking, generalization, analysis and synthesis of facts and theoretical positions (GC-3); ability and willingness to use the system of categories and methods needed to solve the model and new problems in different fields of professional activity (GC-4); ability to formulate goals, develop strategies and training plan, select and use modern techniques and technology training, provide a systematic presentation of educational material to create a rational structure and content of the classes, assess and improve the training program (PC-17);
  - training: a student should know the different approaches to the definition of the method (reception means) of training, classification of teaching methods; be able to analyze the possibility of specific groups of methods for the formation of motives for learning and enhancement of the cognitive activity; use teaching methods in accordance with the educational purpose and objectives; possess practical skills of use of specific teaching methods.
7. Material support of the lesson:
  - Methodical recommendations for class work,
  - termcards for front questioning,
  - complexes of situational tasks,
  - test materials.

#### TEACHER ASSESSMENT

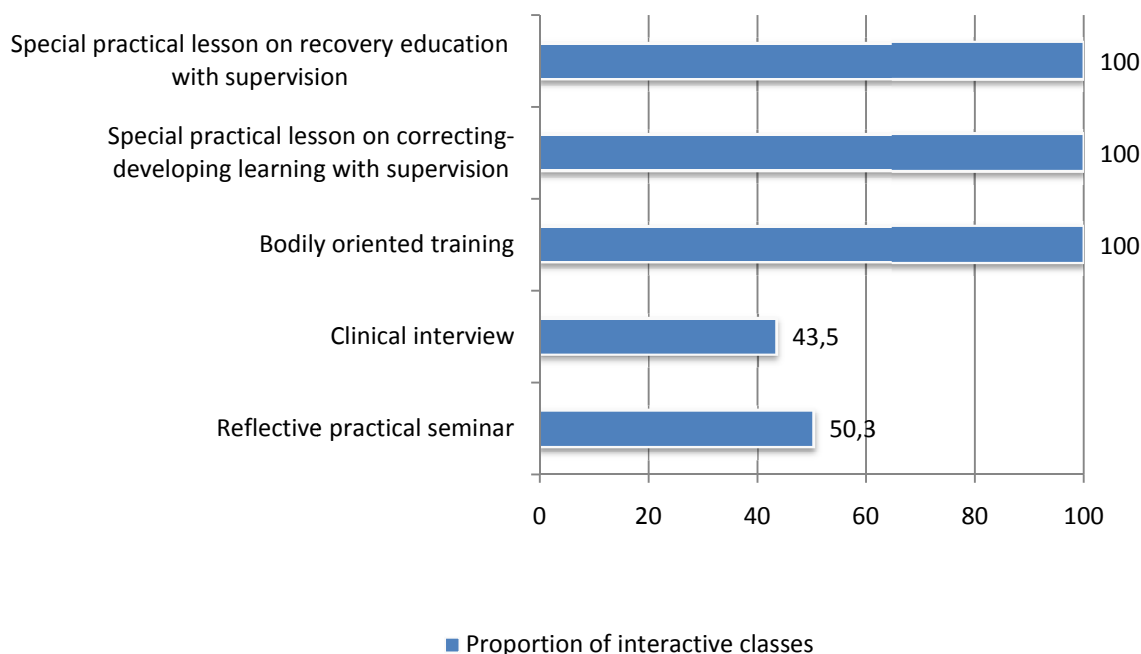
№	Analysis criteria	Data	Mark (0,1,2)

17.	Compliance with regulations of classes	Timely start, termination of the lesson, balanced time periods	2
18.	Organization	Greeting. Communication of the topic, objective (connection of the objective with evolving competencies)	2
19.	Motivation of students for the upcoming activities	Indication of the relevance, formed professional and / or social and personal competences	2
20.	Psychological climate in the classroom	Positive emotional interaction between the teacher and the students; mutual goodwill and involvement of the audience	2
21.	Presentation quality	Structured material; clarity of designation of current tasks; consistency and clarity of the presentation; presentation adaptation to the specific audience; examples of relevant facts	2
22.	Correspondence of the content to the course program	Compare with TMM	2
23.	Use of visual materials	Textbook, workshop handouts, tables, drawings, etc.	2
24.	Oratory skills	Audibility, euphony, literacy rate of speech; facial expressions, gestures, pantomime; emotional richness of speech	2
25.	Sensitivity to audience	The ability to react to changes in the perception of the audience.	2
26.	Respect to the students		2
27.	Methods of attention organization and regulation of students behavior	Increased interest from the audience (the original examples, humor, rhetorical devices, and so on.); involvement of students in a dialogue in the process of implementation of tasks and so on. But not: an open call to the attention of the audience; demonstration of disapproval; psychological pressure, blackmail	2
28.	Maintaining of feedback with the audience during the lesson	Control of material acquisition	2
29.	Summary of the lesson ( <i>reflection</i> )	Organization of reflection, in which students are actively discussing the results	2
30.	Image	Compliance with corporate identity, presentable, charismatic	2
31.	Final mark		2
32.	Comments and suggestions of the experts: According to the experts, the lesson was conducted in a professional manner with the use of modern technology. The teacher was able to keep up throughout the session high interest of students to learn the academic material and to achieve the above objectives of the lesson.		

Analysis of studies allows the experts to conclude that the professors and teaching staff of the program know how the used technology and methods of educational activities provide the expected learning outcomes, in particular professional competences.

During cameral analysis of self-evaluation, the analysis of the curriculum and class schedules, the experts determined that the share of classes in an interactive way in the whole program is more than 50%. In the course of the on-site visit were studied TMCs of five disciplines. These sessions conducted in an interactive form in the context of the studied teaching materials are presented below. On the basis of these the experts conclude that the proportion of classes conducted in an interactive form corresponds to the recommended.

### Proportion of interactive classes



### 10.5 Administrative-teaching staff

Criterion mark: excellent

#### Strong points

System of training and retraining of ATS maintains the competence of teachers at a level sufficient for the implementation of the program focused on the modern labor market requirements.

Every year in the higher educational institution All-Russian Scientific and Technical Conference "University pedagogy" takes places, under which plenary reports on the achievements of university pedagogy, master classes, in which the experience of working with various educational technologies are held.

As part of the basic educational program annually an All-Russian scientific-practical conference with international participation "Psychological health: a vital resource and life potential" is held, in which during master classes the staff involved in the implementation of the main curriculum improve their skills.

Training courses for ATS involved in the implementation of the main curriculum were specially organized in the program "Clinical issues in the context of psychological counseling" (176 hours IMATON, St. Petersburg). 12 people from the ATS implementing the main curriculum received diplomas of professional development.

In the program "Technology Management Organization under the QMS" 5 people were trained in 2012. In the program "Psychological supervision" one person was trained in 2012. In the cycle of thematic improvement "Psychotherapy and psychological correction" 6 teachers were trained.

In the educational institution in 2007 a rating system was provided by which all teaching and methodical, scientific and organizational achievements of employees are measured at an approved university rating scale (update – annually in accordance with the priorities of the university and the individual activities). Achievements and their level of importance are reflected in the portfolio of an employee in their private office on the corporate website of the educational institution. For each achievement you can earn points that add up to the base of the employee to receive a certain place in the ranking of the university faculty. The designated rating is publicly available and is a form of status ATS increase in the HEI. In addition to the described forms of intangible motivation increase the rating has a financial component. In accordance with the number of points received by employees during the calendar year, they are assigned a wage premium for the period of the next calendar year. As part of the rating system the annual competition for the best assistant, senior lecturer, associate professor of the university is held. Nominees receive additional financial payments in excess of the rating.

In 2013 an additional system of incentive payments for achievements in the training of the academic-teaching staff and the cumulative impact factor was introduced. The practice of entering into effective contracts was introduced.

The university has a provision for bonuses for winning the competition for the best monograph and the best textbooks, the title of "best lecturer of the year". Results of the competition are announced at the end of the calendar year.

Policy of the managers of the program in the field of formation and development of the personnel reserve includes the following modalities: selection of personnel structure (pluralists, representatives of clinical sites, representatives of the employer); assessment of the effectiveness of employees (summarizing of the rating of ATS); assessment of the prospects of employees (area of career opportunities with the developmental strategy of the main curriculum, for example, effective contracts for young teachers and researchers); development plan; certification of personnel structure (every 5 years); training of highly qualified employees (PhDs).

## **Areas to improve**

1. Continue efforts to increase the payroll for ATS and financial motivating.

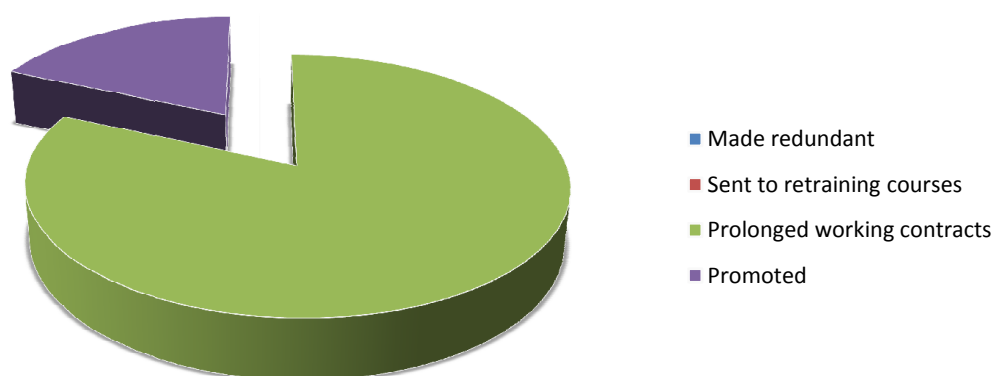
Analyzing the facts presented by the educational institution in the self-evaluation, the experts concluded that the data are relevant and reliable.

The results of a comprehensive assessment of ATS (in the last year) and age composition of teachers participating in the program are shown in the following diagrams.

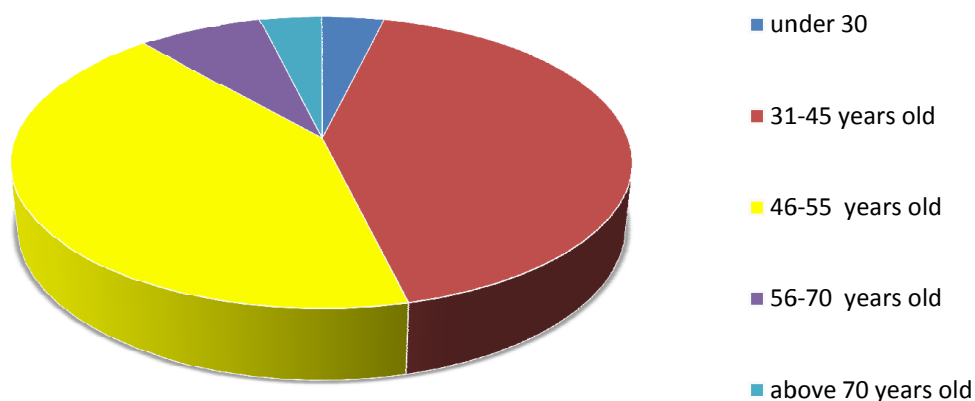
According to the analysis of the submitted data, the experts have concluded that 88.6% of the faculty are under the age of 55 years, and 46.2% - up to 45 years. Over the past year 18.2% were promoted. Others continue to work within existing contracts. We can say that the age structure of the ATS and its movements are optimal.



## After the complex assessment of the ATS within the implementation of the main curriculum



## Age composition of the employees



### 10.6 Material and financial resources of the program

Criterion mark: excellent

#### Strong points

There is a University Library and Information Center. In 2013 the provision of students within the main curriculum with educational and methodical literature was:

1. Training (in blocks of disciplines)
  - OGiSED (ОГиСЭД) - 27 titles, 1,107 copies;
  - END (ЕНД) - 18 titles, 873 copies;
  - OPD (ОПД) - 137 titles in 2873 copies.
2. Teaching and methodical (in blocks of disciplines)
  - OGiSED - 17 titles, 231 copies;
  - END - 6 titles, 156 copies;
  - OPD - 19 titles, 141 copies.

The actual provision of instructional literature (in blocks of disciplines) was as follows:  
- OGiSED - 0.5 copies per person;

- END - 0.81 copies per person;
- OPD - 0.4 copy per person.

In the educational process in the specialty "Clinical Psychology" actively used periodicals, the number of titles of which in the profile of the specialty is 42 publications domestic and 3 overseas. For the work in the reading room of students enrolled in the specialty "Clinical Psychology" the university has 854.7 sq.m. area.

Students are provided with free access to the funds of educational-methodical documentation and online resources. All students have the opportunity of open access to university DEC "Colibris" platform MY SQL (www.krasgmu.ru) Certificate FIPS №2012620843 of 24.08.2012 Certificate of the e-media number FS77-51997 of 07.12.2012.

As part of MPEP material resources of the departments are also used:

- Department of Medical and Biological Physics, at which this discipline is fixed, has a computer lab with 10 seats, special software (computer program testing "Aka-test" which has a local act of introducing KrasSMU). Teachers of the department developed test materials, allowing monitor of the quality of education in certain disciplines, as well as throughout the course as a whole.

- Multimedia linguistic laboratory has the operational management of the following equipment: a digital voice recorder, multimedia language program that allows you to motivate students to learn foreign languages, to improve the quality of teaching of disciplines and Latin languages.

- The Department of Psychology and Pedagogy with a course of medical psychology, psychotherapy and pedagogy of postgraduate education has the following equipment:

- 1) Audio-visual complex "Disnet-2" which is specifically designed for use in offices and rooms of psychological relief. The complex consists of a modern high-quality audio-visual and psychodiagnostic equipment recommended for classrooms and rooms of psychological relief and mobilization. The structure of methodical software includes sessions of audiotherapy, color therapy, autologous and video sessions. For the office of psychological relief the AVC comes with a computer, high-quality projector (plasma TV), loudspeaker or set of headphones in the number of seats. Mobile version includes a laptop, headphones (helmet of virtual reality). The second version of the AVC allows the psychologist to create their own versions of sessions, "gluing" audioseans and arbitrary fragments of video sessions, color therapy; refined and service capabilities of the program.

- 2) Anti-stress psychophysiological system that is synchronous with simultaneous visual and auditory stimulation, along with the transmission through the human body of acoustic waves at low frequencies (vibrotactile stimulation) allows you to achieve the effect of rapid sedation, as well as deep muscular and mental relaxation.

- 3) Equipment for specialized training cabinet (video camera, mirror ball, stereo, headlights);

- 4) equipment for specialized classrooms of psychological relief (LED installation "Fountain" and "Rain", panel "Starry Sky").

- Department of Nervous Diseases and neurorehabilitation has a large list of necessary equipment for neurological manipulation for neurorehabilitation of patients.

- Department of Medical Genetics and Neurophysiology IPE in its composition has a functional diagnostics and sleep lab.

All practices sites have the necessary equipment required for the development of MPEP and the formation of professional competencies of graduates of the program. The level of equipment and the possibility of forming of competences in conditions close to the professional reality, and in accordance with the principles of continuity and logic studies in the implementation of the main program disciplines and practices is one of the priority criteria in selecting a base for students undergoing all kinds of practical training

## Areas to improve

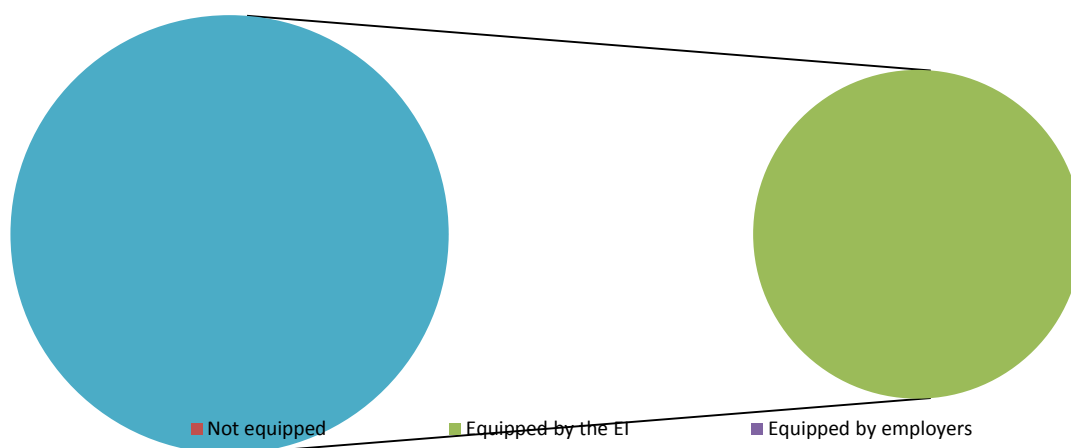
1. Implement a procedural mechanism of continuous technological renovation of inputs, providing the establishment of sufficient volumes of materials ensuring the availability of educational interactive technologies and other electronic educational resources for faculty and students in strategic planning in order to continuously update the educational resources.

During the on-site visit the experts conducted interviews with students and teachers participating in the program in the satisfaction with the quality of classroom fund. The data are shown in the following diagram and allow the experts to conclude that there is a high level of

SE **Satisfaction with the quality of classrooms, laboratories, department rooms, funds and reading room of the library**

While the on-site visit to the educational institution, the expert team inspected the material and technical base. Below are data on the equipped laboratories. These data allow us to conclude that sufficient equipment is available in laboratories for the educational process within the educational program "Clinical Psychology".

### Laboratory equipment



## 10.7 Information resources of the program

Criterion mark: excellent

### Strong points

In KrasSMU a corporate information system (krasgmu.ru) has been created, which provides access to all information via the Internet from both stationary and mobile devices. All training content is stored electronically in the information system.

The information system contains hundreds of web applications, including digital library systems, electronic teaching materials, footage of practical skills and lectures.

The main building of KrasSMU has 7 interactive touch-screen monitors, also deducing information from the corporate information system.

Access to the missing in the library of the University publications is made by providing opportunities to work with the corporate system Colibris, as well as with databases in the profile field.

Students can access all learning content in the information system at any time from anywhere in the world.

All staff and students are registered in the corporate information system, they have individual user names and passwords to log in. In the information system a corporate social network is organized that allows you to place any public content (determined by user status and access rights), and send personal messages and files.

All users (staff, students, trainees, university partners) have a personal page in the corporate information system. On their page a user can manage specific information, post public and private content (texts, documents, photos and video). All users can use the electronic library system, built-in information system.

For students in the information system an electronic timetable of lectures and classes (without the need to download files) is implemented.

The system has news feeds and the announcements of events.

Students can view their final performance and statistics.

The system runs distance learning modules (based on the platform Moodle).

Administrative and technical support processes associated with e-learning, are exercised by managers and administrators of the Faculty of pre-university and continuous education through distance learning modules. Mode of access: <http://cdo.krasgmu.ru/login/index.php>.

After registering on the site it is possible to pass a test and final test in the disciplines of the main curriculum, psychological testing to vocational guidance, to study remotely training modules.

### **Areas to improve**

1. Increasing of the competitiveness of the program due to the completion of the development of the system for counting of the workload of ATS, creating official pages and accounts on social networks for general use.

## **10.8 Research activities**

Criterion mark: excellent

### **Strong points**

As part of the comprehensive research the funding was carried out

1) from its own resources

- In 2011 3840, 0 thous. rubles

- In 2012 3100, 0 thous. rubles

- In 2013 1860.0 thousand rubles

2) from the founder resources

- In 2011 3630 thousand rubles.

Grant activities with an external (domestic) financing

- In 2011 1000 thousand rubles.

- In 2012 1080 thousand rubles.

- In 2013 800 thousand rubles.

Grant activities with an external (foreign) funding

thousand - 2012 192.65 rubles.

- In 2013 15,896.79 thousand rubles.

Obtained on commercial contracts

- In 2012 84.2 thousand rubles.

During the period of implementation of the main curriculum the ATS mastered 38 296.34 thousand rubles.

The proportion of use of research results in the educational process is 24.2%.

The proportion of use of research results in the management of the organization of educational activities in the EI is 21.2%.

As part of the annual All-Russian with international participation scientific-practical conference "Psychological Health: a vital resource and life potential", financed from its own funds of the HEI, undergraduate and graduate students prepare publications and reports that are presented in a separate section of young scientists.

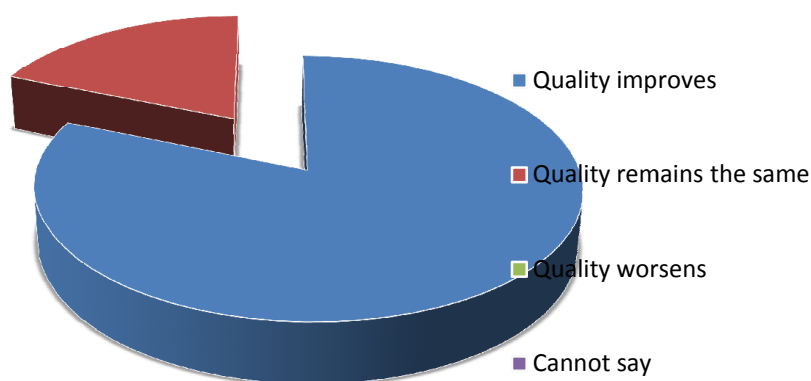
Share of results of research within the profile of the specialty that have found practical application in the real economy (health care) and confirmed by acts of implementation in enterprises within the profile of the specialty – 4; registered medical technologies – 5, which is 21.2%.

As part of the main curriculum 4 patents were obtained, representing 12% of total R&D within the profile of a specialty.

### **Areas to improve**

1. Increasing of competitiveness of the educational program by increasing of the level of preparation of students for winning research grants.
  2. More active involvement of students in research activities of the faculty of the university.
- In the documents of self-evaluation the educational institution presented the results of monitoring of students' opinions "Impact of the research work on the quality of education". This diagram illustrates the data approved by the experts during the on-site visit. This allows you to draw conclusions about wide engagement of students in scientific research and application of its results to improve the quality of the educational process.

**Results of the monitoring of the students' opinions on the influence of R&D and its results on the quality of education**



The proportion of students (of the total number of students of the major) engaged in scientific circles for the 2013-2014 academic year was 43 people (25.3%). In the current academic year (2014-2015) as part of the main curriculum 11 students are engaged in scientific circles. The number of students involved in SSC within the main curriculum is 58 people (27.8%).

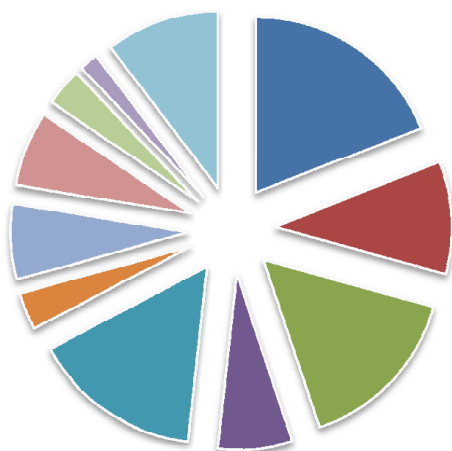
Student's scientific circles:

- 1) SSC of Department of Clinical Psychology and Psychotherapy with courses in
    - Psychology of life self-realization (supervisor I. O. Loginov) – 11 people
    - Psychological problems of vital resources and life potential (supervisor V. B. Chupin) – 6 people
    - Psychological mechanisms of learned helplessness (supervisor O. V. Volkova) – 9 people
    - Psychology unconditional acceptance (supervisor S. M. Kolkova) – 4 persons
    - Psychological and socio-cultural features of a sustainable life-world (supervisor Yu. V. Zhivaeva) – 9 people
    - Psychological support of patients with chronic arteritis obliterans (supervisor N. V. Popenko) – 2 people
    - Psychology of personal and professional choices (supervisor E. I. Stoyanova) – 4 persons
    - Psychological characteristics of psychosomatic patients (Zh. G. Duskazieva) – 4 persons
  - 2) SSC of Department of Nervous Diseases with a course in medical rehabilitation
    - Recovery of cognitive impairment after a stroke (supervisor Mozheyko EY) – 2 people
  - 3) CHO Department of Medical Genetics and Clinical Neurophysiology IPE
    - Neurophysiological aspects of diseases of the nervous system (supervisor N. A. Schneider) – 1 person
  - 4) CHO Department of Pedagogy and Psychology with a course in
    - Valuable bases of education (supervisor E. A. Avdeev) – 6 people
- In total, within the main curriculum there are 11 students' scientific circles. The number of students involved in SSC within the main curriculum is 58 people (27.8%).

The results of research carried out by students of the program, are implemented in practice by enterprises and organizations, since about 20% of the course and final qualifying works are carried out by order of the social partners who have a priority right to obtain and use research results.

The results of research carried out by the teachers of the program are also implemented in the practice of enterprises and organizations, as evidenced by certificates or acts of implementation (R&D of E. I. Chernova within the R&D of I. O. Loginova "Psycho - educational assistance in the process of training students with different willingness for implementation of choice" has received 2 references on implementation of the results).

## Students' engagement in the SSC



- Psychological problems of life resources and life potential (supervisor V. B. Chupina)
- Psychological mechanisms of learned helplessness (supervisor O. V. Volkova)
- Psychology of unconditional perception (supervisor S. M. Kolkova)
- Psychological and socio-cultural peculiarities of life establishment (supervisor Yu. V. Zhivaeva)
- Psychological attendance of patients with chronic arteritis obliterans (supervisor N. V. Popenko)
- Psychology of personal and professional choice (supervisor E. I. Stoyanova)
- Psychological aspects of psychosomatic patients (supervisor Zh. G. Duskazieva)
- Rehabilitation of cognitive impairments after a stroke (supervisor E. Yu. Mozheyko)
- Nerophysiological aspects of nervous system illnesses (supervisor N. A. Shneider)
- Valuable basis of education (supervisor E. A. Avdeeva)

## 10.9 Employers' participation in the program implementation

Criterion mark: good

### Strong points

EI policy in improving the quality of education encourages the participation of employers in the implementation of the program as follows: employers are experts of the main curriculum; representatives of the employer are involved in the development of work programs and TMM; representatives of the employer are involved in the implementation of the main curriculum (work for 0.25 - 0.5 pay rate in the departments, conduct one-time workshops, participate in the organization of subject Olympiads and educational conferences, administer the practice at clinical sites); EI within the main curriculum repeatedly held meetings of the students with the Minister of Health of the Krasnoyarsk Territory and the deputy chief physician of medical work in graduate employment and expectations of the parties; the activities satisfaction among teachers (including part-time representatives of the employer) is regularly monitored; representative office of the employer-based departments within the site of the EI and use of equipment in joint projects in the topics of research of the employer; implementation of R&D within the course and final qualifying works commissioned by employers; the creation of volunteer groups of students at clinical sites.

26 master classes and open educational seminars were held directly or with the participation of employers, as well as other members of the professional community (on the basis of the conducted during the 2013-2014 academic year research and training activities (conferences, symposia, conferences, training seminars). This is an approximate amount of workshops held annually.

Employers are involved in the formation of the matrix of competencies of students. With their participation terms of knowledge, skills and competencies of a number of domains were specified, such as PC-5: ability to identify and analyze information about the needs of a patient (client) and medical personnel (or customer service) through interviews, history and other clinical-psychological (ideographic) methods; PC-6: skill planning of psychodiagnostic research with the clinical entities, syndromes, socio-demographic, cultural and individual psychological characteristics, the ability to form a complex of psychodiagnostic methods adequate to the purposes of research, to determine the sequence (program) of their application; PC-8: ability to formulate a detailed structured psychological report that meets the objectives of the study in the context of psychological theory, provide a patient (client) and medical staff (customer service) with information on the results of diagnosis, formulate recommendations; PC-21: skill popularization of psychological knowledge, recommendations for the use of the results of psychological research and innovation; PSC-2.10: ability and willingness for interdisciplinary collaboration with experts in the fields of medicine, education and neuroscience.

Social partners in MPEP "Clinical Psychology" – 12.

Among them:

- Hospital for War Veterans
- Counseling center №7
- Lyceum №3
- Oncologic Dispensary
- Emergency Hospital
- Siberian Clinical Center FMBA
- Krasnoyarsk regional mental hospital №1
- Siberian Federal University
- National Research Tomsk State University

All relationships with partners are governed by a cooperation agreement. Employers participating in the work of the Academic Council are invited to separate meetings of the Scientific Council of the Faculty of Clinical Psychology.

Employers contribute to the employment of graduates of the program:



- Pick up students during practice (as a result of the internship 11 students are invited to work);
- Inform the dean about available vacancies;
- Talk about possible places of employment at a round table during meetings with students.

At the meeting of the department are invited representatives of the employer:

- Constantly – representatives of the employer, who are pluralists in the department;
- Situational – representatives of the employer, who are not pluralists in the department, on topical issues in the implementation of the main curriculum (for 2 meetings out of 10).

Employers participating in the program, providing resources, including financial, for example:

- SCC FMBA provides clinical research and educational process equipment at its clinical base;
- Hospital for war veterans – classrooms and hypnotarium with equipment;
- Counseling center number 7 – classrooms and equipment and supplies of psychodiagnostic materials.

### **Areas to improve**

1. Develop regulations for employer participation in the formation of the content of the educational process within the educational program and to ensure that the outcome of the interaction is public.

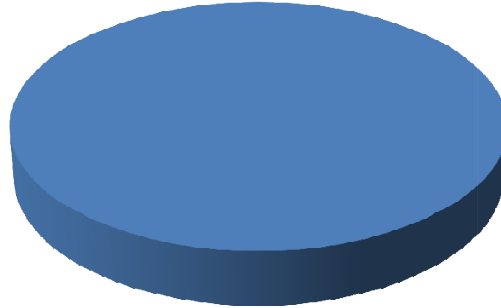
2. Implement a system of interaction with employers when choosing a path of study, including dual, employment and professional adaptation.

3. Develop mechanisms to motivate active participation of employers in conducting master classes, lectures, tutorial projects and dissertations and financial support to the Academy (Charity and contact information on training at a reduced price, donation of medical equipment "second hand", creating a platform for collective use of medical equipment, computer equipment, payment for international internships and exchanges for young reserve specialists, etc.)

The report on the self-evaluation has information on the results of the survey of employers in terms of their satisfaction with the quality of training of graduates. This diagram illustrates data confirmed by the experts during the interviews with employers.

This allows you to draw conclusions about the positive result of the interaction of representatives of the educational program with employers in terms of improving the quality of its graduates.

## Satisfaction of employers with the quality of graduates' preparation



■ Fully satisfied

■ Satisfied but there are minor remarks to the graduates

■ There are few graduates of this program with whose quality of preparation are satisfied / unsatisfied

■ Dissatisfied

## 10.10 Students' participation in determining of the program contents

Criterion mark: excellent

### Strong points

Students are part of the Student Council of the Faculty. Chairman of the Student Council participates in the Academic Council of the Faculty (2 students are members of the Academic Council of the Faculty). Faculty Student Councils merged into the University Student Council. Chairman of the Student Council of the University is a member of the Academic Council of the University, Council for Educational Work of the University, Commission for the restoration of students, Commission for transfer of students on budgetary form of training, Expert council of ranking students.

There is a documented system for processing of applications and complaints of students at the program level: Methodical instructions. The quality management system. On the order of consideration of the proposals, applications, complaints and organization of reception of citizens. MI QMS 4.2.14-12 vol. 2 / S. Yu. Nikulina, N. P. Neshetaeva, R. G. Buyankina. – Krasnoyarsk: typ. KrasSMU, 2012. – page 13.

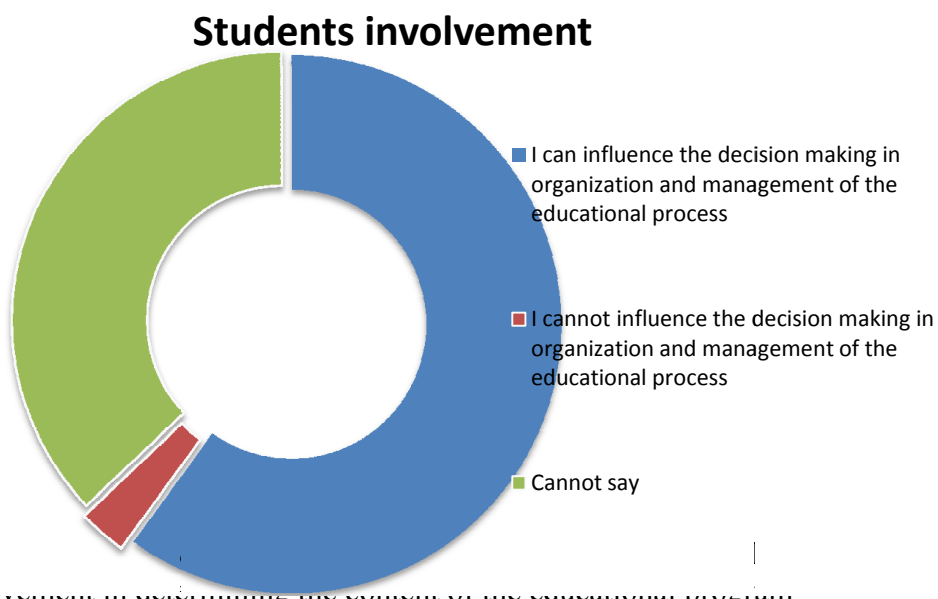
In the EI there are annual meetings with the Rector ("Rector's sittings"), where the students are turning the wishes of improving the quality of training (pro-rector and deans are present at the event). Students as authorized users can directly write messages to all teachers, department head and dean of the faculty. The Dean of the Faculty and the Rector of the University have the time allotted to the reception on personal matters.

Feedback with students is provided through questionnaires "Teacher Student Eyes", which is held two times a year after the sessions. This process is part of the EI policy on internal quality assurance and quality assurance of education and is ongoing. It improves the actual learning outcomes and education quality assurance.

### Areas to improve

Develop a local regulatory document of the university to promote the best students, including students enrolled on a reimbursable basis, and actively participating in the educational, scientific, social and sport life of the university.

In the course of on-site visit the experts analyzed the students' participation in student government. This diagram illustrates data that reflect the involvement of students.



Student involvement in determining the content of the educational program.

## **10.11 Student services on program level**

Criterion mark: good

### **Strong points**

Approved are the concept of educational work of KrasSMU for 2013-2018 years, the Program for development of educational work for 2011-2014, the Standard of Organization, Quality Management System, Process management of education of students in the State Educational Institution of HVE KrasSMU named after prof. V. F. Voyno-Yasenetsky, Program of the Council of curators of KrasSMU.

The following structures are functioning: management of educational work and youth policy, the Office of extracurricular work, Sports Club, Student Scientific Society.

Institute of curators of first course groups was created from among members of the Department. As part of the curators work monitoring of the adaptation process of each first-year student to educational and extracurricular activities at the university during the first year takes place.

Extracurricular activities of the students is recorded in the personal electronic portfolio on the official website of the University and is divided into the achievements and publications [http://krasgmu.ru/index.php?page\[org\]=rating&cat=result&cont=1&year=2014](http://krasgmu.ru/index.php?page[org]=rating&cat=result&cont=1&year=2014)

Assessment of the degree of monetary and non-monetary promotion is made according to the Regulations on the ranking of students. As an incentive, awards and souvenirs are presented.

To students enrolled in an educational program the university offers additional training programs for different levels of language courses (English, Japanese), as well as elective in-depth programs of study of professionally-oriented disciplines.

KrasSMU has about 20 computer classes used in the afternoon for class preparation, and all the necessary content is available around the clock through the corporate information system from anywhere in the world from fixed and mobile devices. All dormitories are equipped with Internet access, in the main building and on the territory of health care town there is free Wi-Fi, there are interactive touch screen monitors. Almost all students have personal computers / tablets, and work through them in the information system.

For students and staff General practice was created, which serves as the students health center of the medical university and the organization of medical care of students of the medical university (including medical, counseling, preventive and rehabilitative care, the development of therapeutic areas) and home health care to students living in dormitories on the territory of the medical University.

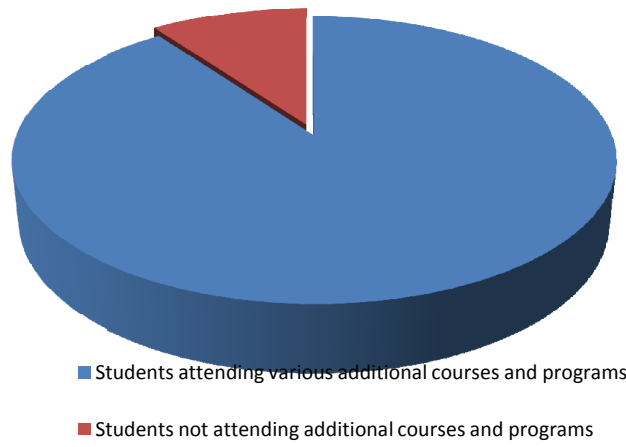
### **Areas to improve**

Improving the competitiveness of the program is possible through the timely updating of regulations governing the work of KrasSMU in the formation of personal and social competencies of students, leisure and recreation of students, as well as the creation of mechanisms to incorporate the financial situation of a student.

In the course of the on-site visit the experts were presented with documents proving attendance of the students of additional courses and programs.

Based on the analysis of the data presented the experts conclude there is a sufficient level of organization of student services.

### Attendance of additional courses, programs



## **10.12 Professional orientation. Assessment of the preparation quality of applicants**

Criterion mark: good

### **Strong points**

The University has a Department of pre-university and continuous professional education (PaCPE). The main tasks of the department are: the implementation of programs of pre-university education in order to improve the knowledge of students required for admission and training in KrasSMU; the implementation of programs of higher professional, additional vocational and continuous postgraduate education regarding the use of distance learning technologies in order to improve the skills of professionals working in the health system; systematic vocational guidance work with students to provide admission of applicants to extrabudgetary education, as well as formation of the students sustained motivation for their chosen profession.

A system for identifying and attracting the most prepared students is organized as follows: in the framework of student scientific and practical conference (every April), to which students from graduation classes reporting on the results of research are invited; within the town Olympiad in psychology where the jury are the representatives of the department of Clinical Psychology of KrasSMU.

Preparation of potential applicants of the main curriculum is organized through preparatory courses. According to the annual analysis of data on graduates entering PaCPE in Krasnoyarsk State Medical University, about 10% of students who completed the preparatory courses become students of the Department of Clinical Psychology of KrasSMU.

The EI provides attendants of pre-university training courses with methodological literature on the state exam and in disciplines of entrance exams and other disciplines of preliminary training. There is also a Web site for pre-university training - <http://cdo.krasgmu.ru>. On the site you can go through psychological testing to determine the most preferred field of future professional activity and a tendency to subject area knowledge. Also on the site all the necessary training materials can be found.

### **Areas to improve**

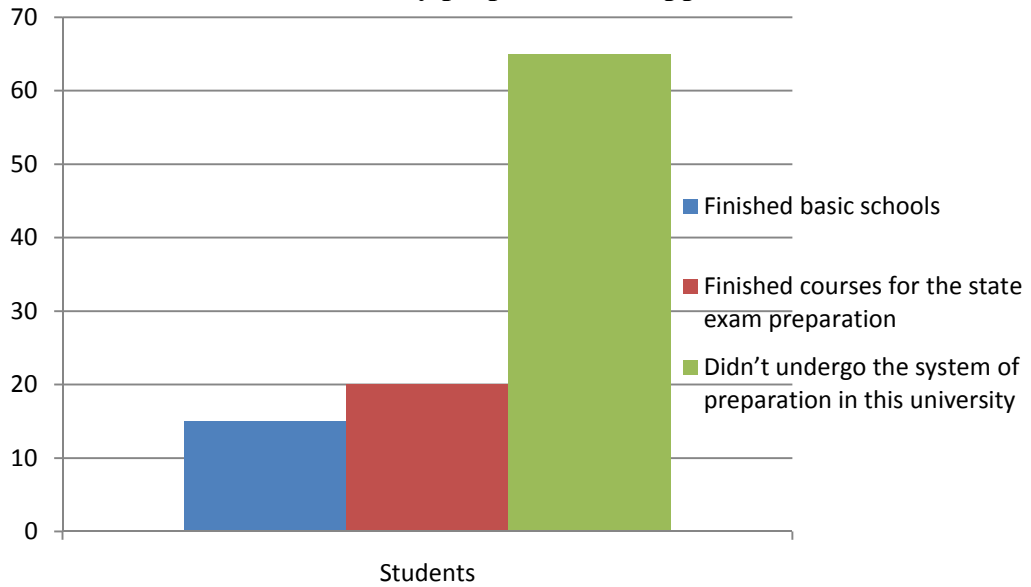
Acquisition of budget financing of the educational program "Clinical Psychology".

Consider the establishment of the concept of lifelong education "School-university" within the educational program "Clinical Psychology".

During the analysis of the program the experts prepared a chart analysis system of pre-university training. The chart shows the results of preliminary training at the end of 2014.

On the basis of the data the experts recommend to expand the list of career guidance activities carried out with applicants to provide admission to extrabudgetary education, as well as formation of the students sustained motivation for their chosen profession.

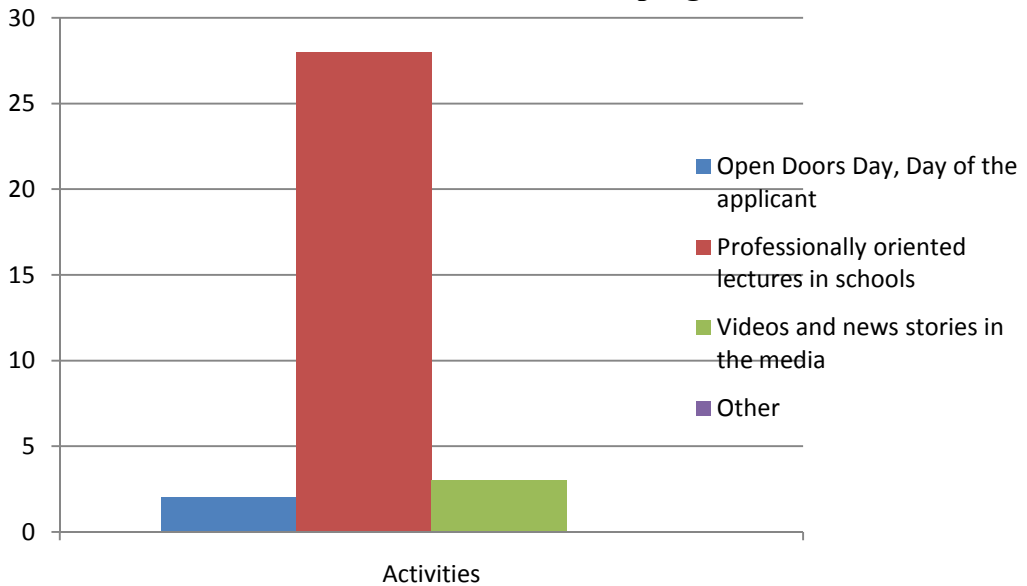
### Pre-university preparation of applicants



Based on the analysis of documents and interviews with program managers, the experts made a chart illustrating the number of activities carried out during the past academic year. As a whole 33 events were held during the year, including:

- Access to the school for career guidance – 28;
- Day of the applicant – 1;
- Open Doors Day – 1;
- Videos and news stories in the media – 3.

### Data on the number of professionally oriented events held by academic and teaching staff within the admission to the program



## 11. CVs of EXPERTS

### Expert's name: Natalia Kamynina

Place of work, job title	State Budgetary Educational Institution of HVE First Moscow State Medical University named after I. M. Sechenov of the Ministry of Health of the Russian Federation Dean of the Faculty of nurse business and psychological-social work
Science degree, science title	Doctor of Medical Science, Professor Candidate of pedagogic sciences
Rank, title	High achiever of healthcare
Education	higher
Professional achievements	2001 – present – assistant professor of the faculty, head of sub-department, dean of the faculty
Sphere of scientific interests	Social work, Clinical psychology, Nurse business
Practical work experience in the field of the program liable to the expertise	5 years

### Expert's name: Mikhail Shapran

Place of work, job title	Chairman of self-regulating NPO "MEDAlliance", Director of "Altermed" ltd.
Science degree, science title	Candidate of Medical Science
Rank, title	n/a
Education	higher
Professional achievements	I have 8 articles in the national press, 2 patents for inventions.
Sphere of scientific interests	Health organization, health insurance system, organization of the medical clinic work.
Practical work experience in the field of the program liable to the expertise	Number of employees at the headed company - about 100 people, that's why the employer is regularly confronted with personnel matters, including – among graduates of Krasnoyarsk State Medical University. Managerial experience is 14 years.

### Expert's name: Hans-Werner Gessmann

Place of work, job title	Professor at the Kostroma State University named after Nekrasov A.N., Director of the International Centre of Clinical Psychology and Psychotherapy. Professor of General Psychology and Developmental Psychology at the Moscow State Social Academy, Visiting Professor of Systemic Family Therapy at the Moscow State Psychological and Pedagogical University.
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	In 2013, Professor Gessmann received an invitation to head the Department of Humanistic Psychodrama at the Southeast University, Nanjing, Jiangsu, China.
Science degree, science title	Awarded for the promotion of Russian-German friendship
Rank, title	n/a
Education	higher
Professional achievements	Author of 56 monographs and 160 scientific publications.
Sphere of scientific interests	Psychology, Psychodrama
Practical work experience in the field of the program liable to the expertise	Since 2008, Professor devotes a lot of time working in Russia. He teaches Clinical Psychology at the Kostroma State University named after Nekrasov N.A., where he is also Director of the International Centre for Clinical Psychology and Psychotherapy.

**Expert's name: Olga V. Ryabinina**

Place of work, job title	Student of Russian National Research Medical University n.a. Pirogov N.I. (Psychological and Clinical Faculty, Department of Clinical Psychology)
Science degree, science title	n/a
Rank, title	n/a
Education	Not finished higher education
Professional achievements	
Sphere of scientific interests	
Practical work experience in the field of the program liable to the expertise	