

# **List of courses from MSU for clinical students and bachelors**

## *1. Developmental psychology (15 ECTS)*

### **1.1. Cultural-historical approach of Lev Vygotsky (5 ECTS)**

***Dr. Prof. Aleksander Veraksa***

*Aleksander Veraksa is head of the Chair Psychology of Education and Pedagogy Faculty of Psychology, Lomonosov Moscow State University. His interest is in executive functions development and its relation to academic achievements in preschool and elementary school; cognitive tools usage in learning; imagery usage in youth sports; cultural-historical approach in development of educational programs for preschool children.*

Method that was used by Lev Vygotsky for the purpose of elaborating his theory will be analyzed. Main concepts (zone of proximal development, social situation of development, sensitive period, cultural tools, etc.) of the cultural-historical approach will be discussed. Implementation of Vygotsky theory in developmental psychology, psychology of education, clinical psychology, neuropsychology will be discussed. Special attention will be given to the development of the cultural-historical approach by the followers of Lev Vygotsky, such as Alexey Leontiev (activity theory), Daniil Elkonin (child development theory), Petr Galpering (theory of planned formation of cognitive actions).

### **1.2. Developmental education (5 ECTS)**

***Dr. Anastasia Sidneva***

*Anastasia N. Sidneva is senior research fellow at the Psychology of Education and Pedagogy Chair, Faculty of Psychology, Lomonosov Moscow State University. Her main interests are educational psychology from cultural-psychological and activity approaches' perspectives, metacognitive abilities in learning, developmental education.*

The main idea of the course is to describe developmental education – education, which leads to child psychological development. How to build such education and how to analyze every school system/every specific lesson from this point of view? First, understanding of nature of child development in different psychological paradigms and especially in cultural-historical and activity approach will be provided. Second, methods of child development monitoring will be addressed and ways of their correct usage will be acquired. Students will acquire skills of school programs and lessons construction in accordance with the developmental education. Appropriate goals, special learning actions planning, organization of such actions and assessment of their progress will be discussed and practiced.

### **1.3. Expert evaluation of educational environment (5 ECTS)**

***Dr. Anastasia Belolutsкая***

*Anastasia K. Belolutsкая is a Associate Professor at the Faculty of Psychology, Lomonosov Moscow State University. She graduated from Moscow State Pedagogical University (2003), received PhD from Russian Academy of Education (2006) in Pedagogical Psychology. Her scientific interests are: creative thinking of children at preschool and school age and adults; interconnections between educational environment quality and children development (cognitive and personal); elaboration of professional trainings for preschool and school teachers.*

Provides a survey of contemporary approaches to educational environment evaluation at kindergartens and schools. The results of key international and Russian researches of interconnections between environmental characteristics and children development are discussed. Special attention is paid to the methods of quality evaluation from ECERS family: a lot of video content is presented to expertise with students. Besides, a lot of examples of best school environment are presented and discussed. Finally, students are asked to invent the project their expert method to evaluate University environment.

***2. Applied social psychology / health psychology (5 ECTS)***

***2.1. Contemporary Theories of Motivation (5 ECTS)***

***Dr. Prof. Tamara O. Gordeeva***

*Tamara O. Gordeeva is Associate Professor at the Faculty of Psychology, Lomonosov Moscow State University. She graduated from Moscow State University with Master Degree in Psychology (1987), received PhD from Moscow State University (1993) in Developmental and Educational Psychology, was a Postdoc at Yale University (1993-1994, R. Sternberg's lab). Her interest is in motivation, achievement motivation, intrinsic and extrinsic motivation and its relation to achievement of schoolchildren, university students and employees; motivation and cognitions; application of cultural-historical approach in development of educational programs for (elementary – current research) schoolchildren; optimal educational contexts; development of gifted students; optimism, optimistic and constructive thinking and well-being; cross-cultural studies of optimistic attributional style and sources of well-being; self-determination theory; positive psychology.*

Provides a survey of contemporary theory and research in human motivation, with particular application to human development, educational and organizational settings. Explores several influential approaches to motivation (flow theory, learned helplessness, optimistic attributional style and attributional approach to motivation, self-efficacy, implicit theories of intelligence) before focusing on one major contemporary approach known as self-determination theory. Topics covered include: the distinction between intrinsic and different types of extrinsic motivation; processes of internalization; and the importance of basic psychological need satisfaction in educational, counseling, and organizational contexts. Emphasis is placed on application of motivational principles in the professional settings identified above.

### *3. Qualitative methods (5 ECTS)*

#### **3.1. Psychological rehabilitation of the patients in psychiatric and somatic clinics (5 ECTS)**

*Dr. Elena Rasskazova*

*Elena I. Rasskazova is Associate Professor at the Faculty of Psychology, Lomonosov Moscow State University. She graduated from the Faculty of Psychology Lomonosov Moscow State University (2005) with Master Degree in Psychology (Psychologist. Teacher of Psychology), and got her PhD in Psychological Science in 2009. Her research interests are related to clinical psychology, psychological rehabilitation.*

The program allows grasping the main principles of psychological rehabilitation and functional diagnosis in rehabilitation. Key feature of the program is a combination of Russian rehabilitation theories in mental and somatic illnesses and modern approach of health psychology. Different levels and targets of social programs aimed for rehabilitation and improvement of health and quality of life are analyzed as well as main principles of its development.

### *4. Quantitative methods (5 ECTS)*

#### **4.1. Quantitative methods in psychology (5 ECTS)**

Research internship (methods of eye movements registration, methods of virtual reality etc.)

### *5. Communication and learning (5 ECTS)*

#### **5.1. Education strategies for challenging audiences (5 ECTS)**

*Dr. Anna Leybina*

*Anna V. Leybina is a Scientific Officer at the Faculty of Psychology, Lomonosov Moscow State University. She graduated from Yaroslavl Demidov State University (2004) with Master Degree in Psychology (major in Psychology of Education), and got her PhD degree in 2008 (major in I/O Psychology). Her research interests are related to teachers' kindness and kind behaviors.*

This module covers general contemporary psychology findings, and specific practical approaches discussed in context of their application to troubled audiences in order to increase education effectiveness, individual academic performance, and group cohesiveness in classes with negative attitudes. In particular, psychology of learning, theories of social and educational psychology, leadership and personality theories, which were given in previous courses are considered. The module includes lectures, group discussion, case analysis, and other methods that help to better understand ways

of dealing with challenging audiences. As a result, students may formulate a number of actions to undertake in tensed classroom situations.

## *6. Perspective of psychology (cross-cultural, history, epistemology of psychology) (5 ECTS)*

### **6.1. Cyberpsychology: the origin and current status (5 ECTS)**

*Dr. Prof. Alexander E. Voiskounsky*

*Aleksander Voiskounsky is leading researcher at the General Psychology Chair, Faculty of Psychology, Lomonosov Moscow State University. His interests are in psychology of Internet, or cyberpsychology: cognition, interactions, and gaming mediated by the Internet.*

A brief review of prehistory, history and current state in the development of cyberpsychology is presented, with a focus on the tendencies characteristic for its development in the USA, Western Europe, China and Russia. The origin of cyberpsychology comes from the innovative practice of network interactions, known as computer-mediated communication. The major theoretical platforms to be discussed include “culture psychology” (especially the Vygotskian paradigm) and positive psychology. The current studies are multi-theoretical: close connections with psychology of addictions and Big Data methods are fruitful tendencies. The major Internet-mediated activities, such as social communications, gaming, and cognition will be precisely analyzed.

## *7. Other courses*

### **7.1. Russian Culture (5 ECTS)**

### **7.2. Russian language (5 ECTS)**