MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

PENZA STATE UNIVERSITY

Medical Institute

APPROVED

Head of the Medical Institute

_____ A. N. Mitroshin

(Signature)   (Last name, Initials)

« _____ » _____ 201 6

SUBJECT'S SYLLABUS

C1.1.3 Psychology and Pedagogy

(subject's index according tocurriculum, subject's / module's title)

Program (specialty) **31.05.01** "DENTISTRY"

(code, title)

Graduate's qualification (degree) – *dentist*

Study format – *full-time*

(full-time, extramural, evening)

Penza, 20 16

1. Subject mastering goals "Psychology and Pedagogy"

The discipline learning objective is to assist the specialists in acquisition of general cultural and professional competences in the sphere of psychology, education, social sphere and culture for successful solution of professional tasks by means of the discipline "Psychology and pedagogy".

The course objectives:

- shaping the integral idea about human psyche structure and functioning;
- shaping the professional orientation of interaction and analysis skills of social and psychological daily life facts and medical activity situations;
- developing the specialists' scientific thinking;
- shaping the bachelors' ideas of psychology and pedagogy as sciences, their place in the system of scientific knowledge; psychology and pedagogy categorical apparatus and theoretical and methodological base; methods of psychological and pedagogical research; pedagogical activity content, structure and functions;
- shaping pedagogical culture essentials including the willingness to construct professional oral and written speech logically and terminologically correctly and the skill of working with pedagogical literature;
- contributing to the advancement of the specialists' ideas about education essence and opportunities, about different ways and means of its realization;
- contributing to shaping the future specialists' methodologically justified standpoint in the professional activity sphere;
- contributing to professional communication skill development for professional activity problem solving;
- contributing to the future specialists' professional self-education and personal enhancement;
- shaping the willingness to teach adults, teenagers and members of their families the essentials of positive medical behaviour aimed at keeping and improving their health level;
- shaping the willingness to motivate adults, teenagers and members of their families to have a healthy life-style including giving up pernicious habits which have a negative influence on new generation's state of health;
- shaping the specialists' willingness to teach junior and middle medical staff the basic manipulation and procedures, elements of healthy life-style.

2. Subject's place in specialist MPEP's structure

The discipline "Psychology and Pedagogy" refers to the basic part of the block C1 "Disciplines/Modules".

For the discipline learning the students use the knowledge and skills acquired in the process of studying basic part course disciplines "Biology", "Anatomy", "Native land history".

The discipline learning is the base for future learning of basic part discipline "Bioethics"; "Public health and health care, health care economics", "Life security, accident medicine", and also for the future practical training.

3. Student competences developed as a result of subject mastering "Psychology and Pedagogy"

Studying of the subject is intended to develop elements of the following competences according to FSESHE in the given field:

Competence code	Title of competence	Structural elements of competence (having mastered the subject students should have knowledge, skills, working abilities)
1	2	3
GEC-5	be ready to develop and learn continuously and use the creative potential and accumulated experience	Knowledge: about the means of professional self-actualization and self-development
		Skills: to analyze systematically and to choose educational and psychological conceptions
		Working abilities:

		use the creative potential and accumulated experience
GEC-8	be ready to work in a team of professionals, be tolerant towards moral, religious and cultural differences	Knowledge: about the rules of working in a team
		Skills: to act tolerant
		Working abilities: tolerance towards moral, religious and cultural differences
PC-12	be able to teach the patients and their families necessary hygiene, health monitoring and healthcare measures that contribute to the prevention of dental diseases and improving the general health	Knowledge: about theoretical basis, structure and regularities of cognitive process development; about mechanisms of interpersonal perception (identification, isolation, reflexion); about the methodology of education problem pedagogical research (instruction, education, socialization); value base and law regulations of pedagogical activity realization in medical sphere
		Skills: to communicate with the patients and their families without conflicts
		Working abilities: be able to teach the patients and their families necessary hygiene, health monitoring and healthcare measures
PC-13	be able to educate the public on eliminating the health risk factors and building healthy lifestyle	Knowledge: about specific aspects of pedagogical process realization in medical institutions
		Skills: to take into consideration aspects of pedagogical process members in the pedagogical interaction in a medical institution;
		Working abilities: be able to educate the public on eliminating the health risk factors

4. Structure and contents of subject (module) "Psychology and Pedagogy"
4.1. Subject's (module's) structure

General workload of the subject totals 2 credit units, 72 hours.

№	Subject's (module's) sections and topics	Semester	Semester's weeks	Work in class				Out-of-class work					Current progress monitoring types (by semester's weeks)								
				Total	Lecture	Practice	Laboratory work	Total	Preparing for class work	Papers, abstract, essays etc.	mini-project	Preparing for control questions	Interview	Colloquium	assessment of control questions	mini-project	abstract	essay	Course work (project)	other
	Section 1. Psychology																			
1.1.	Topic 1.1. Psychology as a science. The subject of psychology. Methods of psychology. Subfields of psychology. Psychological schools.	2	1-2	4			4	4	4					1-2						
1.2.	Topic 1.2. Mental processes: perception, thinking, imagination, memory, intelligence, consciousness; emotions & feelings; motivation & needs	2	3-5	6			6	4	4					3-5						
1.3	Topic 1.3. Personality: definition; Big Five personality traits	2	6-8	6			6	4	2			2		6-8	8					
1.4.	Topic 1.4. Social aspects of psychology. Social groups	2	9-11	6			6	4	2	2				9-11			10			
1.5.	Topic 1.5. Psychological aspects of medical activity	2	12-14	6			6	4	4					12-14						

№		Section / Topic									
		Section 2. Pedagogy									16
2.1.		Topic 2.1. The Idea of Education and Pedagogy	2	15-16	4		4	4	2	2	15 - 16
2.2		Topic 2.2. Education theory. Non-Classical Education Topic. Psychological Aspects of Learning Theories	2	17-18	4		4	4			17 - 18
2.3		Topic 2.3. Basics of didactics	2	19-20	4		4	4	2	2	2	19 - 20 / 20
		General workload, in hours			40	40	32	24	4	2	

Interim attestation	
Type	Semester
pass-fail-Exam	2
Exam	

4.2. Subject's (module's) contents "Psychology and Pedagogy"
Section 1. Psychology

Topic 1.1. Psychology as a science

Psychology as a science. The subject of psychology. Methods of psychology. The definition and subject of psychology. Methods of psychology (Research methods). Description of research methods. Qualitative and quantitative research. Controlled experiments. Survey questionnaires. Longitudinal studies. Observation in natural settings. Qualitative and descriptive research. Neuropsychological methods. Computational modeling. Animal studies.

Basic psychological science: Abnormal psychology; Behavioral genetics; Biological psychology; Critical psychology, Cognitive psychology; Comparative psychology; Cultural psychology: Developmental psychology; Differential psychology; Evolutionary psychology; Experimental psychology; Health psychology; Mathematical psychology; Neuropsychology; Personality psychology; Positive psychology; Psychopharmacology; Social psychology; Transpersonal psychology.

Psychological schools: Analytical psychology; Behaviorism; Cognitivism; Depth psychology; Descriptive psychology; Ecological systems theory; Ego psychology; Existential psychology; Functional psychology; Gestalt psychology; Humanistic psychology; Individual Differences; Individual psychology; Phenomenological psychology; Psychoanalysis; Transactional analysis; Transpersonal psychology.

Topic 1.2. Mental processes:

Definition of MP. Perception. Peculiar features of perception. Constancy. Grouping. Contrast effects. Effect of experience. Effect of motivation and expectation. Of sound. Of speech. Touch. Taste. Other senses. Of the social world. Imagination.

Memory. Sensory memory. Short-term memory. Long-term memory. Attention.

Emotions&Feelings. Difference between Feelings and Emotions. Motivation&Needs. Examples of motivation theories: Mono-motivational theories, Conscious and unconscious motivations, Intrinsic motivation, Intrinsic motivation and the 16 basic desires theory. Extrinsic motivation. Needs. Need theories. Consciousness. Intelligence. Thought&Thinking.

Topic1.3.

Definition of personality. THEORIES OF PERSONALITY: Psychodynamic Theories and Ego-psychology, Behavioral Theories

Biological Theories; Trait Theory

Humanist Theories/ Socio-cultural and social activity theories. Other social theories of personality. Attribution theory, Cognitive dissonance, Observational learning (social learning), Self-perception theory, Self-verification theory, Social comparison theory, Social exchange theory, Social identity theory, Social penetration theory, Socioemotional selectivity theory

Topic 1.4. Social aspects of psychology

Definition. The basic concepts of social psychology: Intrapersonal phenomena (Attitudes, Persuasion, Social cognition, Self-concept), Interpersonal phenomena: Social influence, Relation with others, Interpersonal attraction

Human communication: Effective communication, Barriers to effective communication, Communicational cycle, Social perception as a background of communication, Communication skills. A social group: Definition. Some specific characteristics of a social group. Types of groups.

Topic 1.5. Psychological aspects of medical activity

The idea of health psychology. Objectives of health psychology. Applications Of Health Psychology Definition of medical ethics. Medical ethics: basic theories (Consequentialism, Deontology).

Values in medical ethics. The psychological care of medical patients

Communication and psychological assessment. Some principles of effective communication of a doctor with a patient. Management of psychological problems. Principles of management of psychological problems.

Section 2. Pedagogy
Topic 2.1. The Idea of Education and Pedagogy

Definition of Education. Definition of Pedagogy. Didactics. Education and Socialization

Types of Education. Systems of higher education. University systems. Open higher education system. Liberal arts colleges. Higher education in Russia.

Topic 2.2. Education theory.

Classical Education. Non-Classical Education Topic. Psychological Aspects of Learning Theories
The Control Theory of Motivation, Observational Learning (The Social Learning Theory), The Social Cognition Learning Model.

Topic 2.3. Basics of didactics
The idea of Didactics. Principle of teaching. Encouraging contact between students and lecturers. Inviting engagement. Extending knowledge. Nurturing complexity and critical thinking (deep knowledge). Building connections. Transforming views and inspiring change. Encouraging reflective thinking. Providing appropriate learning support. Respecting diversity. Creating empowering learning experiences and environments.

The Idea of teaching methods. Traditional (basic) methods of teaching: a lecture (Explaining), Demonstration (teaching) (Demonstrating), Collaboration (Collaborative discussions), Learning by teaching, Oral Reporting, Labs(applied to medical education). Evolution of teaching methods: Ancient education, Medieval education, The 18-19 centuries, 19th century - compulsory education - Prussian education system, 20th century

Newer teaching methods may incorporate television, radio, computer, and other modern devices. Some educators believe that the use of technology, while facilitating learning to some degree, is not a substitute for educational methods that encourage critical thinking and a desire to learn. Inquiry learning is another modern teaching method.

The case method, project method Business game, Roleplay simulation, A serious game or applied game, Serious Game, Brainstorming, webquest, instructional and educational technology Instructional technologies in medical education.

5. Educational technologies

In the course of class studies both traditional and innovative instructional technologies and methods of teaching are to be used:

-- traditional: lectures, seminars, tutorials, discussions ;

-- innovative: lecture-demonstration, lecture-discussion, debates, the case method, business game, roleplay simulation, a serious game or applied game, brainstorming, and active learning methods: searching method, inquiry method and method of creating projects.

While studying Theme "Mental processes" (MP), Theme "Social aspects of psychology" Theme "Education and pedagogy", Theme "Basics of didactics" (lectures) lecture-demonstration is used;

While studying Theme "Psychology as a science", Theme "Psychological aspects of medical activity", Theme "Education theory" lecture-discussion is used.

While studying material concerning Theories of Personality web quest is used.

While studying material concerning "Social aspects of psychology" and Theme "Psychological aspects of medical activity" the case method, roleplay simulation and brainstorming, are used.

Independent work of students presupposes such traditional and active learning methods as: consultations, reading, analyses and note-taking of textbooks and scientific literature, searching method, inquiry method and method of creating projects.

The total amount of active methods used during the course of studies is not less than 50%.

In order to implement an individual approach to teaching students who carry out the learning process on their own trajectory within the framework of an individual work plan, the study of this discipline is based on the following possibilities: providing out-of-class work with students including in the electronic educational environment using appropriate software equipment, distance learning forms, the possibilities of Internet resources, individual consultations, etc.

6. Educational and methodological support of students' out-of-class work.
Assessment means for current progress monitoring, interim attestation of subject mastering results.

The discipline program provides for the following types of monitoring: participation in colloquiums, preparation of speeches. The current quality control of knowledge assimilation is carried out both in written and oral form in laboratory exercises.

The attestation is carried out in the form of a pass-fail-Exam in the 2nd semester.

6.1. Student out-of-classwork plan

Week №	Topic	Out-of-classwork type	Task	Recommended literature	Amount of hours
1-2	Topic 1.1. Psychology as a science. The subject of psychology. Methods of psychology. Subfields of psychology. Psychological schools.	Preparing for class work	1. Learn information about the subject of psychology; methods of psychology; subfields of psychology. 2. Find information about psychological schools.	a) [1], p. 7-8 b) [1], p. 40-45 c) [1], p. 4-6 [2], p. 6-10	4
3-5	Topic 1.2. Mental processes: perception, thinking, imagination, memory, intelligence, consciousness; emotions & feelings; motivation & needs	Preparing for class work	1. Learn information about mental processes. 2. Find interesting facts about memory	a) [1], p. 31-32, 74-75 b) [1], p. 179-184 c) [1], p. 3-6, 9-10, 22-24 [3], p. 22-29, 32-38, 40-46 [5], p. 5-32 [6], p. 11-19	4
6-8	Topic 1.3. Personality: definition; Big Five personality traits	Preparing for class work Preparing for test	1. Learn information about Personality 2. Make a test and define what are your personality traits 3. Prepare for control questions	c) [3], p. 11-16, 20-21 [6], p. 5-11	4
9-11	Topic 1.4. Social aspects of psychology. Social groups	Preparing for class work Preparing of the abstract	1. Learn information about social aspects of psychology. 2. Find different classifications of the social groups 3. Write the abstract about one of the famous psychologists of your country.	b) [1], p. 179-184 c) [6], p. 67-70, 168-172	4
12-14	Topic 1.5. Psychological aspects of medical activity	Preparing for class work	1. Learn information about psychological aspects of medical activity	c) [6], p. 3-5, 66-88	4

15-16	Topic 2.1. The Idea of Education and Pedagogy	Preparing for class work Writing an essay	1. Learn information about main concepts of the Education. 2. Prepare information about the famous pedagogues. 3. Write an essay	c) [7]	4
17-18	Topic 2.2. Education theory. Classical Education. Non-Classical Education Topic. Psychological Aspects of Learning Theories	Preparing for class work	1. Learn information about education theories. 2. Identify differences between the classical and non-classical education.	a) [1], p. 41-42, 53-55, 53-56, 84-86	4
19-20	Topic 2.3. Basics of didactics	Preparing for class work Preparing for mini-project	1. Learn information about basics of didactics 2. Prepare mini-project "Teaching methods: the past and the future"	c) [6], p. 88-91 Internet resources	4

6.2. Instructional guidelines on students' out-of-class work organization

1. Carefully read the tasks.
2. Perform a reading of the recommended literature for the purpose of its distribution in accordance with the tasks assigned.
3. After studying the theoretical material, proceed to the implementation of practical tasks.
4. When performing tasks for independent work, make short notes that will allow you to check your training process, identify certain defects (if they are).
5. Write down the questions that you have in the course of preparation, and to which you yourself can not find the answer, in order to ask the teacher.

Protection of mini-projects (with computer presentation):

In the work on each mini-project are involved 2-3 people. After choosing the theme of the mini-project it is necessary, using the literature and the Internet, to agree on a work plan with the teacher. The obtained results of a selection of illustrative material are presented in the form of a report (5-7 pages) with a presentation. Based on the results of the mini-project, an oral report is made for 5-7 minutes.

When evaluating a mini-project, the following are considered:

1. Knowledge and skills at the level of program requirements: knowledge of theoretical material, mastering of general concepts.
2. Ability to navigate in professional sources of information and work with them.
3. Culture of the written presentation of the material.
4. The ability to clearly and logically report the main results of the work.
5. The quality and informativeness of the illustrative material.
6. The ability to answer competently, clearly questions and conduct a well-reasoned discussion.
7. Ability to work in a group.

6.3. Materials to carry out current monitoring and interim attestation of students' knowledge

Competence mastering assessment

№	Assessment type	Monitored topics (sections)	Competences that include components under assessment
	Colloquium	Topic 1.1. Psychology as a science. The subject of psychology. Methods of psychology. Subfields of psychology. Psychological schools. Topic 1.2. Mental processes: perception, thinking, imagination, memory, intelligence, consciousness; emotions & feelings; motivation & needs Topic1.3. Personality: definition; Big Five personality traits Topic 1.4. Social aspects of psychology. Social groups Topic 1.5. Psychological aspects of medical activity Topic 2.1. The Idea of Education and Pedagogy Topic 2.2. Education theory. Classical Education. Non-Classical Education Topic. Psychological Aspects of Learning Theories Topic 2.3. Basics of didactics	GEC-8, PC-12, PC-13
	abstract	Topic 1.4. Social aspects of psychology. Social groups	GEC-5
	assessment of control questions	Topic1.3. Personality: definition; Big Five personality traits.	PC-12, PC-13
	essay	Topic 2.1. The Idea of Education and Pedagogy	GEC-5
	mini-project	Topic 2.3. Basics of didactics	GEC-5, GEC-8

Demonstrative questions for the seminars (Colloquium)

- Present general idea of research methods in psychology
- Define, describe and interpret the subject of psychology.
- Define, describe and interpret the essence of Biological subfield of psychology
- Define, describe and interpret the essence of *Clinical* subfield of psychology
- Define, describe and interpret the essence of *Cognitive* subfield of psychology
- Define, describe and interpret the essence of *Comparative* subfield of psychology
- Define, describe and interpret the essence of *Developmental* subfield of psychology
- Define, describe and interpret the essence of *Educational and school* subfield of psychology
- Define, describe and interpret the essence of *Evolutionary* subfield of psychology
- Define, describe and interpret the essence of *Industrial–organizational* subfield of psychology
- Define, describe and interpret the essence of *Personality* subfield of psychology
- Define, describe and interpret the essence of *Social* subfield of psychology
- Define, describe and interpret the essence of Structuralism
- Define, describe and interpret the essence of Functionalism

- Define, describe and interpret the essence of Psychoanalysis
- Define, describe and interpret the essence of Behaviorism
- Define, describe and interpret the essence of Humanism
- Define, describe and interpret the essence of Existentialism
- Define, describe and interpret the essence of Cognitivism
- Define, describe and interpret the essence of Gestalt

Demonstrative control questions

1. When was the beginning of the establishment of psychology as a science?
2. Who did play a great role in this process?
3. Definition of Sensation –
4. Definition of Perception –
5. Types of Perception:
6. Definition of Emotions –
7. The Big Five Personality Dimensions:
8. Which areas has psychology?
9. What four major goals has psychology?
10. Definition of Memory -
11. Memory Storages:
12. Definition of Attention –
13. Definition of Personality –
14. Freudian Components of Personality:

the demonstrative theme of the abstract

Write the abstract about one of the famous psychologists of your country.

demonstrative themes of the essay

- What do you think about the role of pedagogy in the life of a family (in the life of a person, in the life of a specialist in the sphere of medicine or education).
- What is education and its role in the life of society?
- What is the role of education in your personal life?
- What knowledge and practical skills do you need to understand yourself and other people well (your personal opinion)

mini-project

"Teaching methods: the past and the future"

pass-fail-Exam questions

Define, describe and interpret the subject of psychology
Present general idea of research methods in psychology
Define, describe and interpret the method of observation in natural settings
Define, describe and interpret the method of controlled experiments
Define, describe and interpret the essence of *Clinical* subfield of psychology
Define, describe and interpret the essence of *Social* subfield of psychology
Define, describe and interpret the essence of Psychoanalysis
Define, describe and interpret the essence of Behaviorism
Define, describe and interpret the essence of Humanism
Describe essential characteristics (features) of perception
Present general outline of the existing perception theories
Describe the essential characteristics of memory
Describe the essential characteristics of attention
Present the general idea of feelings and emotions, and explain the difference between them
Present the general idea and theories of motivation and needs.

Present the general idea and theories of Consciousness.
Present the general idea and theories of Intelligence.
Present the general idea and theories of Thought and Thinking.
Define, describe and interpret the idea of Personality.
Describe and interpret the Big Five Personality Traits
Describe and interpret the idea of Personality in Humanist Theories
Describe and interpret the idea of Personality in Socio-cultural and social activity theories/
Describe and interpret the idea of Personality in Behavioral Theories
Present the general idea and theories of Human communication and practical communication skills
Present the general idea of a social group. Describe the existing types of social groups.
Present the general idea and practical application of health psychology
Describe Values of medical ethics and its practical application
Describe and interpret principles of effective communication of a doctor with a patient
Define, describe and interpret the idea The Idea of Education and Pedagogy and their role in human society
Give general outline of types of education
Present the general idea of Classical Education
Give general outline Classical Education
Explain and interpret the role Humanistic Education
Present the general idea Constructivism Learning Theory
Present the general idea of Jean Piaget , Learning Theory
Present the general idea of Behaviorism Learning Theory
Present the general idea of The Social Learning Theory
Present the general idea of Didactics explain and interpret the main principle of teaching
Describe and interpret the practical education principles, rules recommendations
Describe and interpret basic (traditional) methods of teaching

7. Educational, methodological and informational means provided for subject "Psychology and Pedagogy"

a) basic literature:

1. Nikoshkova E.V. English for psychologists – M.:Vyshaya shkola, 2002-2008

b) additional literature:

1. Bocharova G. Read off! Graded Reader with Exercises. Texts in psychology in English – M.: Flinta, 2008.

c) Online resources

1. Babushkin A. Cognitive psychology – Voronezh, 1998.
http://window.edu.ru/resource/330/40330/files/m077.pdf
2. Gitovich R., Kovalchuk S. Learning Psychology in English. – Moscow, 2010.
https://www.book.ru/book/905361
3. Gorchakova E., Spiridonova N. English for psychologists - Voronezh, 2003.
http://window.edu.ru/resource/069/40069/files/jun03042.pdf
4. Zhidkova O. English for students of Psychology – M., 2010 https://www.book.ru/book/905354
5. Makarova E. English for psychologists. – Taganrog, 2018
https://biblio-online.ru/book/E4354D7B-FE79-434D-A448-1B1F0EF8C084
6. Shiryaev O.Yu., Gayvoronskaya E.B. SPECIAL ASPECTS OF PEDAGOGY AND PSYCHOLOGY. Textbook for English- speaking students – Voronezh, 2008.
http://larskih.ru/wp-content/uploads/2017/09/SPECIAL_ASPECTS_OF_PEDAGOGY_AND_PSYCHOLOGY.pdf
7. Boyarinceva E. Education in Great Britain – Omsk, 2004.
http://window.edu.ru/resource/772/27772

d) Software

1. Microsoft Windows
2. Acrobat Reader
3. Kaspersky Antivirus 2016-2017
4. Mozilla Firefox
5. Open Office

8. Material and technical means provided for subject "Psychology and Pedagogy"

Name of specialized auditoriums, cabinets, laboratories	types of classes	Name of equipment, software
1	2	3
lecture room	lecture	Laptops (LenovoG575, G5005), multimedia projector (SmartV25, NECV11W) screen, whiteboard
Computer class	laboratory work seminar	12 computers with Internet connection

The study program for the discipline **"Psychology and Pedagogy"** was composed in accordance with the federal state educational standard of higher education and academic plan for the educational program 31.05.0% Dentistry.

The programs developers:

1. Tatiana Razuvaeva, Associate Professor of the Department "Foreign Languages and FLT Methodology", PhD in Pedagogy
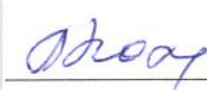
It is prohibited to reproduce the present program in any form without the prior written permission of the sub-department that developed the program.

The program was discussed and agreed at the department meeting of the department

Records № 7a   from «_3_» ___March___ 20_16_

Head of the Department "Foreign Languages and FLT Methodology" _____ E.Yu. Aleshina

                                                                              (signature, Full name)

The program is agreed with the Dean of the Faculty of DENTISTRY

Dean of the Faculty of DENTISTRY _____ L.A. Zyulkina

                                                                              (signature, Full name)

The program was approved by the methodological commission of the Medical Institute

Records № 7   from « 5 » __03__ 20_16_

Chair of the methodological commission   _____ O.V. Kalmin

                                                  (signature)   (Fullname)

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Data on re-approval of the program for consecutive academic years and record of alterations

Academic year	Sub-departments' decision (Report№, date, signature of sub-department's head)	Introduced alterations	Page numbers		
			changed	new	annulled
2016-2017	№1, 31.08.16	Переутвержд. на 2016-17 уч.г. без изменений			
2016-2017	№12, 26.06.17	Внесены изменения в связи с изменениями квалиф. выпуск.	1		
2017-2018	№1, 31.08.17	Переутвержд. на 2017-18 уч.г. без изменений			
2018-2018	№1, 31.08.18	Внесено изменение в список лбтрг 12			