

**NATIONAL RESEARCH UNIVERSITY
HIGHER SCHOOL OF ECONOMICS**

Approved by
Vice Rector

_____ S.Y. Roshchin

_____ 2017

APPROVED BY
Academic Council of the
Doctoral School of Psychology
(Minutes No. 3, dated March 14,
2017)

STATE FINAL CERTIFICATION PROGRAMME

Level of Higher Education
of Top Quality Professionals

Field of Study: 37.06.01 Psychological Science

Majors: “General Psychology, Personal Psychology and History of Psychology”,
“Psychophysiology”, and “Social Psychology”

Moscow, 2017

I. General Provisions

This Programme of Final State Certification (hereinafter, “Final State Certification” or “FSC”) sets forth the procedure of state examination, as well as approaches for presenting the key results of dissertations prepared by students pursuing a doctoral programme in the following field of study: 37.06.01 Psychological Science.

This Programme of Final State Certification has been developed in line with the HSE Educational Standard for Training Top Quality Professionals in the Field of Study 37.06.01 Psychological Science, Directive No. 277 dated March 18, 2016 of the Ministry of Education and Science of the Russian Federation “On Approval of Procedures for State Final Certification of Students Pursuing Doctoral Programmes (Post-graduate Military Studies/Clinical Residency/Post-graduate Internships in Creative Industries)”, Directive No. 1259, dated November 19, 2013 of the Ministry of Education and Science of the Russian Federation “On Approval of Procedures for Organization and Performance of Educational Activities under Doctoral Programmes/Post-graduate Military Studies”, Resolution No. 842 of the Government of the Russian Federation “On Procedures for Awarding Academic Degrees” and HSE’s own internal bylaws.

The Final State Certification process is in place in order to determine whether or not a doctoral student has acquired the generic, general and field-specific professional competencies required for his/her professional activities in this field.

The key objectives of Final State Certification include:

- determining the extent of a student’s preparedness for independent instruction and research, as well as its assessment;
- developing independent instruction and research skills, systematizing theoretical and practical abilities acquired by the student in the course of his/her studies.

Final State Certification Outline

Final State Certification is a mandatory component of doctoral programmes which is undertaken upon completion of the programme curriculum. FSC includes preparing for and taking state examinations, as well as presenting scientific reports on the results obtained during the preparation of dissertations.

Moreover, FSC is carried out at the end of the final year of studies, as per the given programme curriculum. Respective qualifications shall be conferred to graduates of doctoral programmes, provided that they pass all required types of assessments within the FSC.

Should a student complete his/her programme curriculum ahead of schedule, he/she shall have an opportunity to take the FSC within the timeframe specified in their individual curriculum.

II. STATE EXAMINATION PROGRAMME

State examinations are aimed at assessing students’ theoretical background and practical skills with respect to research and instruction. A student is expected to demonstrate his/her ability to comprehend and independently resolve current issues in a given professional area, articulate field-specific information in a professional manner,

provide proper, well-reasoned arguments, and defend his/her viewpoints relying on in-depth knowledge, practical skills and competencies acquired during his/her studies.

2.1. State Examination Outline

In order to pass the State Examination process, students must develop and present a project for an academic course based on the topic and outcomes of their dissertation-related research (hereinafter, the “course project”).

Possible formats for course projects include:

- a special (optional) course project;
- a master class project (one session);
- a lecture project (one lecture).

Students may select the format of their course project at their own discretion, based on the topic and scope of their dissertation. Nevertheless, they must obtain approval for this format from the head/director of their doctoral school at least 30 days prior to the examination date.

Course project includes:

- title page (Annex 1);
- rationale for selecting the project format (Annex 2);
- presentation.

Students must provide a hardcopy and softcopy (in PDF format) of their course project at least 7 (seven) days before the State Examination.

2.2. Results of State Examination

Graduating students are expected to demonstrate the following **competencies**:

Code	Competency	Key indications of the extent to which that the competency has been acquired
-------------	-------------------	---

<p>UK1 (19.00.01, 19.00.02, 19.00.05)</p>	<p>Ability to perform critical analysis, assess contemporary scientific developments, and generate new ideas while also solving research and practical problems, including interdisciplinary problems</p>	<p>1. The student has a comprehensive understanding of the development of psychology as a science and is well versed in both classical and modern psychological theories and concepts.</p> <p>1. The student has a comprehensive understanding of the development of psychology as a practical area, and the key types of professional activities of psychologists, as well as documents regulating client relations.</p> <p>2. The student is able to plan and administer psychological research projects under supervision.</p> <p>4. The student is able to prepare cohesive texts or give public presentations based on the results of his/her research.</p>
<p>PK1 (19.00.01)</p>	<p>Ability to adapt modern psychological research results for solving the personal psychological problems of clients</p>	<p>1. The student can recognize the signs of psychological health and well-being.</p> <p>2. The student is capable of providing forecasts of opportunities and challenges faced by individuals, with respect to their psychological health and well-being in times of personal, organizational or social change.</p> <p>3. The student is able to provide counseling services to individuals facing hardship in times of personal, organizational or social change.</p>
<p>PK2 (19.00.01)</p>	<p>Ability to develop methodology and apply the results of psychological research to real-life cases, as well as ensure positive outcomes from the provision of psychological support and/or interventions</p>	<p>1. The student is well versed in key methods of psychological interventions.</p> <p>2. The student is able to draw up plans for psychological interventions.</p> <p>3. The student is capable of using adequate methods (in line with the goals) for individual/group psychological interventions, as well as assessing the results of such sessions.</p>

PK3 (19.00.02)	Ability to measure and assess the psychophysiological parameters and characteristics of individuals by employing relevant methods and techniques in line with the established goals of such research	<ol style="list-style-type: none"> 1. The student has an understanding of the key features of individuals viewed as the object of psychophysiological and psychological assessment and research. 2. The student is capable of analyzing research results against established goals.
PK4 (19.00.02)	Ability to interpret and describe the psychophysiological parameters and characteristics of individuals.	<ol style="list-style-type: none"> 1. The student has an understanding of the key features of individuals viewed as the object of psychophysiological and psychological assessment and research. 2. The student is capable of analyzing research results against established goals/objectives.
PK5 (19.00.05)	Ability to assess the psychological characteristics of social groups	<ol style="list-style-type: none"> 1. The student has an understanding of the special aspects of assessments and measurements of groups. 2. The student is capable of applying key methods and techniques for conducting assessments/measurements in line with established goals/objectives. 3. The student is capable of analyzing research results against established goals/objectives.
PK6 (19.00.05)	Ability to adapt the results of social research projects with a particular focus on social groups in order to rectify social problems	<ol style="list-style-type: none"> 1. The student is able to forecast challenges and opportunities in regards to the development of social groups, their psychological health and well-being in the wider context of personal, organizational and social change. 2. The student is capable of providing counseling services to social groups facing hardship and challenges in context of personal, organizational and social change.
OPK7 (19.00.01, 19.00.02, 19.00.05)	Ability to adhere to ethical norms and professional standards	<ol style="list-style-type: none"> 1. The student is capable of employing professional documents that regulate the work of psychologists (i.e., ethical standards), as well as the legal regulations governing the work of corporate psychologists in academic and professional settings. 2. The student is aware that it is crucial and necessary to adhere to legal regulations and ethical standards during psychological diagnostics, and, when faced with conflict

		<p>of interests, they will be able to make legally bound and ethical decisions.</p> <p>3. The student knows and understands ethical standards with respect to the use of individual and group psychological interventions.</p>
--	--	--

2.3. State Examination Mode

State Examination includes an oral defense of a student’s course project.

Duration of presentation: 10-15 minutes.

Recommended number of slides: 7-10 slides.

2.4. Course Project Characteristics Assessed During State Examination

The key course project characteristics assessed during the State Examination include (to be further determined based on the topic of the dissertation):

1. The scientific problem/key issue of the dissertation and how it is reflected in the student’s special courses/master classes/lectures;
2. The place and purpose of special courses/master classes/lectures in the structure of the given undergraduate/Master’s programme in the field of study 37.00.00 Psychological Science;
3. Analysis of Russian and international teaching practices for courses focused on the given dissertation topic;
4. Structure of special courses/master classes/lectures;
5. Methods and approaches to integrating the key concepts of the dissertation into the academic process.

2.5. Assessment Criteria

The level of a student’s adoption of teaching and research competencies shall be assessed during the course project presentation.

A course project should not only be focused on the dissertation topic, but also be adequate for integration into the academic process. Based on a critical analysis of dissertation results, students must formulate conclusions and recommendations for their practical application in the academic process.

The following criteria are considered while assigning grades for the State Examination:

- whether or not the presentation is complete, coherent and effective;
- whether or not the course project is in line with the dissertation topic and contemporary scientific concepts in this field;
- whether or not the student’s concepts and ideas, used terms and categories are well-grounded and feasible;
- whether or not the student has a clear understanding as to how the course project can be integrated into academic process;

- whether or not the student is able to give answer to pertinent questions;
- quality of presented materials.

Indicators

<i>Points</i>	<i>Criteria</i>
Interim grade (0/1/2)	<p>There is a clear understanding of the nature of the given scientific problem/issue, which is reflected in the course project.</p> <p>The course project reflects research enquiries, along with the stated goals and objectives of the student's dissertation. The student has selected an adequate format for presenting the key findings of his/her dissertation in an educational context. The project's design is robust and well-reasoned, while the proposed methods and approaches are feasible for integrating the key findings of the student's dissertation into academic process.</p>
Interim grade (0/1/2)	<p>Possibility of integrating the project into the academic process.</p> <p>The course project can be integrated with educational programmes of a respective level (e.g., secondary professional education, undergraduate, Master's level, etc.). Analysis of Russian and global practices for delivering courses on the given dissertation topic.</p>
Interim grade (0/1/2)	<p>Novelty.</p> <p>The scientific novelty and originality of the proposed approaches and solutions. Rationale for academic significance of the project.</p>
Interim grade (0/1/2)	<p>Quality of project presentation.</p> <p>Relevant scope of materials is presented. High quality of presentation. Good timing of presentation in terms of compliance with the established timeframe.</p>
Interim grade (0/1/2)	<p>Academic dialogue and communications.</p> <p>Presentation of coherent, informative, accurate and exhaustive answers to the questions posed.</p>

The maximum number of points that students can earn for the State Examination is 10 (ten). The final grade is the sum of all interim grades assigned for each of the 5 (five) criteria.

The list of final grades of the State Examination is as follows:

- 10-8 points – “Excellent”;
- 7-6 points – “Good”;
- 5-4 points – “Satisfactory”;
- 1-3 points – “Fail”.

“Excellent”. “Good” and “Satisfactory” are passing grades for the State Examination.

2.6. Recommended Literature

1. Дьюи Дж. Психология и педагогика мышления (Как мы мыслим): пер. с англ. – М.: Лабиринт, 1999. – 192 с.
2. Карандашев В.Н. Методика преподавания психологии. Учебное пособие. СПб: Питер, 2005. 250 с.
3. Лобачев, С. Л. Основы разработки электронных образовательных ресурсов [Электронный ресурс]: учебное пособие / Лобачев С. Л. - [Б. м.]: Интернет-Университет Информационных Технологий (ИНТУИТ), 2016.
4. Методика профессионального обучения: Учебное пособие Л.П. Бурцева. - 3-е изд., стер. - Флинта, Наука, 2016
5. Петти Джефф. Современное обучение. – М.: Ломоносовъ, 2010. – 624 с.
6. Проблемно-модульное обучение: Учебное пособие Е.А. Соколов. - Вузовский учебник, НИЦ ИНФРА-М, 2016
7. Сластенин В.А. и др. Педагогика: Учебное пособие для студентов высших педагогических учебных заведений / В. А. Сластенин, И. Ф. Исаев, Е. Н. Шиянов; Под ред. В.А. Сластенина. - М.: Издательский центр «Академия», 2002. - 576 с.
8. Современные образовательные технологии: Учебное пособие. - 3-е изд., стер. - КноРус, 2016.
9. Чошанов М.А. Инженерия обучающих технологий. - М.: БИНОМ. Лаборатория знаний, 2011. – 239 с.
10. Шамова Т.И. Управление образовательными системами: Учебное пособие для студентов высших педагогических учебных заведений / Т.И. Шамова, Т.М. Давыденко, Г. Н. Шибанова; Под ред. Т. И. Шамовой. -2 изд.- М.: Изд. центр «Академия», 2005. - 384 с.
11. Щуркова Н.Е. Педагогическая технология. - М.: Педагогическое общество России, 2002. - 224 с.

Online resources:

1. Айсмонтас Б.Б. Педагогическая психология: схемы и тесты. М.: Владос, 2002. 208 с. http://www.ido.edu.ru/psychology/pedagogical_psychology.

III. SCIENTIFIC REPORT

3.1. Requirements for Scientific Reports

A scientific report must contain key findings of a dissertation prepared by a student

while he/she was engaged in a doctoral programme. As such, the topic of the report must be the same as the approved topic of dissertation.

Scientific report structure:

- Title page (Annex 3).
- Contents.
- Introduction:
 - ✓ Relevance of the research project;
 - ✓ Scientific problem/issue;
 - ✓ Previous research on the given topic;
 - ✓ Object and subject of the research project;
 - ✓ Goals and objectives of the research project;
 - ✓ Research hypotheses;
 - ✓ Theoretical and methodological grounds for the research project;
 - ✓ Research methods;
 - ✓ Sample and empirical base for research project (if applicable);
 - ✓ Stages of the research project’s administration;
 - ✓ Theoretical and practical value of the research project.
- Key research results and ideas to be defended.
- Validation of research results (conferences, publications, etc.).
- Bibliography.
- Annexes.

A scientific report must be prepared independently by the student. Furthermore, he/she must include references to the authors/sources of any borrowed materials and/or specific results.

Scientific reports must contain presuppositions for the given research project, a description of its implementation, and the obtained results. Furthermore, it must highlight the step-by-step progression of the project and its subsequent findings.

Length of scientific report – 1-1.5 press sheets (1 press sheet is equal to around 16 standard pages, space – 1.5; font – 14 pt).

3.2. Scientific Report Results

Doctoral students must demonstrate the following competencies while preparing, presenting and defending their scientific reports:

Code	Competency	Key indications of the extent to which that the competency has been acquired
UK6 (19.00.01, 19.00.02,	Preparedness for participation in Russian and international	1. The student has a general comprehension about the development of psychology as a

19.00.05)	research teams engaged in studying scientific and educational issues	<p>science and is well versed in classical and modern psychological theories and concepts.</p> <p>2. The student has an understanding of the historical sequence and continuity of the development of the psychological field.</p> <p>3. The student is proficient in modern methodologies of psychological research.</p> <p>4. Under the guidance of his/her supervisor, the student is able to formulate a logical and well-written text in line with all applicable standards for academic writing (including international standards).</p>
PK1 (19.00.01)	Ability to adapt modern psychological research results for the purpose of solving the personal psychological problems of clients	<p>1. The student can recognize signs of psychological health and well-being.</p> <p>2. The student is capable of elaborating forecasts of the opportunities and challenges faced by individuals, with respect to their psychological health and well-being in times of personal, organizational or social change.</p> <p>3. The student is capable of providing counseling services to individuals facing hardship in times of personal, organizational or social change.</p>
PK2 (19.00.01)	Ability to develop methodologies and apply the results of psychological research to real-life cases, as well as ensure the positive effect of psychological support and/or interventions	<p>1. The student is well-versed in key the methods of psychological interventions.</p> <p>2. The student is capable of drawing up plans for psychological interventions.</p> <p>3. The student is capable of employing adequate methods (in line with the goals) for individual/group psychological interventions, as well as assessing the results of such sessions.</p>
PK3 (19.00.02)	Ability to measure and assess the psychophysiological parameters and characteristics of individuals by employing relevant methods and techniques in line with the stated goals of such research	<p>1. The student has a comprehension of the key features of individuals viewed as the object of psychophysiological and psychological assessments and research.</p> <p>2. The student is capable of analyzing research results against established goals.</p>
PK5 (19.00.05)	Ability to assess the psychological characteristics of social groups	<p>1. The student has an understanding of the special aspects of assessments and measurement of groups.</p> <p>2. The student is capable of applying key methods and techniques for assessments in line with established goals/objectives.</p>

		3. The student is capable of analyzing the research results against established goals/objectives.
OPK4 (19.00.01, 19.00.02, 19.00.05)	Ability to plan, implement and assess educational and awareness-raising processes of psychological science within institutions of higher education	1. The student is capable of providing instruction, as well as conducting awareness-raising and development sessions for students, showing due consideration to their age, personal, social and psychophysiological characteristics, including special educational needs. 2. The student has understanding comprehension of the principles of professional psychological education activities in line with established legal regulations and standards.
OPK5 (19.00.01, 19.00.02, 19.00.05)	Ability to rationally select and effectively apply educational techniques and methods in order to ensure a projected level of students' personal and professional development	1. The student is capable of employing modern methods and technologies of learning and diagnostics within the educational process. 2. The student is capable of providing teaching support for students' personal and professional development.
OPK6 (19.00.01, 19.00.02, 19.00.05)	Ability to develop comprehensive methodologies for psychology-related courses	1. The student is capable of developing methodologies for psychology-related courses. 2. The student is capable of developing and implementing syllabuses of psychology-focused courses.
OPK7 (19.00.01, 19.00.02, 19.00.05)	Ability to adhere to ethical norms and professional standards	1. The student can use professional documents that regulate the work/activities of psychologists (i.e., ethical standards), as well as the legal regulations governing the work of corporate psychologists in an academic and professional context. 2. The student is aware that it is crucial and necessary to adhere to legal regulations and ethical standards when conducting psychological diagnostics, and, when faced with conflicts of interest, shall be able to make legally bound and ethical decisions. 3. The student knows and understands the ethical standards covering the use of individual and group psychological interventions.

3.3. Procedures for Preparing Scientific Reports

A scientific report must be prepared under the guidance of an academic supervisor. With this in mind, students must make sure that the timeline for preparing his/her

scientific report has been approved by his/her academic supervisor and the director of the respective doctoral school.

The timeline must include the following milestones:

- 1) preparing drafts of scientific reports, along with preliminary presentations of scientific report at research seminars;
- 2) presenting the final version of the scientific report to the student's academic supervisor;
- 3) presenting the scientific report to the respective doctoral school, where it shall be checked for any borrowed text by the HSE Antiplagiat system;
- 4) public presentation of the scientific report.

A scientific report shall be presented as a specially prepared manuscript in Russian or English (pending the approval by the relevant academic supervisor and the director of the respective doctoral school).

The student must submit a hardcopy and softcopy (*.doc, *.rtf, *.txt or *.pdf) of his/her scientific report to the doctoral school at least 20 days before the FSC date.

The text of a scientific report is subject to a mandatory check for borrowed materials and/or specific results.

Coordinators of respective doctoral schools are responsible for making arrangements to check papers for borrowed materials.

Scientific reports and their abstracts are published on HSE's corporate website.

3.4. Procedures for Presenting Scientific Reports

A scientific report shall be presented at an open meeting of the State Certification Board, provided that at least two thirds of the Board members, as well as its Chairperson, are in attendance.

The format for presenting and discussing a given report is a scientific debate, which shall be organized in accordance with the following procedure:

- the doctoral student's presentation of his/her scientific report (up to 15 minutes);
- the doctoral student answers related questions;
- free discussion;
- closing remarks by the doctoral student;
- the State Certification Board thus makes a decision and announces the results of the student's effort to pass the state assessment through presenting his/her report.

The State Certification Board shall make its decision during a closed session and thus announce the results on the same day.

5. Criteria for Assessment of Scientific Reports

Points	Criteria
---------------	-----------------

Interim grade (0/1)	<p>Relevance of the research project</p> <p>Rationale for selecting the research topic. Nature of a given situation, necessity as to solving the problem posed in a respective scientific /practical area. General scope of the research (in terms of time, space and original data).</p>
Interim grade (0/1/2)	<p>Analyzing previous research on the given topic</p> <p>Review and analysis of literature and sources on the research topic, indicating the conceptual role, theoretical and methodological grounds for existing approaches and gaps in research.</p>
Interim grade (0/1/2)	<p>Goal and objectives of research project</p> <p>Accuracy in setting goals and objectives, their compliance with the topic of the research project and its contents.</p>
Interim grade (0/1/2/3)	<p>Scientific novelty</p>
Interim grade (0/1/2/3)	<p>Methodology and research methods</p> <p>Relevance of selected methods to the research topic and problem posed.</p>
Interim grade (0/1/2/3)	<p>Quality of arguments and feasibility of findings, recommendations and ideas</p>
Interim grade (0/1)	<p>Independence of research</p>
Interim grade (0/1/2/3)	<p>Veracity and validation of results</p>
Interim grade (0/1)	<p>Theoretical and practical value</p>
Interim grade (0/1)	<p>Report and presentation</p> <p>Clear, logical and professional presentation of report. Structure of presentation and visual methods used.</p>

The maximum number of points that a student may be assigned for his/her scientific report is 20 (twenty). The final grade is the sum of interim grades given for each of the 10 (ten) criteria.

The list of final grades of the State Examination is as follows:

20-16 points – “Excellent”;

15-10 points – “Good”;

9-5 points – “Satisfactory”;

4-0 points – “Fail”.

“Excellent”, “Good” and “Satisfactory” are the passing grades for the State Examination.



**NATIONAL RESEARCH UNIVERSITY
HIGHER SCHOOL OF ECONOMICS**

MATERIALS FOR STATE EXAMINATION

PROJECT FOR A SPECIAL COURSE / MASTER CLASS / LECTURE

(please indicate the project format)

Full name ...

Field of study 37.06.01 Psychological Science

Programme major ...

Doctoral School in Psychology

Doctoral Student _____/Full name/
signature

Director of Doctoral School _____/Full name/
signature

Moscow, year

RATIONALE FOR SELECTING PROJECT FORMAT

1. The scientific problem/objective of the dissertation and how it is reflected in the student's special courses/master classes/lectures.
2. The place and purpose of the special courses/master classes/lectures in the structure of the undergraduate/Master's programme in the 37.00.00 Psychological Science field of study.
3. Analysis of Russian and international teaching practices for courses with a focus on the dissertation topic.
4. Structure of special courses/master classes/lectures.
5. Methods and approaches to integrating the main concepts of the dissertation into the academic process.



**NATIONAL RESEARCH UNIVERSITY
HIGHER SCHOOL OF ECONOMICS**

**SCIENTIFIC REPORT
on Prepared Dissertation Results**

Full name ...

Field of study: 37.06.01 Psychological Science

Programme major ...

Doctoral School in Psychology

Doctoral Student _____/Full name/
signature

Academic Supervisor _____/Full name/
signature

Director of Doctoral School _____/Full name/
signature

Moscow, year