

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: и.о. декана медико-биологического факультета
Дата подписания: 20.10.2026 10:11:25
Уникальный программный ключ:
bbc0243907972fc80f279c67afb4501106151a7d

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED
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COURSE OUTLINE OF THE DISCIPLINE (MODULE)
Inclusive Culture and Communications

Field of Study	44.03.03 Special (Defectological) Education
Field (Profile)	Education of Children with Disabilities (Special Education Teacher)
Year of Commencement of Studies	2026
Mode of Study	Full-time
Delivered in Semester	2

Developed by
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1. Aim and Objectives of Mastering the Discipline (Module)

The aim of mastering the discipline is to develop students' universal competencies UC-2, UC-3, and UC-9 in the field of study/specialty 44.03.03 Special (Defectological) Education.

The main objective of the course "Inclusive Culture and Communications" is to develop students' universal competency in using basic special education knowledge in the social and professional spheres.

The objectives of mastering the discipline are as follows:

- studying the foundations of inclusive culture, its components and structure, and the culture and ethics of organizational and interpersonal interaction with persons with disabilities;
- developing basic special education knowledge of inclusive culture and communications;
- developing professional skills in using basic special education knowledge of inclusive culture and communications in the social and professional spheres.

2. Place of the Discipline (Module) in the Structure of the Training (Educational) Program

The discipline "Inclusive Culture and Communications" belongs to the part of the program formed by participants in educational relations.

3. List of Planned Learning Outcomes for the Discipline (Module), Correlated with the Planned Outcomes of Mastering the Educational Program

Code and Definition of the Competency	Code and Definition of the Indicator	Planned Learning Outcomes for the Discipline (Module) Describing the Stages of Competency and Indicator Development
UC-2. Capable of managing a project at all stages of its life cycle.	AI-1 UC-2. Formulates the goal of the project, determines a set of interrelated tasks ensuring its achievement, and determines the expected results. AI-2 UC-2. Develops an action plan for solving the project tasks, choosing the optimal method based on current legal norms, available resources, and constraints. AI-3 UC-2. Ensures project execution in accordance with the established goals, deadlines, and costs, based on current legal norms, available resources, and constraints, including the use of digital tools.	Acquisition of special medical skills and their application in practical healthcare
UC-3. Capable of organizing and leading the work of a team, developing a team strategy to achieve the set goal.	AI-1 UC-3. Participates in interpersonal and group interaction, using an inclusive approach, effective communication, methods of team building, and team interaction when working jointly within the framework of an assigned task. AI-2 UC-3. Ensures team operation to obtain optimal results of joint work, taking into account the individual capabilities of its members, using the success methodology,	Readiness for communication in oral and written forms Readiness to act in non-standard situations, choose methods of protection in emergency situations

	methods, information technologies, and foresight technologies. AI-3 UC-3. Ensures the completing of assigned tasks based on monitoring teamwork and timely response to significant deviations.	
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4. Volume of the Academic Discipline (Module) and Forms of Control

Volume of classes: total: 3 credits (108 academic hours)	Full-time study, academic hours		
Contact Work:	48		
Lectures / Including Practical Training	16		
Practical Classes / Including Practical Training	32		
Independent Work	60		
Forms of Control			
Pass/Fail Assessment			

5. Content of the Discipline (Module), Structured by Topics (Sections), with the Number of Hours and Types of Classes

№	Section (Topic) of the Discipline and Brief Content	Competencies and Indicators to Be Developed	Full-time Study				Forms of Current Academic Performance Monitoring
			Contact Work of Students with the Instructor / Including Practical Training, Hours			Independent Work, Hours	
			Lectures	Practical Classes	Laboratory Work		
1	The concept and components of inclusive culture The concept and ideas of inclusion: from inclusive education to an inclusive society. The policy of inclusion in modern Russian society. The essence of culture as a social phenomenon. Inclusive culture: concept, components and characteristics.		2	4		7,5	Interview (Discussion)
2	A person with a disability as a subject of inclusive interaction The concepts of "disability", "a person with a disability", "a person with a disability". Categories of disability, types of health disorders. Psychological and pedagogical characteristics of people with different types of disabilities (vision, hearing, disorders of the musculoskeletal system, somatic diseases).		2	4		7,5	Interview (Discussion)

3	Ethical foundations of inclusive communication The concepts of "ethics" and "morality" as cultural phenomena. Changing the approach in society towards people with disabilities (models of disability). The philosophy of independent living is the basis of ethics of interaction with people with disabilities in modern society.		2	4		7,5	Interview (Discussion)
4	Communication in an Inclusive Environment Communication as a socio-psychological phenomenon. The peculiarities of the communicative activity of people with different types of health limitations (hearing, vision, hearing, somatic diseases). The specifics of communication in an inclusive environment.		2	4		7,5	Interview (Discussion)
5	Etiquette in dealing with people with disabilities The concept of "etiquette". The correctness of terms used in relation to people with disabilities. General rules of etiquette for people with disabilities. Etiquette in dealing with people with different forms of disability.		2	4		7,5	Interview (Discussion)
6	Culture of communication with people with mental disorders and their families The concept of "mental disability". Types of mental disorders in children and adults. Characteristics of people with different types of mental disorders. The family as the main representative of the legitimate interests of people with mental disorders. Etiquette in dealing with people with mental disorders and their families		4	8		15	Interview (Discussion)
7	Conflicts and ways to resolve them in inclusive interaction The concept and types of conflict. Interpersonal conflicts. The causes of conflict situations in inclusive interaction. Conflict resolution styles. Ways to relieve tension in a post-conflict situation.		2	4		7,5	Interview (Discussion)
	TOTAL for Semester 2		16	32		60	

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6. Assessment Tools Fund for Current Academic Performance Monitoring and Intermediate Attestation of Students in the Discipline (Module)

The Assessment Tools Fund (ATF) for conducting current academic performance monitoring and intermediate attestation of students in the discipline (module) is based on the list of competencies to be mastered, indicating the stages of their formation in the process of mastering the discipline (module). The ATF provides objective control over the achievement of the planned learning outcomes. The ATF includes:

- description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales;
- methodological materials defining procedures for assessing knowledge, skills, and (or) work experience that characterize the stages of competency development;
- standard control tasks and other materials necessary for assessing knowledge, skills and the level of mastery of the developed competencies in the process of mastering the discipline (module).

The ATF is an appendix to this discipline (module) program.

7. Methodological Guidelines for Students on Mastering the Discipline

When starting work, each student must take into account the following provisions.

The discipline (module) is structured on a thematic principle; each topic represents a logically completed section.

The lecture material is dedicated to the consideration of key, basic provisions of the course and the clarification of learning tasks assigned for students' independent work.

Practical sessions are conducted with the aim of consolidating the mastered information and acquiring skills for its application in solving practical problems in the relevant subject area.

Students' independent work is aimed at the independent study of additional material, preparation for practical sessions, and completion of all types of independent work.

To successfully master the discipline, it is important to complete all types of independent work using the recommended sources of information.

8. Educational, Methodological, and Informational Support for the Discipline

8.1. List of Main and Additional Literature Required for Mastering the Discipline (Module)

8.1.1. List of Main Literature:

- Inclusive culture of communication: an audio textbook / N.M. Borozinets, O.V. Solovyeva, A.A. Dargan, M.V. Kolokolnikova. Stavropol: NCFU, 2022. – 1.88 GB.
- Psychology and ethics of business communication: textbook / ed. by V.N. Lavrinenko, 5th ed., revised and expanded – Moscow: UNITY-DANA, 2008. – 416 p.

8.1.2. List of Additional Literature:

- Botavina R.N. Ethics of Business Relations: Study Guide. Moscow: Finansy i Statistika, 2002. 208 p.
- Booth T., Ainscow M. Index for Inclusion: A Practical Guide / edited by M. Vaughan; translated from English by I. Anikeev; academic editor N. Borisova; general editor M. Perfilyeva. Moscow: ROOI Perspektiva, 2007. 124 p.
- Gurevich P.S. Ethics: Textbook. Moscow: UNITY, 2009. 416 p.
- Huseynov A.A., Apresyan R.G. Ethics: Textbook. Moscow: Gardariki, 2000. 472 p.
- Inclusive Education of Children with Disabilities: Study Guide: Field of Study 44.03.03 Special (Defectological) Education / compiled by N.M. Borozinets and I.A. Istomina; North-Caucasus Federal University. Stavropol: NCFU, 2015. 179 p.
- Kanke V.A. Modern Ethics: Textbook. 3rd stereotype ed. Moscow: Omega-L, 2009. 395 p.
- Psychology and Ethics of Business Communication: Textbook / edited by V.N. Lavrinenko. 5th ed., revised and expanded. Moscow: UNITY-DANA, 2008. 416 p.
- Razin A.V. Ethics: Textbook. Moscow: Akademicheskyy Proekt, 2006. 624 p.
- Solovyeva O.V. Fundamentals of Inclusive Culture and Professional Ethics in the Education of Persons with Disabilities: Study Guide (Practicum). Stavropol: NCFU Publishing House, 2018. 148 p.

Special Psychology: Study Guide / compiled by I.A. Malashikhina and N.V. Cherepkova. Stavropol: Stavropol State University Publishing House, 2010. 313 p.

8.2. List of Educational and Methodological Support for the Independent Work of Students in the Discipline (Module)

1. Methodological Guidelines for Students on Organizing Independent Study (electronic version).

2. Methodological Guidelines for Completing Practical Assignments (electronic version).

8.3. List of Resources of the Information and Telecommunications Network Internet Required for Mastering the Discipline (Module)

- A special childhood: A website for parents of children with developmental disabilities and specialists. URL: www.osoboedetstvo.ru.

- Pedagogical library. URL: <http://pedlib.ru>

- Electronic library system "IPR book". URL: <http://www.iprbookshop.ru>

9. List of Information Technologies Used in Delivering the Discipline (Module), Including a List of Software and Information Reference Systems

When giving lectures, computer equipment is used, and multimedia presentation materials are demonstrated. In practical sessions, students present presentations that they have prepared during their independent work hours.

Information Reference Systems:

Information-reference and information-legal systems used in the study of the discipline:

1	http://www.biblioclub.ru university library online
2	http://elibrary.ru / Electronic library system elibrary"
3	http://www.iprbookshop.ru IPRbooks electronic library system

Software:

1	Alt Workstation 10
2	Alt Workstation K
3	Alt "Server"
4	Office software package - P7-Office

10. Description of the Material and Technical Resources Required for the Educational Process for the Discipline (Module)

Lecture Classes	A classroom equipped with multimedia equipment and technical training facilities.
Practical Classes	A classroom equipped with multimedia equipment and technical training facilities.
Independent work	A room for students' independent work, equipped with computer hardware with Internet access and access to the university's electronic information and educational environment.

11. Specific Features of Mastering the Discipline (Module) by Persons with Disabilities

Students with disabilities shall be provided with special textbooks, teaching aids, and didactic materials; special technical training facilities for collective and individual use; the services of an assistant providing the necessary technical assistance; and the services of sign language interpreters and tactile sign language interpreters.

The mastery of the discipline (module) by students with disabilities may be organized jointly with other students, as well as in separate groups.

Mastering the discipline (module) by students with disabilities is carried out taking into account the peculiarities of psychophysical development, individual capabilities, and health status.

In order to ensure the accessibility of higher education under the educational program for persons with disabilities, when mastering the discipline (module), it is ensured:

1) for people with visual impairments:

- the presence of an assistant who provides the student with the necessary technical assistance, taking into account individual characteristics (helps to occupy the workplace, move around, read and complete the assignment, including by taking dictation),
- written assignments, as well as instructions on how to complete them, are printed in enlarged font,
- special textbooks, teaching aids and didactic materials (with large font or audio files),
- individual uniform illumination of at least 300 lux,
- if necessary, a magnifying device is provided to the student to complete the task;

2) for persons with hearing impairments:

- the presence of an assistant who provides the student with the necessary technical assistance, taking into account individual characteristics (helps to occupy the workplace, move around, read and complete the assignment, including by taking dictation),
- the availability of sound-amplifying equipment for collective use is ensured, if necessary, the student is provided with sound-amplifying equipment for individual use;
- is provided with appropriate audio means of information reproduction;

3) for people with disabilities who have disorders of the musculoskeletal system (including those with severe impairments of the motor functions of the upper extremities or lack of upper extremities):

- Written tasks are performed on a computer with specialized software or dictated to an assistant;
- at the request of the student, assignments can be completed orally.

12. Specific Features of Implementing the Discipline with the Use of Distance Learning Technologies and E-Learning

Subject to Part 1 of Article 16 of Federal Law No. 273-FZ of December 29, 2012, On Education in the Russian Federation, e-learning shall be viewed as the arrangement of educational activities employing information contained in databases and used in the implementation of educational programs, as well as information technologies, technical means, and information and telecommunication networks that ensure the processing and transmission of the specified information via communication lines and the interaction of students and pedagogical workers. Distance learning technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks during indirect (remote) interaction between students and pedagogical workers.

The discipline may be delivered with the use of distance learning technologies and e-learning in full or in part. The components of the Educational and Methodological Complex (EMC) of the discipline (the course outline, assessment and methodological materials, and forms of attestation) implemented with the use of distance learning technologies and e-learning contain an indication of their use.

When arranging educational activities with distance learning technologies and e-learning, asynchronous and synchronous methods of interaction between participants in educational relations via the Internet information and telecommunications network may be used.

When using distance learning technologies and e-learning, the schedule for the discipline shall indicate: methods of interaction among participants in educational relations via the Internet information and telecommunications network (VCC — videoconferencing, ET — electronic testing); links to NCFU's electronic information and educational environment and to educational platforms and resources of other organizations to which open access is provided via the Internet;

for synchronous learning — the time of online classes and instructors; for asynchronous learning — the authors of online courses.

When arranging intermediate attestation with distance learning technologies and e-learning, the Methodological Recommendations on the Use of Technical Means Ensuring the Objective Reliability of Results When Conducting Intermediate and State Final Attestation for Higher Education Programs — Bachelor's, Specialist's, and Master's Degree Programs — with Distance Learning Technologies are used (Letter of the Ministry of Science and Higher Education of Russia dated December 7, 2020, No. MN-19/1573-AN, On Sending Methodological Recommendations).

The discipline is delivered with the use of e-learning and distance learning technologies through NCFU's electronic information and educational environment, to which students are provided access via the Internet, or through the resources of other organizations, including platforms providing videoconferencing, online meeting, and distance learning services (MTS Link), as well as through social media capabilities for communication between students and instructors.

Educational and methodological support for a discipline delivered with e-learning and distance learning technologies includes the course outline presented in electronic form, educational and methodological manuals or a lecture course, methodological guidelines for performing the various types of students' learning activities provided for by the discipline, and other educational and methodological materials posted in NCFU's information and educational environment.