



**PJSC "Higher Education Institution
"INTERREGIONAL ACADEMY OF PERSONNEL
MANAGEMENT"**

Approved:
Name of the department
Minute No. _____ dated “_” _____ 2025
Head of the department

(signature)
(full name)

PROGRAM OF THE PROFESSIONAL INTERNSHIP

specialty: C4 Psychology
educational level: first (bachelor's) level
study program: "Psychology"

2025

INTRODUCTION

The internship for third-year students of the bachelor's study program in psychology is an integral component of the overall training of future psychologists and forms a part of the educational process at the higher education institution.

The internship is primarily focused on consolidating the theoretical knowledge acquired during the course of study, developing the future psychologist's professional ability to make independent decisions in specific social contexts, and mastering modern methods and forms of organizing their professional activities.

General Information about the Internship

Name of the internship	Professional Internship
Specialty code and title	C4 Psychology
Level of higher education	First (Bachelor's) level
Number of credits and hours	8 credits / 240 hours
Duration of internship	5 weeks
Term	6
Language of instruction	Ukrainian
Form of assessment	Pass/Fail (Credit)

Internship Sites

The internship is conducted at enterprises, educational institutions of all levels, psychological support centers, psychological research institutes, psycho-diagnostic centers, psychological rehabilitation centers, employment centers, career guidance centers, commercial organizations, and other institutions that have a psychological service, psychological laboratory, or psychologist's office. It is an important stage in preparing specialists in the field and gaining experience in independent professional activity.

Purpose and Objectives of the Professional Internship

The purpose of the internship is to deepen and specify the knowledge acquired by students in the higher education institution through familiarization with the work of a psychologist in various types of organizations according to their specialization; to develop professional competencies required for performing core professional functions, including diagnostics, counseling, psychocorrection, training, and organizational activities.

The internship ensures the integration of theoretical training with practical professional development, enhances professional competencies, and builds skills for solving practical tasks in the field of psychology. It is aimed at strengthening students' professional self-awareness, understanding ethical standards in psychological practice, and developing interpersonal interaction skills, independent decision-making, and problem-solving abilities.

According to the specifics of the internship site, interns are assigned different types and classes of professional tasks, skill types, and required levels of proficiency.

Professional internship objectives:

- Acquisition of practical experience in applying various forms and methods of work of a practical psychologist, in accordance with the internship site;
- Direct participation in addressing key psychological problems within a specific field of practical psychology;
- Implementation of ethical principles of a practical psychologist's professional activity during the internship;
- Development of professional qualities of a future psychologist, including the ability to analyze situations, identify an urgent problem that requires priority resolution, establish communicative contact, conduct psycho-diagnostic, psycho-corrective and psycho-preventive work, and maintain required documentation.

PROFESSIONAL INTERNSHIP LEARNING OUTCOMES

According to the study program, completion of the internship ensures the development of the following **general and professional competencies** in students:

- GC1. Ability to apply knowledge in practical situations.
- GC2. Knowledge and understanding of the subject area and understanding of professional activity.
- GC4. Ability to learn and master modern knowledge.
- GC5. Ability to be critical and self-critical.
- GC6. Ability to make informed decisions.
- GC7. Ability to generate new ideas (creativity).
- GC8. Interpersonal interaction skills.
- GC9. Ability to work in a team.

GC12. Ability to make decisions and act in accordance with the principle of inadmissibility of corruption and any other manifestations of dishonesty.

SC1. Ability to operate the categorical and conceptual apparatus of psychology

SC3. Ability to understand the nature of behavior, activity and actions.

SC4. Ability to independently collect and critically process, analyze and summarize psychological information from various sources.

GC5. Ability to use valid and reliable psychodiagnostics tools.

GC6. Ability to independently plan, organize and conduct psychological research.

SC7. Ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations.

SC8: Ability to organize and provide psychological assistance (individual and group).

SC9. Ability to carry out educational and psychoprophylactic activities in accordance with the request.

GC10. Ability to comply with professional ethics.

GC11. Ability to personal and professional self-improvement, learning and self-development.

SC12. Ability to understand the social conditionality of the individual and the life path of the individual, as well as the role of the individual in the life of social organizations and communities.

SC13. Ability to apply socio-psychological concepts, concepts and theories to interpret socio-psychological phenomena and processes.

SC14. Ability to understand the patterns of interaction of individuals, social groups, communities.

Completion of the internship enables students to achieve the following intended learning outcomes:

ILO 1 Analyze and explain mental phenomena, identify psychological problems and propose ways to solve them.

ILO2 Understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks.

ILO4 Justify own position, draw independent conclusions based on the results of their own research and analysis of literary sources.

IPO5 Choose and apply valid and reliable psychodiagnostics tools (tests, questionnaires, projective techniques, etc.) for psychological research and psychological assistance technologies.

ILO9 Propose own ways of solving psychological problems and tasks in the course of professional activity, make and justify own decisions on their solution.

ILO10 Formulate an opinion logically, clearly, debate, defend one's own position, modify statements in accordance with the cultural characteristics of the interlocutor.

ILO11 Draw up and implement a plan of the counselling process, taking into account the specifics of the request and individual characteristics of the client, ensure the effectiveness of their own actions.

ILO12 Develop and implement a program of psycho-preventive and educational activities, psychological assistance measures in the form of lectures, discussions, round tables, games, trainings, etc. in accordance with the requirements of the client.

ILO13 Interact, communicate, be understood, and be tolerant of people with different cultural or gender-age differences.

ILO 14 Effectively perform different roles in a team in the process of solving professional problems, including demonstrating leadership skills.

ILO15 Take a responsible attitude to professional self-improvement, training and self-development

ILO16 To know, understand and adhere to the ethical principles of professional activity of a psychologist.

ILO17 Demonstrate socially responsible and conscious behavior, follow humanistic and democratic values in professional and social activities.

ILO18 Take effective measures to preserve health (own and others) and, if necessary, determine the content of the request for supervision.

ILO 19 Analyze the social and psychological characteristics of a person and make a social and psychological portrait of a person.

ILO21. Implement programs on interpersonal and intergroup interaction that would contribute to a positive psychological microclimate in teams.

ORGANIZATION AND IMPLEMENTATION OF THE INTERNSHIP

The internship consists of three stages.

1. Preparatory stage.

At this stage, the faculty members develop the professional internship program. During the semester preceding the internship, students become familiar with the program and, based on it, develop individual work plans, taking into account the specifics of the institution where the internship will take place. The internship supervisor reviews and adjusts these plans according to the functional responsibilities of a psychologist.

One week before the beginning of the internship, the department organizes an introductory meeting at which the goals and tasks to be fulfilled by the intern are defined, and students are assigned to academic supervisors who will oversee the internship.

2. Main stage.

The working day of the intern is determined by the internal regulations and work schedule of the institution or organization where the student completes the internship. Each student works according to an individual plan. The internship plan for the must

be designed in such a way that it maximally reflects the functions performed by a psychologist in practical activity. Based on these requirements, the individual plan of the intern should focus on developing skills and competencies in the following areas of professional activity of a practical psychologist:

1. Independent practical psychodiagnostics: psychological assessment of clients, establishing a psychological diagnosis, and identifying problems that hinder personal development.
2. Preventive function: prevention of behavioral deviations, conflicts, and problems in interpersonal relationships; prevention of conflict situations in the client's educational or professional environment.
3. Psychological expertise: assessment of mental qualities, abilities, and development prospects of an individual; analysis of the structure and content of communication within a group; evaluation of the psychological effectiveness of methods for diagnosis, correction, and counseling of an individual or group.
4. Prognostic function: development, testing, and application of behavioral models of groups and individuals in various life conditions; planning the content and directions of individual personal development and designing life strategies; identifying trends in group development and intergroup relations; participation in planning educational or economic policy.
5. Consulting function: providing advisory assistance in resolving acute life problems, crises, and internal conflicts; facilitating constructive conflict resolution within groups and teams.
6. Psychocorrective function: implementing psychological interventions aimed at eliminating deviations in individual development and behavior, as well as interpersonal and intergroup relations; shaping socially useful life perspectives, overcoming deviant behaviors (alcoholism, addiction, suicide, delinquency, etc.).
7. Social and psychological rehabilitation: providing social, psychological, and pedagogical assistance to individuals in crisis situations, those affected by social, natural, or technological disasters, serious illnesses, or stress, to help them adapt to new conditions, study, and development. Rehabilitation promotes successful adaptation to the environment and society, restores psychological well-being and self-confidence, and reduces emotional discomfort.
8. Professional and educational work: increasing the psychological culture of participants in educational or labor processes, explaining the functions of psychological services, and teaching psychological disciplines in educational institutions. The need for this type of activity is driven by a historically limited dissemination of psychological knowledge and services.

The internship begins with familiarization with the organization, the supervisor, and the content of the psychologist's practical activities.

Direct study of the client includes initial review of documentation that reflects the client's health status and history of previous activities. During introductory conversations, the intern explores the client's interests, hobbies, inclinations,

attitudes toward colleagues, and relationships with them.

During the internship, the student observes the client's behavior in various situations, records their reactions to external influences, and summarizes psychological information obtained through the application of psychodiagnostic techniques.

Difficulties encountered by the intern during the internship are resolved through group and individual consultations with the supervising psychologist–methodologist. Most often, these challenges are related to defining the objectives of interaction with the client and developing an effective strategy of work.

One of the responsibilities of the supervising consultant psychologist is attending the psychodiagnostic and psychocorrective activities conducted by the intern and analyzing their performance. Based on the analysis of difficulties and shortcomings in the intern's practical work, the supervising psychologist develops a plan for individual creative improvement and provides corrective guidance during consultations.

3. Final stage.

At this stage, the intern summarizes the work completed and prepares the reporting documentation.

DUTIES OF INTERNSHIP SUPERVISORS

The internship supervisor from the department provides methodological guidance during the internship, assists students in completing the internship program, maintaining the internship diary, and preparing the internship report; summarizes the results and assigns a grade using the five-point scale, taking into account the evaluation received by the student at the internship site, the content of the report, and the results of its defense.

The internship is directly supervised by an employee of the enterprise where the student completes the internship, appointed by the management. The supervisor assigns daily tasks to the intern and monitors their completion. All comments regarding the student's discipline are recorded by the supervisor in the internship diary and in the final reference, which is issued to the intern upon completion of the internship. The reference is written in the internship diary and certified with a seal. Internship sites are determined by the Institute on the basis of agreements concluded with enterprises, institutions, and organizations of various forms of management, or by the student independently.

To ensure accurate compliance with the internship schedule, the student must familiarize themselves in advance with the specifics of the internship site, the legislative framework regulating the activities of the respective organization, and during the internship period—its local regulatory documents.

RIGHTS AND RESPONSIBILITIES OF THE INTERN

Before starting the professional internship, the student receives from the internship supervisor the required document templates. To successfully achieve the goals and tasks defined by the internship plan, the intern must:

- Follow the work schedule of the institution.
- Complete assigned tasks within the established timeframe.
- Ensure full compliance with the internship program.

Within the specified deadline, the student must submit to the internship supervisor:

- an internship report;
- a detailed reference on internship completion and the work performed, signed by the representative of the enterprise (institution).

During the internship, the student must strictly follow the internal regulations in force at the internship site. The work schedule established for employees of the internship site is mandatory for students completing the internship. For violations of labor discipline or internal regulations, the student bears disciplinary responsibility before the administration of the internship site.

REQUIREMENTS FOR THE INTERN'S REPORT

Upon completion of the internship period, students report on the implementation of the internship program by preparing a written report and submitting the materials they worked with directly at the internship site.

The report must have a clear and logically structured sequence, well-reasoned arguments, justified recommendations, and conclusions.

The report consists of:

- a title page (Appendix A);
- a table of contents indicating all sections and page numbers (Appendix B);
- an introduction that contains a brief description of the enterprise (internship site), the purpose, and the content of the internship (1.5–2 pages);
- the main part (25–27 pages);
- conclusions (1.5–2 pages);
- a list of references;
- appendices.

The main part of the report consists of several sections, the sequence of which is determined by the internship program.

The total volume of the report must be at least 30 A4 pages.

Margins must be set as follows: left — 30 mm; right — at least 15 mm; top and bottom — at least 20 mm. All pages of the report must be numbered; the first page is not numbered.

If the report contains tables, they must be placed on separate sheets, and appendices must be included in the general page numbering. Tables are numbered consecutively with Arabic numerals within the section. Each table must have a title that begins with a capital letter and is placed below the word “Table,” which appears above the upper right corner of the table.

When part of a table is continued on another page, the note “*Continuation of Table ...*” (with its number) must be indicated. Tables should be placed so that they can be viewed without turning the page after the first reference to them in the report text. When referring to a table, indicate its number and the abbreviated word “Table” (e.g., *Tab. 1.1*).

Illustrations are labeled “*Fig.*” and numbered consecutively within each section, except for illustrations included in the appendices. The illustration number consists of the section number and the illustration sequence number, separated by a period (e.g., *Fig. 1.2*). The illustration number, its title, and explanatory captions are placed under the illustration. Appendices contain statistical reporting forms and supplementary materials.

The report must be properly bound or stitched.

The report must also include an internship diary of the established format.

The feedback (evaluation) from the internship site supervisor must be signed by the supervisor and stamped with the official seal of the internship site (enterprise). The supervisor’s feedback must reflect the student’s professional and moral qualities demonstrated during the internship, as well as an assessment of their performance on a five-point scale.

The written report, together with the completed internship diary and the supervisor’s feedback, is submitted for review to the university internship supervisor. The review must reflect the student’s level of theoretical knowledge, ability to apply it in practice, information on the completion of all sections of the internship program, proper formatting of reporting documentation, and conclusions and recommendations regarding the final evaluation of the internship.

The student defends the internship report after the timely submission of all internship materials on the assigned date.

The internship defense is conducted by a committee consisting of department, the internship supervisor, and a representative responsible for student employment.

CRITERIA FOR ASSESSING THE KNOWLEDGE, SKILLS, AND COMPETENCIES OF INTERNS

Criteria for Assessing the Completion of Internship Tasks

Grade “Excellent”:

- full completion of internship tasks;
- terminologically correct, high-quality, and precise task performance;
- creative approach to fulfilling tasks;
- ability to draw adequate, well-reasoned conclusions.

Grade “Good”:

- complete task performance with minor shortcomings;
- insufficiently comprehensive coverage of certain tasks.

Grade “Satisfactory”:

- formal or superficial task performance;
- incorrect use of scientific terminology;
- inability to make independent logical conclusions.

When assessing the internship results, the student's attitude to work, feedback from the administration and the supervisor of the internship site are taken into account. Particular attention is paid to the student's independence and ability to formulate psychological conclusions and recommendations.

Criteria for Assessing Student Achievements During the Professional Internship

№	Type of Student Work / Activity	Reporting Form	Max. Points per Unit		
			M a x . P o i n t s p e r U n it	Nu m b e r of Uni ts	Ma xi mu m Poi nts
1	Preparation of documentation	Samples of completed documents (4 document samples)	5	4	20

2	Completion of independent work (individual assignments)	Documents in electronic and printed form	10	3	30
3	Preparation of other reporting documentation	Internship logbook (in electronic and printed form)	10	1	10
4	Preparation of the internship report	Document in electronic and printed form	20	1	20
5	Preparation of a presentation on the internship	Presentation in electronic form	10	1	10
6	Presentation at the reporting conference	Oral presentation using the presentation	10	1	10
Total (maximum score):					100

TABLE OF CORRESPONDENCE BETWEEN THE ECTS GRADING SCALE AND THE NATIONAL GRADING SYSTEM OF UKRAINE

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), internship	
		National scale assessment for exam, course project (work), internship	for pass/fail
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	unsatisfactory with mandatory re-study of the discipline

LIST OF RECOMMENDED LITERATURE

Main Literature:

1. Boltonosov, S. V. Features of clinical manifestations of post-traumatic stress disorder in combatants in Eastern Ukraine who consume alcohol / S. V. Boltonosov // Archives of Psychiatry. Vol. 24, No. 2, 2018. pp. 77–80.
2. Bulakh, I. S. Psychology of personal life crises: textbook / I. S. Bulakh. Vinnytsia, Nilan-LTD LLC, 2015. 110 p.
3. Halian, I. M. Psychodiagnostics. Kyiv. 2019. pp. 21–28.
4. Kolomiiets, L. I., Shulha, H. B. Psychodiagnostics in diagrams and tables: textbook. Vinnytsia. 2015. 340 p.
5. Kuzo, O. Fundamentals of psychological practice: textbook. Lviv: Lviv State University of Internal Affairs, 2022. 124 p.
6. Mykolaiskyi, M. V. Clinical psychodiagnostics: practicum: textbook. Ivano-Frankivsk. 2019. pp. 48–59.
7. Invisible consequences of war. How to recognize? How to communicate? How to help overcome? Handbook for a wide range of specialists. Eds.: K. Voznitsyna, L. Lytvynenko. Kyiv, 2020. 192 p.
8. Psychologist in preschool education (lecture course for students of specialty 012 “Preschool Education”) / Oliinyk M. I., Kostyk L. B., Sobkova S. I. Teaching-methodological manual. Chernivtsi, 2020. 152 p.
9. Polishchuk, S. A. Methodological guide on psychodiagnostics: teaching-methodical manual. Sumy: University Book. 2019. 125 p.
10. Turyntina, O. L. Practicum in psychology: textbook. Kyiv: MAUP, 2017. 297 p.
11. Makhnii, M. M. Psychological graphic-drawing techniques in diagnostic and corrective work with children / M. M. Makhnii. Chernihiv: Desna Poligraf, 2022. 216 p.
12. Polishchuk, S. A. Methodological guide on psychodiagnostics. Teaching-methodical manual. University Book Publishing, Sumy. 2023. 27 p.
13. Samoshkina, L. M. Psychodiagnostics: educational visual manual with multimedia course / Ed. Corr.-member of the Academy of Pedagogical Sciences of Ukraine, Prof. E. L. Nosenko. University Education Publishing, Kyiv. 2019. 442 p.
14. Spivak, L., Osmanova, A. Psychodiagnostics in clinical psychology. Ukraine University Publishing, 2023.
15. Chala, Yu. M., Shakhraichuk, A. M. Psychodiagnostics: textbook / Yu. M. Chala, A. M. Shakhraichuk. NTU “KhPI”, Kharkiv. 2018. 246 p.
16. Chumak, O. A., Tovstukha, O. M. Psychodiagnostics: teaching-methodical manual for organizing educational work in the psychodiagnostics course

for bachelor-level students of the study program 053 “Psychology” / O. A. Chumak, O. M. Tovstukha. State institution “Luhansk National University named after Taras Shevchenko.” Poltava: LNU Publishing, 2024. 121 p.

Additional Literature:

1. Korb, A. In the Trap of Depression. How to Overcome Anxiety and Enjoy Life. Kyiv: Nash Format, 2019. 216 p.
2. Tatianchykov, A. O., Tatianchykova, I. V. Psychological and pedagogical study of the features of socialization of students with intellectual disabilities at the adaptation stage in a special school environment // Materials of the International Scientific and Practical Conference “Psychology and Pedagogy: the Need for the Influence of Science on the Development of Practice in Ukraine” (Lviv, February 22–23, 2019). Part 1. NGO “Lviv Pedagogical Community”, Lviv. 2019. pp. 44–47.
3. Kisil, Z. R., Shvets, D. V. Human Activity Motivation: A Textbook in Schemes, Tables, and Comments. Odesa: ODUVS Publishing, 2023. 154 p.

**PRIVATE JOINT-STOCK COMPANY
“HIGHER EDUCATION INSTITUTION
‘INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT’”**

R E P O R T
on the completion of the professional internship program

Student: _____

Group: _____

Full name: _____

Specialty: _____

Higher education degree: _____

Assessment:

National scale: _____

Number of points: _____

ECTS: _____

Members of the Commission:

Signature

Surname and initials
