

PJSC “HIGHER EDUCATION INSTITUTION  
‘INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT’”



**SYLLABUS**  
**of the academic discipline**  
**« *CLINICAL PSYCHOANALYSIS*»**

Speciality: **C4 Psychology**

Educational level: **Second (master's) level**

Study program: **Psychology**

### **General information about the academic discipline**

Name of the academic discipline	Clinical Psychoanalysis
Code and name of specialty	C4 Psychology
Level of higher education	first (bachelor's) level of higher education
Discipline status	selective
Number of credits and hours	3 credits / 90 hours. Lectures: 20 hours Seminar classes: 14 hours Independent work of students: 56 hours
Terms of studying the discipline	
Language of instruction	Ukrainian
Type of final control	Credit
Discipline page on the website	

### **General information about the teacher. Contact information.**

Academic degree	
Academic title	
Position	
Disciplines taught by the NPP	
Areas of scientific research	
Links to identifier registries for scientists	
Teacher contact information:	
Email:	
Contact phone number	
Teacher's portfolio on the website of the department / institute / academy	

#### **Course**

#### **Annotation**

The course “Clinical Psychoanalysis” provides an opportunity to understand the complexities of mature personality development, the frustrations, obstacles, and fears that a child must overcome during their growth. The knowledge gained from studying this course forms the foundation for psychodynamic psychiatric thinking and future psychotherapeutic practice.

#### **Subject of the Course:**

The course examines the regularities of the formation, functioning, and disturbances of the human psyche through the lens of psychoanalytic theory and clinical practice. It also covers methods of psychoanalytic diagnosis, interpretation, and therapeutic intervention for various mental and psychosomatic disorders. The discipline focuses on the study of unconscious mental processes, internal conflicts, defense mechanisms, transference and countertransference, features of the psychoanalytic patient–analyst relationship, clinical case analysis, and the application of psychoanalytic techniques in treatment and psychotherapeutic support.

#### **Course**

#### **Aim:**

The aim of the course is to master the specifics of clinical psychoanalysis, understand its

essence, distinguish it from other branches of psychoanalytic knowledge, and explore the psychodynamic understanding of mental disorders and analytical therapy for various forms of psychopathology.

**Course Objectives:**

1. Introduce students to the theoretical foundations of clinical psychoanalysis and its role in contemporary psychotherapeutic science and practice.
2. Highlight the specifics of clinical psychoanalysis and its differences from other psychoanalytic approaches.
3. Develop an understanding of the psychodynamic model of mental disorders, including the role of unconscious processes, internal conflicts, and defense mechanisms in psychopathology.
4. Teach students to analyze clinical manifestations of mental and psychosomatic disorders from a psychoanalytic perspective.
5. Develop basic skills in psychoanalytic thinking, interpretation of clinical material, and understanding the phenomena of transference and countertransference.
6. Familiarize students with the main principles and techniques of analytical therapy for various forms of mental pathology.
7. Cultivate the ability to critically assess psychoanalytic concepts and apply them in clinical and consultative practice.
8. Promote professional reflection and the ethical position of future specialists in the field of psychoanalytic care.

**Prerequisites:**

Successful completion of this course requires foundational knowledge and skills obtained at the first (bachelor's) level of higher education.

**Post-requisites:**

The knowledge, skills, and competencies acquired in the course "Clinical Psychoanalysis" are applied in further studies of clinically and psychologically oriented disciplines, including Clinical Psychology and Pathopsychology.

The learning outcomes provide the basis for developing professional competencies necessary for psychodynamic analysis of mental disorders, understanding intrapsychic conflicts, defense mechanisms, and personal organization, as well as for conducting psychological diagnostics, counseling, and psychotherapeutic support of individuals with various forms of mental pathology in professional practice.

**Program competencies and learning outcomes:**

<b>General Competencies (GC)</b>	GC1. Ability to apply knowledge in practical situations. GC5. Ability to be critical and self-critical. GC7. Ability to generate new ideas (creativity).
<b>Specific (Professional) Competencies (SC)</b>	SC1. Ability to operate the categorical and conceptual apparatus of psychology SC2. Ability to retrospectively analyze domestic and foreign experience in understanding the nature of the emergence, functioning and development of mental phenomena. 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.

	<p>SC8: Ability to organize and provide psychological assistance (individual and group).</p> <p>SC9. Ability to carry out educational and psychoprophylactic activities in accordance with the request.</p> <p>SC10. Ability to comply with professional ethics.</p> <p>SC11. Ability to personal and professional self-improvement, learning and self-development.</p> <p>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.</p> <p>SC13. Ability to apply socio-psychological concepts, concepts and theories to interpret socio-psychological phenomena and processes.</p> <p>SC14. Ability to understand the patterns of interaction of individuals, social groups, communities.</p>
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<b>Program learning outcomes</b>	
<b>Program outcomes</b>	<p>ILO 1 Analyze and explain mental phenomena, identify psychological problems and propose ways to solve them.</p> <p>ILO6 Formulate the purpose, objectives of the study, have the skills to collect primary material, follow the research procedure.</p> <p>ILO9 Propose own ways of solving psychological problems and tasks in the course of professional activity, make and justify own decisions on their solution.</p>

### **Content of the academic discipline (full-time education )**

No.	<b>Topic name</b>	<b>Number of hours, of which:</b>			<b>Teaching methods/assessment methods</b>
		<b>Lectures</b>	<b>Seminar classes.</b>	<b>Independent work</b>	
<b>Content Module 1. Mental disorders from the psychoanalytic perspective</b>					
Topic 1.	Psychodynamic Models of Mental Illness	<b>3</b>	<b>1</b>	<b>7</b>	
<b>Content Module 2. Psychoanalytic typology of personality</b>					
Topic 2.	Sociopathic (Antisocial) Personality	<b>3</b>	<b>1</b>	<b>7</b>	
Topic 3.	Narcissistic Personality	<b>2</b>	<b>1</b>	<b>6</b>	
Topic 4.	Histrionic Personality and Dissociation in Histrionics	<b>2</b>	<b>1</b>	<b>6</b>	
Topic 5.	Schizoid Personalities	<b>2</b>	<b>2</b>	<b>6</b>	
Topic 6.	Paranoid Personalities	<b>2</b>	<b>2</b>	<b>6</b>	
Topic 7.	Obsessive-Compulsive Personalities	<b>2</b>	<b>2</b>	<b>6</b>	

Topic 8.	Depressive and Manic Personalities	2	2	6	debates, polemics; dialogue, synthesis of thoughts; brainstorming; practicing skills; working out discussion questions); modeling of professional activity; innovative teaching methods (competence-based; project-research); case method.
Topic 9.	Masochistic Personality	2	2	6	
<b>Evaluation methods:</b> oral control (oral survey, assessment of participation in discussions, other interactive learning methods); written control (control, independent work); test control (closed-form tests: test-alternative, test-compliance); method of self-control and self-assessment; evaluation of case tasks.					
<b>Modular test</b>					
	<b>Total:</b>	20	14	56	
<b>Form of control:</b> credit					

**Technical equipment and/or software.** The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

**Forms of control methods.**

Monitoring the progress of students is divided into current and final (semester).

**Current control** carried out during practical and seminar classes. Its purpose is to systematically check:

- understanding and mastering the theoretical foundations of economic processes;
- the ability to apply knowledge to build models and analyze economic data;
- skills in diagnosing and forecasting economic processes;
- using specialized software for modeling and processing statistical data.

**Forms of student participation in the educational process that are subject to ongoing control:**

- speeches and presentations on the analysis of economic processes;
- oral reports on the analysis of economic cases;
- addition, question to the person answering;

- systematic work in seminar classes and activity during discussions;
- participation in discussions, brainstorming, interactive forms of classes;
- analysis of economic data, statistical indicators, economic and mathematical models;
- written assignments (tests, tests, analytical and abstract papers);
- preparation of abstracts, theses, analytical notes;
- independent study of discipline topics and lecture materials.

**Current control methods:**

- oral control (survey, conversation, report, message);
- written control (test work, analytical report, essay, completion of tasks for building models or processing statistics);
- combined control (oral and written combination to assess understanding and practical skills);
- presentation of independent work or case analysis;
- monitoring activity and participation in practical classes;
- test control (closed and open tasks, analysis of graphs and models);
- working with problem situations (analytical cases, scenario modeling of economic processes).

**- Evaluation system and requirements.**

**- Table of distribution of points received by higher education applicants\***

Topics	Ongoing knowledge assessment									Final control		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Module test	Credit	Total points
Work in a seminar class	3	3	3	3	3	3	3	3	3	0	2	20
Independent work	3	3	3	3	3	3	3	3	3			100

\*\*The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

Module control is carried out in the last lesson of the module in written form, in the form of testing.

Evaluation criteria for the module test in the academic discipline " Clinical Psychoanalysis ":

When evaluating a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);

- a grade of "good" (B) is given for completing 80% of all tasks;

- a grade of "good" (C) is given for completing 70% of all tasks;
- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final semester assessment in the discipline " Clinical Psychoanalysis " is a mandatory form of assessing students' learning outcomes. It is conducted within the time frame specified by the curriculum and covers the scope of material specified by the course program.

The final assessment is carried out in the form of a test. A student who has completed all the required work is allowed to take the semester assessment.

The final grade is based on the student's performance during the semester. The student's grade consists of points accumulated from the results of the current assessment and incentive points.

Students who have completed all required assignments and received a score of 60 points or higher receive a grade corresponding to the grade received without additional testing.

For students who have completed all the required tasks but received a score below 60 points, as well as for those who wish to improve their score (result), the teacher conducts a final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

**Evaluation of additional (individual) types of educational activities.** Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

#### **Assessment of independent work**

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 3 points using standardized and generalized knowledge assessment criteria.

#### **Scale for evaluating the performance of independent work (individual tasks) evaluation criteria.**

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
3	3	2	1	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams;

preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

**Final assessment scale: national and ECTS**

<b>Total points for all types of learning activities</b>	<b>ECT8 assessment</b>	<b>National scale assessment</b>	
		<b>for exam, course project (work), practice</b>	<b>for credit</b>
90 – 100	AND	perfectly	Enrolled
82 – 89	IN	good	
75 – 81	WITH		
68 – 74	D	satisfactorily	
60 – 67	THERE ARE		
35 – 59	FX	unsatisfactory with the possibility of reassembly	not accepted with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline

**Course policy.**

To successfully complete the course " Clinical Psychoanalysis ", the student must:

- regularly attend lectures and practical classes;
- work systematically, systematically and actively in lectures and practical classes;
- make up for missed classes or unsatisfactory grades received in classes;
- to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic conduct and ethics.

The course " Clinical Psychoanalysis " involves mastering and adhering to the principles of ethics and academic integrity, in particular, focusing on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotations, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

**Recommended sources of information.**

**Main literature:**

1. Bollas, C. *What Is Human Character? Psychoanalysis and the Experience of the Self.* Translated from English by N. Kulykova. Kyiv: Rostyslav Burlaka Publishing House, 2021. 298 p.
2. Briel, A. *Fundamental Concepts of Psychoanalysis.* Translated from English by Ye. Butsykin. Kharkiv: Folio, 2020. 348 p.
3. Thomä, H., Kächele, H. *Psychoanalytic Therapy: Theory and Practice.* Vol. 1: Theory. Translated from English by M. Hosovska, O. Markina, S. Nakryiko, V. Sliusarenko. Lviv: Litopys, 2021. 720 p.

4. Freud, S. *Group Psychology and the Analysis of the Ego*. Kyiv: Andronum Publishing Union, 2020. 132 p.
5. Freud, S. *Introductory Lectures on Psychoanalysis: New Conclusions*. Kyiv: Navchalna Knyha – Bohdan, 2021. 552 p.
6. Stork, T. *Psychoanalysis and Psychosomatics: Bodily Foundations of Psychodynamics*. Kyiv: Rostyslav Burlaka Publishing House, 2025. 312 p.

#### **Additional Reading:**

7. Wilkinson, M. *How the Mind Changes in Psychotherapy: Emotions, Attachment, Trauma, and Neurobiology*. Kyiv: Rostyslav Burlaka Publishing House, 2025. 384 p.
8. Kokorina, Y. Ye. *Depth Psychology (A Concise Overview): Teaching and Methodological Guide*. Odesa: Astroprint, 2021. 120 p.
9. *Psychoanalysis and the Virtual: Ethics, Metapsychology, and Clinical Experience of Out-of-Office Practice*. Proceedings of the 2nd All-Ukrainian Scientific and Practical Conference with International Participation (June 12–13, 2021, Kyiv) [electronic edition]. Kyiv; Kryvyi Rih: R. A. Kozlov Publishing House, 2021. 240 p.
10. *Ukrainian Psychoanalytic Journal*. Vol. 2, Issue 2: *The Web of Non-Neurotic Suffering*. Kyiv: Helvetika Publishing House, 2024.
11. Hartmann-Kottek, L. *General Psychotherapy Principles and Common Theoretical Aspects: Rediscovering Humanity*. Cham: Springer, 2022. 491 p.