

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



***SYLLABUS OF THE ACADEMIC DISCIPLINE
«FAMILY COUNSELING»***

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|----------------------|---------------------------------|
| Specialty: | C4 Psychology |
| Educational level: | first (bachelor's) level |
| Educational program: | Psychology |

MAUP 2025

General information about the academic discipline

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|---------------------------------|---|
| Name of the academic discipline | Family counseling |
| Code and name of specialty | C4 |
| 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. Practical classes: 14 hours. Independent work: 56 hours. |
| Term of study of the discipline | ... semester |
| Language of instruction | Ukrainian |
| Type of final control | test |
| 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 department's website | |

Course abstract.

The discipline is focused on learning the specifics of providing psychological assistance to families and preventing family dysfunctions through psychological counseling, to deepen knowledge of evolution of family and marital relations, also considers the problems of sexual education of children and adolescents, gender-role socialization, and the preparation of psychology students for the counseling process.

Subject of study of the academic discipline:

psychological patterns, principles, methods and technologies of providing advisory assistance to the family as a holistic system, in particular the features of working with marital, parent-child and intergenerational relationships, family crises and conflicts, communication disorders and emotional interaction. The discipline focuses on the analysis of family requests, diagnostics of family problems, formation of advisory contact, selection of effective strategies and techniques of psychological influence, as well as on the ethical and professional principles of the family consultant's activities.

Course objective:

students' mastery of a set of practical methods and techniques for providing psychological assistance to dysfunctional families, diagnosing and preventing family relationship disorders.

Objectives of the academic discipline:

mastering the theoretical and methodological principles of family counseling, studying psychodiagnostic methods for researching family relationships, methods of providing psychological assistance to dysfunctional families, and developing skills in conducting family counseling

Prerequisites for the academic discipline:

must have basic knowledge of general psychology, personality psychology and social psychology, which provide an understanding of mental processes, individual differences and interpersonal interaction. Knowledge of age and pedagogical psychology for the analysis of personality development in a family context, family psychology and marital relationships, the basics of psychological counseling and psychodiagnostics, as well as an understanding of the ethical norms and professional responsibility of a psychologist are also important.

Postrequisites of the academic discipline:

Knowledge and practical skills formed in the process of studying the discipline are the basis for further mastering courses in family and systemic psychotherapy, crisis and trauma-oriented counseling, psychology of family conflicts and violence, psychotherapy of marital and parent-child relationships, as well as for professional practice. The acquired learning outcomes can be applied in the activities of a practical psychologist, psychotherapist, social worker or consultant when working with families, married couples and individual family members in conditions of psychological assistance, support and accompaniment.

Software competencies:

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|-----------------------------|---|
| General competencies | GC1. Ability to apply knowledge in practical situations. GC2. Ability to conduct research at an appropriate level. GC4. Ability to identify, pose, and solve problems. GC6. Ability to make informed decisions. |
| Special competencies | SC1.The ability to operate with the categorical-conceptual apparatus of psychology SC4. Ability to carry out practical activities (training, psychotherapeutic, consulting, psychodiagnostic and other depending on specialization) using scientifically verified methods and techniques. SC5. Ability to use valid and reliable psychodiagnostic tools. SC7. The ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations. SK8.Ability to organize and provide psychological assistance (individual and group). SC9. The ability to adhere to the norms of professional ethics and be guided by universal human values in professional activities. |
| Learning outcomes | PLO5 Select and apply valid and reliable psychodiagnostic tools (tests, questionnaires, projective techniques, etc.) for psychological research and psychological assistance technologies PR9 To propose their own ways of solving psychological tasks and |

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| | <p>problems in the process of professional activity, to make and justify their own decisions regarding their solution.</p> <p>PLO11 Develop and implement a plan for the consultative process, taking into account the specifics of the request and the individual characteristics of the client, and ensure the effectiveness of one's own actions.</p> <p>PLO12 Develop and implement a program of psycho-prophylactic and educational actions, psychological assistance measures in the form of lectures, conversations, round tables, games, trainings, etc., in accordance with the requirements of the customer.</p> |
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Content of the academic discipline

| No. | Topic name | Number of hours, of which: | | | Teaching methods/assessment methods |
|---|---|----------------------------|-------------------|------------------|--|
| | | Lectures | Practical classes | Independent work | |
| 1 semester | | | | | Teaching methods:verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases); explanatory-illustrative; reproductive; problem-based presentation method; partially search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence-based; project-research); case method. Evaluation methods: oral control (oral survey, questionnaires, self-assessment, etc.) |
| Content module 1. Theoretical and methodological foundations of family psychology | | | | | |
| Topic 1 | Characteristics of the modern family | 2 | 1 | 6 | |
| Topic 2 | Family life cycle | 2 | 2 | 6 | |
| Topic 3 | Typology of relationships in marriage | 2 | 1 | 6 | |
| Topic 4 | Parenthood. Child-parent relationships | 2 | 2 | 4 | |
| Topic 5 | Family counseling: concept, components and specifics | 2 | 1 | 6 | |
| Content module 2.Basics of family psychological counseling | | | | | |
| Topic 6 | Theoretical and methodological foundations of family counseling | 2 | 1 | 6 | |
| Topic 7 | Key issues in family counseling | 2 | 2 | 6 | |
| Topic 8 | Psychodynamic direction of family counseling | 2 | 1 | 4 | |
| Topic 9 | Cognitive-behavioral approach to family counseling Humanistic direction in family counseling | 2 | 2 | 6 | |

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|--------------------------------|--|-----------|-----------|-----------|--|
| | | | | | assessment of participation in discussions, other interactive learning methods); written control (tests, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; evaluation of case tasks. |
| Topic 10 | A model of psychological family counseling based on M. Bowen's family systems theory. Communicative model of psychological family counseling | 2 | 1 | 6 | |
| Modular test work | | | | | |
| Total: | | 20 | 14 | 56 | |
| Form of control: 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.4.

Forms and methods of control

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

Current control is carried out during practical, laboratory and seminar classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of current control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, differentiated approach to learning, individualization of learning, etc.

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

- speech on the main issue;
- oral report;
- addition, question to the person answering;
- systematic work in seminar classes, activity during discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written assignments (tests, quizzes, creative works, essays, etc.);
- preparation of theses, abstracts of educational or scientific texts;
- independent study of topics.

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

Methods of current control: oral control (survey, conversation, report, message, etc.); written control (test work, essay, presentation of material on a given topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

Evaluation system and requirements

Table of distribution of points received by higher education applicants*

| | Current knowledge control | Modular test work | Credit | Total points |
|--|---------------------------|-------------------|--------|--------------|
|--|---------------------------|-------------------|--------|--------------|

| Topics | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 | Topic 7 | Topic 8 | Topic 9 | Topic 10 | 20 | 20 | 100 |
|-------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----|----|-----|
| Work in a seminar class | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| Independent work | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | |

*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 modular test in the academic discipline "Family Counseling":

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 "Family Counseling" is a mandatory form of assessing students' learning outcomes. It is conducted within the time frame specified in the curriculum and covers the scope of material specified in 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

| Total points for all types of learning activities | ECTS assessment | National scale assessment | |
|---|-----------------|---|---|
| | | for exam, course project (work), practice | for credit |
| 90 – 100 | AND | perfectly | Enrolled |
| 82-89 | IN | good | |
| 75-81 | WITH | | |
| 68-74 | D | satisfactorily | |
| 60-67 | THERE | | |
| 35-59 | FX | unsatisfactory with the possibility of reassembly | not passed with the possibility of retaking |

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|------|---|--|--|
| 0-34 | F | unsatisfactory with mandatory re-study of the discipline | not passed with mandatory re-study of the discipline |
|------|---|--|--|

Course policy

For successful completion of the course "Family counseling» 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.

Course «Family counseling» involves the assimilation and observance of the principles of ethics and academic integrity, in particular the orientation towards preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, 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.

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that are capable of developing practical skills and abilities for which, at the teacher's decision, additional (bonus) points may be awarded (participation in round tables, scientific conferences, olympiads and scientific competitions among students).

Recommended sources of information:

Main sources:

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2. Lefterov V. O., Tsilmak O. M. Psychology of family and marriage: tables, diagrams, comments. Lira Do, 2020. 266 p.
3. Psychology of family and marriage: tables, diagrams, comments: educational and visual textbook / edited by O. M. Tsilmak. Kyiv: Lira-K Publishing House, 2020. 266 p.
4. *Fedorenko R. P.* Family Psychology [Text]: a teaching aid / Raisa Petrovna Fedorenko. – Lutsk: Vezha-Druk, 2015. – 364 p.
5. Voloshyna, V. V., Vince, V. A., & Kashpur, Yu. M. Specifics of advisory assistance in the process of solving problems of young couples. Scientific Bulletin of Uzhgorod National University. Series: Psychology, 2023. (3), 67-71. <https://doi.org/10.32782/psy-visnyk/2023.3.13>
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7. Kovaleva I.B., Popova G.V. Fundamentals of Psychological Counseling: Methodological Guidelines for Students of All Forms of Study in Psychology. Kharkiv: NTU "KhPI", 2023. 55 p.

Additional

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2. Characteristics of psychology Families: textbook. University book. 2018, 282 p.
3. Tsilmak O.M. Chapter 12. Psychodiagnosis and psychocorrection of interpersonal and intrapersonal conflicts. The newest psychological technologies: diagnostics, counseling, psychocorrection, non-medical psychotherapy: student / under general editorship. S.D. Maksimenko, V.E. Lunyova. K.: Institute of Psychology named after H.S. The backbone of the National Academy of Ukraine. Montreal: Accent Graphics Communications. 2015. P. 205-

219URL:<https://fdotadotr.files.wordpress.com/2016/09/3-d180d0b0d0b7d0b4d0b5d0bb-d186d196d0bbd18cd0bcd0b0d0ba-d0be-d0bc-d0b4d0bbd18f-wp.pdf>

4. Tsilmak O.M. Methodology for conducting interactive practical classes in the academic discipline "Psychology of Family and Marriage": practical course. Kyiv: Lira-K Publishing House, 2020, 216 p.
5. Magdysyuk L. I., Melnyk A. P. Psychology of life crises and crisis counseling: teaching and methodical manual. Lutsk: Vezha-Druk, 2021. 100 p.
6. Magdysyuk L. I., Fedorenko R. P. Medical and psychological counseling: teaching and methodical manual. Lutsk: Vezha-Druk, 2020. 332 p.
7. Nerubasska A.O. System-parametric analysis of bifurcation personality: monograph. Odesa: Nazarchuk, 2020.340 p.
8. Sapega Pavlo, Nerubasskaya Alla PSYCHOLOGICAL ASPECTS OF LIVING TOGETHER AND WAYS TO AVOID THE "NEIGHBORHOOD SYNDROME" Current problems of contemporary management in social, economic, humanitarian and technical systems: a collection of materials from the XX International Scientific and Practical Conference (December 5, 2024, Odessa) / Scientific editors: Olena Karakasidi, Ireneusz Żuchowski, Nataliia Moshenets. Publisher: MANS in Łomży, 2024. 223 p. P.199-203
9. Bocharova Yana, Nerubasskaya Alla COMPREHENSIVE APPROACH TO THE PREVENTION OF AGGRESSIVE BEHAVIOR IN ADOLESCENTS. Current problems of contemporary management in socio-economic, humanitarian and technical systems: collection of materials of the XX International Scientific and Practical Conference (December 5, 2024, Odessa) / Scientific editors: Olena Karakasidi, Ireneusz Żuchowski, Nataliia Moshenets. Publisher: MANS in Łomży, 2024. 223 p. P.166-171
10. Tsilmak O.M. Conceptual competence model of leader (by the example of National police of Ukraine agencies).*Legal scholarly discussions in the XXI century: collective monograph/* SV Albul, OV Dykyi, V. Dyntu, A. Ye. Fomenko, etc. Lviv-Toruń : Liha-Pres, 2019. p.277-295 DOI <https://doi.org/10.36059/978-966-397-121-6/277-294>:344 p. (SENSE)
11. Safa, M. Dalal; White, Rebecca M.A family stress model investigation of bicultural competence among US Mexican-origin youth. Pages 320-331. .; Knight, George P.<https://doi.org/10.1037/cdp0000424>
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