

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



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

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

General information about the academic discipline

Name of the academic discipline	Family psychology
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	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 department's website	

Course abstract.

Discipline provides guidelines in evolution of family and marital relations in the history of the development of society, introduces the concepts of marriage and family, family functions, examines the problems of sexual education of children and adolescents, gender-role socialization and preparation, and models of behavior before and after marriage.

Subject of study of the academic discipline:

The subject of study of the discipline "Family Psychology" is the psychological patterns of functioning, development and interaction of family members as an integral socio-psychological system, in particular the features of marital, parent-child and intergenerational relationships, family roles and functions, mechanisms for the formation of emotional closeness and attachment, the causes and dynamics of family conflicts and crises, as well as psychological factors of stability, well-being and transformation of the family in various socio-cultural conditions.

Course objective:

to familiarize students with the basicWe are familiar with the problems of the modern family, trends in the development of family and marital relations, as well as with methods of studying and correcting family problems.

Objectives of the academic discipline:

Psychological research on the family involves studying factors that affect the quality of marriage, the family development cycle, the role structure of the family, the division of power between family members, marital communication, attitudes towards marriage and family, determinants of the choice of a marriage partner, the effectiveness of different parenting models, the psychological characteristics of parents and their children, as well as the study of the process and effectiveness of family counseling and psychotherapy.

Prerequisites for the academic discipline:

Higher education students must have basic knowledge of general psychology regarding the patterns of mental activity and behavior of the individual, age and pedagogical psychology - in order to understand human development at different stages of the life cycle, social psychology - for the analysis of interpersonal relationships, group dynamics and social roles, as well as personality psychology, which provides an understanding of individual characteristics, value orientations and motivational factors of behavior. Basic ideas about the methods of psychological research and the ethical principles of the professional activity of a psychologist are also important.

Postrequisites of the academic discipline:

The knowledge, skills and competencies formed during the study of the discipline are the theoretical and practical basis for further mastering courses in the psychology of marital relationships, family counseling and psychotherapy, psychology of child and adolescent development in the family context, psychology of family crises and conflicts, as well as for completing professional internships. The acquired learning outcomes can be directly used in the practical activities of a psychologist, social worker or teacher when working with families, married couples and various social groups in the context of counseling, psychocorrection and socio-psychological support.

Software competencies:

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. GC7. The ability to act socially responsibly and consciously. GC8. Interpersonal interaction skills.
Special competencies	SC1. Ability to operate with the categorical and conceptual apparatus of psychology SC3. The ability to understand the nature of behavior, activities, and actions. SC5. Ability to use valid and reliable psychodiagnostic tools. SC9. The ability to adhere to the norms of professional ethics and be guided by universal human values in professional activities.
Learning outcomes	PLO2 Understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks 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. PLO13 Interact, communicate, be understandable, and be tolerant of people with other cultural or gender-age differences. PLO18 Take effective measures to preserve health (one's own and those around them) and, if necessary, determine the content of a request for supervision.

	PLO19 Analyze the socio-psychological characteristics of a person and create a socio-psychological portrait of a person.
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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.
Content module 1. FamilyRelationships as a problem of psychology					
Topic 1	Psychology of family and marital relations, historical origins of the family.	2	1	6	
Topic 2	Marriage readiness issues	2	2	6	
Topic 3	Problems of a young family	2	1	6	
Topic 4	Marital conflicts	2	2	4	
Topic 5	Psychology of family upbringing	2	1	6	
Content module 2. Basics of family psychological counseling					
Topic 6	Diagnostic tools of a family psychologist	2	1	6	
Topic 7	Psychological counseling for the family	2	2	6	
Topic 8	Psychological counseling for the family	2	1	4	
Topic 9	Psychological correction of the family	2	2	6	
Topic 10	Family psychotherapy	2	1	6	Evaluation methods:oral control (oral survey, 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.
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 Psychology":

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 Psychology" 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	ECT8 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 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

For successful completion of the course "Family psychology» 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 psychology» 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:

1. Lefterov V. O., Tsilmak O. M. Psychology of family and marriage: tables, diagrams, comments. Lira Do, 2020. 266 p.
2. Fedorenko R. P. Family Psychology: a textbook / Volyn National University named after Lesia Ukrainka. 2nd ed., amended and supplemented. Lutsk: Vezha-Druk, 2021. 480 p.
3. Lefterov V. O., Ignatieva I. I., Tsurkan O. V. Sociology of conflict: a teaching and methodological manual (for students of the Faculty of Psychology, Political Science and Sociology of the National University of Ukraine "Olya"). Odesa: Phoenix, 2019. 32 p.
4. Hrytsyuk I.M. Methodological recommendations "Family Psychology" Lutsk: Volynska Printing House, 2022. – 54 p.
5. Lomakina O.V. Foreign experience in combating domestic violence and gender-based violence // Theory and practice of public administration and local self-government. 2020. No. 1. Access mode: http://nbuv.gov.ua/UJRN/Ttpdu_2020_1_20

Additional

1. Characteristics of psychology Families: textbook. University book. 2018, 282 p.
2. Tsilmakh 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.
3. 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)

4. 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>
5. Nerubasska A.O. System-parametric analysis of bifurcated personality: monograph. Odesa: Nazarchuk, 2020. 340 p.
6. 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
7. 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
8. Kuzan G., Gordienko N. Prevention of domestic violence in Ukraine: problems and prospects // Youth and the market. 2021. No. 3 (189). Pp. 128-133.