

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



***SYLLABUS OF THE ACADEMIC DISCIPLINE
«FUNDAMENTALS OF PSYCHOLOGICAL PRACTICE (PRACTICAL
PSYCHOLOGY)»***

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

MAUP 2025

General information about the academic discipline

Name of the academic discipline	Fundamentals of psychological practice (practical psychology)
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. Practical classes: 14 hours. Independent work: 56 hours.
Term of study of 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 department's website	

Course abstract.

This academic discipline is a professional one in the system of professional training of psychologists. The discipline is studied with the aim of forming the future professional competence of a practicing psychologist. The preparation of psychologists for practical work requires the purposeful formation of skills and abilities necessary for practical work.

Subject of study of the academic discipline: patterns, principles, methods and forms of professional activity of a practical psychologist aimed at psychological assistance to individuals, groups and communities in the process of their development, life activities and overcoming psychological difficulties.

Course objective: to ensure the professional competence of practical psychologists in the field of qualified provision of psychological assistance. In view of the stated goal, the discipline program includes a system for organizing the training of a practical psychologist at the following levels:

- worldview, which aims to form the professional consciousness of future psychologists. Ensures the assimilation of norms, patterns, rules of behavior, a stable system of values that corresponds to the professional etiquette of a practical psychologist;
- professional, which is aimed at mastering the necessary system of knowledge, technology of practical activity of the future psychologist, and the formation of his psychological culture;
- personal, the purpose of which is to form in the student professionally significant personal qualities, humanistic orientation, “dialogicity” as its central component, and the ability for professional identification.

Objectives of the academic discipline:is the formation of the personal “I” of a future specialist in the conditions of psychological practice.

Prerequisites for the academic discipline:The study of the academic discipline "Fundamentals of Psychological Practice (Practical Psychology)" is based on general educational knowledge of the professional cycle.

Postrequisites of the academic discipline:The acquired knowledge, skills and competencies within this discipline are the basis for mastering in the future such disciplines as Psychological Counseling, Psychodiagnostics, Age and Pedagogical Psychology, as well as for mastering the educational components: "Industrial and Pre-Diploma Practice", "Preparation and Defense of Qualification Thesis".

Software competencies:

General competencies	ZK1.Ability to apply knowledge in practical situations. ZK2.Knowledge and understanding of the subject area and understanding of professional activity. ZK6.Ability to make informed decisions. GC 7. Ability to generate new ideas (creativity). GC8. Interpersonal interaction skills. ZK19. Ability to work in a team.
Special competencies	SK 1. The ability to operate with the categorical and conceptual apparatus of psychology. SK 4. The ability to independently collect and critically process, analyze and summarize psychological information from various sources SK 10. Ability to adhere to professional ethics
Learning outcomes	PH1.Analyze and explain mental phenomena, identify psychological problems, and suggest ways to solve them. PH2.Understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks. PH5.Select and apply valid and reliable psychodiagnostic tools (tests, questionnaires, projective techniques, etc.) for psychological research and psychological assistance technologies. PH11.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. PH12.Develop and implement a program of psycho-prophylactic and educational activities, psychological assistance measures in the form of lectures, conversations, round tables, games, trainings, etc., in accordance with the requirements of the customer. PH15.Be responsible for professional self-improvement, training, and self-development. PH16.Know, understand and adhere to the ethical principles of professional activity of a psychologist. PH18.Take effective measures to preserve health (your own and those around you) and, if necessary, determine the content of the request for supervision.

Content of the academic discipline

No.	Topic name	Number of hours, of which:			Teaching methods/assessment methods
		Lectures	Practical classes	Independent work	
4th 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, 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.
Content module 1. Psychological practice as one of the types of work of a practical psychologist					
Topic 1	Peculiarities of psychological practice. Personality and activities of a practicing psychologist	2	1	6	
Topic 2	Areas of application of psychological practice	2	2	6	
Topic 3	Model of the activity of a practical psychologist.	2	1	6	
Topic 4	Organizational forms of activity of a practical psychologist	2	2	4	
Topic 5	Professional training and professional development of a practical psychologist.	2	1	6	
Content module 2. Main types of psychological practice					
Topic 6	The client's psychological problem, features of working with it	2	1	6	
Topic 7	Basic skills, abilities, and techniques in psychology and practice.	2	2	6	
Topic 8	Psychodiagnostics as the basis of a psychologist's practical activities	2	1	4	
Topic 9	Psychocorrection as a direction of activity of a practical psychologist	2	2	6	
Topic 10	Training activities of a practical psychologist. Supervision in psychological practice	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 "Research Methodology and Academic Integrity":

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.

Final semester assessment in the discipline "Fundamentals of Psychological Practice (Practical Psychology)" is a mandatory form of assessment of student learning outcomes. It is conducted within the timeframe 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

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 "Fundamentals of Psychological Practice (Practical 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 «Fundamentals of Psychological Practice (Practical 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. Babayan Yu. O., Shaposhnikova Yu. G. General Psychology. Workshop on the Study of Human Mental Cognitive Processes: A Teaching and Methodological Guide for Independent Work of Students. Mykolaiv, 2021. 204 p.
2. Dutkevych T.V. General Psychology. Theoretical Course. Kyiv: Center for Educational Literature, 2019. 388p.
3. Magdysyuk L. I. M 12 Fundamentals of psychological counseling: a textbook. / Lyudyla Ivanivna Magdysyuk, Raisa Petrovna Fedorenko. – Lutsk: Vezha-Druk, 2022. – 360 p.
4. Mitina S.V. Personality Psychology. – K.: Lira-K, 2020. 274p.
5. Moskalets V.P. Personality Psychology [text] textbook, 3rd ed., revised, supplemented. / V. P. Moskalets. – Kyiv: Lira-K Publishing House, 2020. – 364 p.
6. Turinina O. L. Methodology and methods of psychological research: teaching-methodological manual. O. L. Turinina. Kyiv: DP "Publishing house "Personal", 2018. 206 p.
7. Art Therapy. Innovative Psychological Technologies / edited by O. Tiunova. Issue 6. Kyiv–Lviv–Ternopil: EEATA, 2019. 224 p.
8. KalkaN., Kovalchuk Z. Art therapy workshop: teaching-methodical manual. Part 1. Lviv: Lviv State University of Visual and Performing Arts, 2020. 232 p.
9. Morozov O.M. Personality psychology: operational audiovisual diagnostics: teaching manual. – K.: 2019. – 328 p.
10. Polishchuk S. Methodological guide to psychodiagnostics.– Kyiv: University Book, 2019.- 442 p.
11. Rorschach G. Psychodiagnostics: Methodology and results of a diagnostic experiment to study perception. - Publishing house: Cogito-Center, Series: psychology, 2019. - 336 p.

Additional:

12. Bushueva T., Averyanova A. Cognitive style and properties of individual attention. Scientific journal of the NPU named after M. P. Dragomanov. Series 12. Psychological sciences. Issue 11(56). 2020.
13. Kuznetsov O., Platkovska O., Savchenko I. Psychological resources of personal self-development of the individual. – Bulletin of the KhNPU named after G.S. Skovoroda "Psychology", 2020, 318 p.
14. Palamarchuk O. Korotsinska Yu. Technologies for the development of emotional self-regulation in adolescents. Scientific Bulletin of Mukachevo State University. Mukachevo, 2020. Issue 1. Pp. 266–269.
15. Self-management: a textbook / G. Z. Leskiv, G. Ya. Levkiv, M. M. Blikhar, V. V. Gobela, O. P. Podra, G. V. Koval. Lviv: Lviv State University of Internal Affairs, 2021. 280 p.