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

SYLLABUS OF THE ACADEMIC DISCIPLINE «FUNDAMENTALS OF PSYCHOGENETICS»

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	Basics of psychogenetics
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	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. The course "Fundamentals of Psychogenetics" is aimed at forming in higher education students a holistic understanding of psychogenetics as an interdisciplinary branch of psychological science that studies the role of heredity and environment in the formation of human mental properties and behavior, as well as at developing theoretical and methodological readiness for the analysis of genetically determined individual differences. Within the framework of the discipline, the scientific and methodological foundations of psychogenetics, its place in the system of psychological knowledge and its connection with general, age, differential, clinical psychology, psychophysiology and biology are revealed. Considerable attention is paid to the study of genetic and environmental factors of mental development, mechanisms of hereditary predisposition of intelligence, temperament, personality traits, abilities and mental disorders, as well as methods of psychogenetic research, in particular twin, family and population approaches. The course is focused on the formation of the professional thinking of a future psychologist, the ability to integrate knowledge about biological and social determinants of the psyche with the psychological assessment of individual differences and to apply a psychogenetic approach in research, diagnostic, and practical activities, taking into account modern scientific and ethical standards.

Subject of study of the academic discipline:patterns of interaction between heredity and environment in the formation of human mental properties and behavior; genetic mechanisms of individual psychological differences; psychogenetic foundations of intelligence, temperament, personality and abilities; methods of psychogenetic research; features of interpreting the results of psychogenetic analysis in psychological practice.

Course objective: consists in forming in students a system of theoretical knowledge and practical ideas on psychogenetics, developing the ability to analyze the contribution of genetic and environmental factors to human mental development and behavior, as well as using psychogenetic

approaches in psychological research and professional activities in compliance with scientific and professional ethical standards.

Objectives of the academic discipline:

1. Introducing students to the theoretical and methodological foundations of psychogenetics.
2. Formation of ideas about genetic and environmental factors of mental development and behavior.
3. Development of skills in analyzing individual psychological differences from the perspective of a psychogenetic approach.
4. Mastering the skills of interpreting the results of psychogenetic research in the context of psychological practice.
5. Fostering a responsible and ethically balanced attitude towards the use of psychogenetic knowledge in the professional activities of a psychologist

Prerequisites of the academic discipline. The study of the course "Fundamentals of Psychogenetics" is based on the knowledge acquired by students during the study of the disciplines "general psychology", "age psychology", "psychophysiology", "personality psychology", "differential psychology", "fundamentals of clinical psychology", which provide an understanding of mental processes, individual differences and the biological foundations of the psyche.

Postrequisites of the academic discipline. The knowledge and theoretical concepts formed within the course are the basis for further study of clinical, neuropsychological, medical and differential psychology, as well as for research and practical activities in the field of psychological counseling, psychodiagnostics, psychological prevention and correctional work. The course contributes to increasing the level of professional competence of future psychologists and the formation of a scientifically sound approach to understanding the nature of mental individual differences.

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. ZK4.The ability to learn and master modern knowledge. ZK8.Interpersonal skills.
Special competencies	SK1. Ability to operate with the categorical and conceptual apparatus of psychology SK2. Ability to retrospectively analyze domestic and foreign experience in understanding the nature of the emergence, functioning, and development of mental phenomena. SK7. Ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations. SK8. Ability to organize and provide psychological assistance (individual and group). SK9.Ability to carry out educational and psycho-prophylactic work activity according to request. SK10.Ability to adhere to professional ethics.
Learning outcomes	PR4 Justify one's own position, draw independent conclusions based on the results of one's own research and analysis of literary sources. PR7 Reflect on and critically evaluate the reliability of the results of psychological research, formulate reasoned conclusions. PR11 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. PR15 Be responsible for professional self-improvement, training and self-development

	PR18 Take effective measures to preserve health (one's own and those around them) and, if necessary, determine the content of a request for supervision. PR 20 Present and justify determinism and hypotheses regarding the emergence and development of socio-psychological phenomena.

Content of the academic discipline

No.	Topic name	Number of hours, of which:			
		Lectures	Practical classes	Independent work	Teaching methods/assessment methods
1 semester **Content module 1. Psychogenetics as a science.**					
Topic 1	The development of psychogenetics in world science.	2	1	6	Teaching methods: lecture-explanatory, problem-oriented, discussion methods with the involvement of historical examples and analysis of key scientific concepts. Discussion of the stages of the formation of psychogenetics and the contribution of leading scientists. Evaluation methods: oral interview, test control, writing short analytical essays.
Topic 2	Fundamentals of classical genetics. Chromosomal theory of heredity.	2	2	6	Teaching methods: explanatory and illustrative methods, solving problems on heredity and using schemes and models. Combination of theoretical classes with practical exercises. Evaluation methods: written tests, testing, testing the ability to apply genetic laws in practice.
Topic 3	Deviations from Mendelian patterns.	2	1	6	Teaching methods: analysis of problem situations, comparison of classic and atypical cases of inheritance, independent work with educational materials. Methods of example analysis and group discussions. Evaluation methods: problem solving, thematic tests, ongoing control.
Topic 4	Molecular basis of heredity.	2	2	4	Teaching methods: explanatory and analytical methods, multimedia demonstrations, work with scientific diagrams. Formation of a holistic view of the

					structure and functions of genetic material. Evaluation methods: testing, written assignments, checking mastery of key concepts.
Topic 5	Psychogenetic studies of intelligence.	2	1	6	Teaching methods: combination of theoretical presentation with analysis of empirical research and statistical data. Case methods, discussions, practical exercises on interpretation of results. Evaluation methods: preparation of essays, individual assignments, oral defense of conclusions.
Content module 2. Methods of psychogenetic research					
Topic 6	Genealogical and twin methods	2	1	6	Teaching methods: combination of theoretical presentation with analysis of empirical research and statistical data. Case methods, discussions, practical exercises on interpretation of results. Evaluation methods: preparation of essays, individual assignments, oral defense of conclusions.
Topic 7	The foster children method.	2	2	6	Teaching methods: research approach, analysis of scientific publications, comparison of different methodological approaches. Ethical aspects of psychogenetic research. Evaluation methods: written analytical papers, testing, participation in seminar discussions.
Topic 8	Psychogenetic studies of temperament.	2	1	4	Teaching methods: Lectures, analysis of psychological test results, discussion of individual differences. Interactive methods, independent work of students. Evaluation methods: test control, practical tasks, analysis of specific cases.
Topic 9	Psychogenetic study of motor functions.	2	2	6	Teaching methods: combining theoretical explanations with practical examples, analysis of experimental data. Methods of observation, comparative analysis and interpretation of results. Evaluation methods: written reports, individual assignments, ongoing knowledge control.

Topic 10	Psychogenetics of asocial deviant behavior. Psychogenetics of human self-control disorders and mental disorders.	2	1	6	Teaching methods: problem-based discussion methods, analysis of scientific research, social cases. Interaction of biological and social factors, interdisciplinary approach, analysis of clinical examples and modern research. Lecture, problem-based, seminar methods. Evaluation methods: writing analytical papers, participating in discussions, testing, results of complex written papers, oral analysis of scientific materials.
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 "Fundamentals of Psychogenetics":

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 “good” (B) grade 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 "Fundamentals of Psychogenetics" 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.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 passed 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 "Fundamentals of Psychogenetics", the student must:

– regularly attend lectures and practical classes;

– to work systematically, systematically and actively in lectures and practical classes;

– to 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 "Fundamentals of Psychogenetics" 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 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. Boyka O.A. Psychogenetics: lecture notes for applicants for bachelor's degrees of higher education of all specialties. Zaporizhzhia: Zaporizhzhia National University, 2024. 155 p.
2. Tatyanchikov A. O. Fundamentals of psychosomatics and psychogenetics: educational and methodological recommendations (to help with independent work for higher education graduates of the master's degree of the faculty of psychology, political science and sociology) / A. O. Tatyanchikov; Department of Psychology, National University "Odesa Law Academy". Odesa: Phoenix, 2020. 38 p.
3. Tkachuk S. V. Psychosomatic disorders: diagnostics and therapy. Lviv: Svit, 2020.

Additional:

4. Current problems of personality development psychology: materials of the International Scientific and Practical Conference (May 12-15, 2023). Kyiv: Mykhailo Dragomanov Ukrainian State University, 2023. 133 p.
5. Fundamentals of psychogenetics: methodological recommendations for conducting seminar classes and performing independent and individual work for applicants for the second (master's) level of higher education in the specialty 053 "Psychology" OS Master / I.I. Shtykh. Mukachevo: Moscow State University, 2021. 40 p.
6. Charkina O.A. Teaching and methodological manual for the course “Psychology of Abnormal Development and Fundamentals of Psychogenetics” for 4th year (8th semester) bachelor's students of specialty 053 “Psychology”. Kryvyi Rih: Publishing House of the Kyiv Polytechnic University, 2021. 70 p.

Internet information resources

7. www.nbuv.gov.ua– Vernadsky National Library of Ukraine.
8. http://upsihologa.com.ua/ – portal of professional psychologists of Ukraine “At the psychologist”
9. Library of psychological literature:http://psylib.kiev.ua
10. Ukrainian electronic library of textbooks. URL:http://pidruchniki.com.ua/
11. Psychological tests. URL:// https://www.healthyplace.com/psychological-tests