

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



SYLLABUS
of the academic discipline
«*FUNDAMENTALS OF PSYCHOTHERAPY*»

Speciality:	C4 Psychology
Educational level:	Second (master's) level
Study program:	Psychology

General information about the academic discipline

Name of the academic discipline	fundamentals of psychotherapy
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	4 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 website of the department / institute / academy	

Course Abstract

Place in the structural and logical framework of the specialty. The academic discipline “Fundamentals of Psychotherapy” is a component of the professional training cycle for Bachelor’s degree students majoring **in** Practical Psychology and is essential for the study of other disciplines within the educational program “Psychology.”

The subject of the course comprises the theoretical foundations and practical approaches of psychotherapeutic intervention aimed at providing psychological assistance to individuals in overcoming emotional, behavioral, and interpersonal difficulties, as well as restoring and maintaining mental health and psychological well-being.

Within the discipline, the following topics are studied:

- basic concepts, principles, and categories of psychotherapy;
- the psychotherapeutic process, its structure, stages, and regularities;
- leading approaches, schools, and methods of psychotherapy;
- mechanisms of psychotherapeutic influence on personality;
- features of the therapist–client interaction and the formation of a therapeutic alliance;
- ethical and professional foundations of psychotherapeutic practice;
- basic skills of psychotherapeutic communication and professional self-regulation.

The course “Fundamentals of Psychotherapy” is aimed at forming a holistic understanding of psychotherapy as a type of professional psychological activity and preparing students for further mastery of practical psychotherapeutic methods.

Course aim:
The aim of the course is to familiarize students with the main contemporary approaches to psychotherapy, core concepts, features of counseling and psychotherapeutic processes, psychotechnics of various psychotherapeutic methods, stages of psychotherapy, and elements of practical psychotherapeutic work.

- Course objectives:**
1. To form a system of psychotherapeutic knowledge;
 2. To develop practical skills and competencies;
 3. To foster awareness of the advantages of various psychotherapeutic methods aimed at restoring psychological well-being.

Prerequisites:
While studying the discipline “Fundamentals of Psychotherapy,” students rely on knowledge acquired primarily through courses such as Clinical Psychology, Personal Growth Training, Fundamentals of Psychological Counseling, Psychocorrection, Social Psychology, Introduction to the Psychology Profession, and other related psychological disciplines.

Post-requisites:
The knowledge, skills, and competencies acquired within this course provide a foundation for conducting and presenting research during the educational process and, in particular, for mastering educational components such as Industrial and Pre-Diploma Practice and Preparation and Defense of the Qualification Thesis.

Program competencies and learning outcomes:

General Competencies (GC)	GC1. Ability to apply knowledge in practical situations. GC2. Knowledge and understanding of the subject area and understanding of professional activity. GC6. Ability to make informed decisions. GC7. Ability to generate new ideas (creativity). GC8. Interpersonal interaction skills.
Specific (Professional) Competencies (SC)	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. SC8: Ability to organize and provide psychological assistance (individual and group). SC9. Ability to carry out educational and psychoprophylactic activities in accordance with the request. SC10. Ability to comply with professional ethics.
Program learning outcomes	
Program outcomes	PLO 1 Analyze and explain mental phenomena, identify

	<p>psychological problems and propose ways to solve them.</p> <p>PLO2 Understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks.</p> <p>PLO3 Search for information from various sources, including using information and communication technologies, to solve professional problems.</p> <p>PLO4 Justify own position, draw independent conclusions based on the results of their own research and analysis of literary sources.</p> <p>PLO5 Choose and apply valid and reliable psychodiagnostics tools (tests, questionnaires, projective techniques, etc.) for psychological research and psychological assistance technologies.</p> <p>PLO6 Formulate the purpose, objectives of the study, have the skills to collect primary material, follow the research procedure.</p> <p>PLO7 Reflect and critically evaluate the reliability of the results of psychological research, formulate reasoned conclusions.</p> <p>PLO9 Propose own ways of solving psychological problems and tasks in the course of professional activity, make and justify own decisions on their solution.</p> <p>PLO11 Draw up and implement a plan of the counselling process, taking into account the specifics of the request and individual characteristics of the client, ensure the effectiveness of their own actions.</p> <p>PLO13 Interact, communicate, be understood, and be tolerant of people with different cultural or gender-age differences.</p> <p>PLO15 Take a responsible attitude to professional self-improvement, training and self-development</p> <p>PLO16 To know, understand and adhere to the ethical principles of professional activity of a psychologist.</p> <p>PLO17 Demonstrate socially responsible and conscious behavior, follow humanistic and democratic values in professional and social activities.</p> <p>PLO18 Take effective measures to preserve health (own and others) and, if necessary, determine the content of the request for supervision.</p> <p>PLO 19 Analyze the social and psychological characteristics of a person and make a social and psychological portrait of a person.</p>
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Content of the academic discipline (full-time education)

No.	Topic name	Number of hours, of which:			
		Lectures	Seminar classes.	Independent work	Teaching methods/assessment methods
Semester 4 Content module 1. Subject matter, objectives, historical					Teaching methods:verbal

development, and regulatory framework of psychotherapy					(teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (discussions, 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 1.	Psychotherapy as a form of psychological assistance and a professional activity of a psychologist	2	1	6	
Topic 2.	Strategy and content of the psychotherapeutic process	2	2	6	
Topic 3.	Psychotherapeutic interaction and issues of the therapist–client relationship in crisis sociocultural conditions	2	1	6	
Topic 4.	Ethical foundations and principles of psychotherapeutic practice	2	2	4	
Topic 5.	Models of psychotherapeutic assistance and mechanisms of psychotherapy	2	1	6	
Content module 2. Main approaches in psychotherapy					Evaluation methods: 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.
Topic 6.	The psychodynamic approach to psychotherapy. Psychoanalytic Technique. Analytical psychology and psychotherapy of C. G. Jung	2	1	6	
Topic 7.	Humanistic psychoanalysis of E. Fromm. cognitive-behavioral approach to psychotherapy. client-centered therapy of C. Rogers	2	2	6	
Topic 8.	Individual psychology and psychotherapy of A. Adler. Existential-humanistic approach to psychotherapy. Logotherapy	2	1	4	
Topic 9.	Character analysis of K. Horney. interpersonal psychotherapy of H. Sullivan. transactional analysis. Gestalt therapy	2	2	6	
Topic 10.	Existential psychotherapy. Suggestive psychotherapy	2	1	6	
Modular test					
	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.

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:6

- 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		
											Module test	Credit	Total points
	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	3	3	3	3	3	3	3	3	3	3			

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 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 "fundamentals of psychotherapy ", 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 "fundamentals of psychotherapy " 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. Hordiienko-Mytrofanova, I., & Hohol, D. (2022). Positive Psychotherapy. A Study Guide on Psychotherapeutic Practices for Developing Mindful Stress Resilience. Kyiv: NGO "MNG". 221 p.
2. Horbunova, V. V., Karachevskyi, A. B., & Klymchuk, V. O. (2022). Cognitive-Behavioral Therapy for Reducing Alcohol Use among Patients Receiving Opioid Substitution Therapy. Kyiv: Public Health Center; FOP Kolesnyk S. M. 99 p.
3. Kornbichler, T. (2024). Nossrat Peseschkian. East–West: Positive Psychotherapy in the Dialogue of Cultures (with M. Peseschkian & H. Peseschkian). 2nd revised ed. Poltava: Astraya. 197 p.
4. Koshova, I. V., & Lytovchenko, N. F. (2022). Psychotherapy: A Teaching and Methodological Guide. Nizhyn: Nizhyn Mykola Gogol State University. 113 p.
5. Lushyn, P. V. (Ed.) (2023). The Space of Art Therapy: Collection of Scientific Papers. Kyiv: Art Therapy Association; FOP Nazarenko T. V. Issue 2 (34). 124 p.
6. Kisarchuk, Z. H. (Ed.) (2020). Technologies of Psychotherapeutic Assistance to Survivors in Overcoming Post-Traumatic Stress Disorder: A Monograph. Kyiv: Slovo Publishing House. 178 p.
7. Tytarenko, T. M. (2024). My Future Depends on Me: Practices of Healthy Living in Wartime and Post-War Conditions. Kropyvnytskyi: Imex-LTD. 130 p.
8. Tsarenko, L. H. (2023). EMDR. Emergency Psychological Assistance: Methodological Guidelines. Kyiv: G. S. Kostyuk Institute of Psychology, NAES of Ukraine. 106 p.
9. Yatsyna, O. F. (2021). Fundamentals of Psychotherapy: A Practical Workbook. Uzhhorod. 80 p.

Additional Reading

1. Vasiutynskyi, V. (2022). Guilty or Innocent? The Sense of Guilt in the Collective Consciousness of Ukrainians. Kropyvnytskyi: Imex-LTD. 177 p.
2. Chorna, L. H. (Ed.) (2021). Group Resources for Overcoming the Consequences of Negative Social Phenomena. Kropyvnytskyi: Imex-LTD. 98 p.
3. Zhovtianska, V. V. (2020). Psychology of Representations of Reality. Kyiv: Talkom. 376 p.
4. Zlyvkov, V. L., Lukomska, S. O., & Fedan, O. V. (2016). Personality Psychodiagnostics in Crisis Life Situations. Kyiv: Pedahohichna Dumka. 219 p.
5. Kokun, O. M., Pishko, I. O., Lozinska, N. S., et al. (2023). Psychological Assistance to Military Personnel, Veterans, and Their Families Provided by Civilian Psychologists. Kyiv: 7BC. 175 p.
6. Klymchuk, V. O. (2021). Psychology of Post-Traumatic Growth. Kropyvnytskyi: Imex-LTD. 158 p.
7. Malkhazov, O. R. (2022). Development of Emotional Resilience in Individuals Experiencing Traumatic Events. Kropyvnytskyi: Imex-LTD. 215 p.
8. Tsyhanenko, H. (Ed.) (2019). We Survived: Recovery Techniques for Military Families, Civilians, and Children. Dnipro: Seredniak T. K. 96 p.
9. Myronchak, K. V. (2020). Encountering Death: Ways of Organizing Life Experience. Kropyvnytskyi: Imex-LTD. 136 p.
10. Chunikhina, S. L. (Ed.) (2022). Suicide (Bullicide) Postvention: Working with Educational Communities. Kropyvnytskyi: Imex-LTD. 76 p.
11. Sushyi, O. (Ed.) (2023). Psychological Support for Forecasting Social Processes. Kropyvnytskyi: Imex-LTD. 171 p.
12. Rastrosta, H. B. (Ed.) (2018). Psychological Assistance to Children in Traumatic Situations. Sumy. 64 p.

13. Smith, P., Dyregrov, A., & Yule, W. (2014). *Children and War: Teaching Recovery Techniques*. Ukrainian edition. 96 p.
14. Tatenko, V. O. (2023). *Collective Intuition in Forecasting Social Phenomena*. Kropyvnytskyi: Imex-LTD. 100 p.
15. Khlivna, O. M. (2022). *Psychology of Embodiment*. Lutsk: Vezha-Druk. 192 p.
16. Chunikhina, S., Baz, L., & Chernysh, L. (2024). *The State of Public Consciousness in Ukraine during the Full-Scale Russian Invasion*. Kropyvnytskyi: Imex-LTD. 92 p.
17. Tsyhanenko, H., Piasta, R., & Didyk, N. (2018). *To Love, Live, and Wait: A Guide for Families of Military Personnel*. Lviv: Koleso. 144 p.
18. Shebanova, V. I. (2017). *Counseling and Therapy Practices in Crisis Situations*. Kherson. 136 p.
19. Brems, C., & Rasmussen, C. (2019). *Child Psychotherapy and Counseling*. Long Grove: Waveland Press. 434 p.
20. Malieiev, D. V., et al. (2024). Psychological Features of the Rehabilitation of Persons in Post-COVID-19 Condition. *Georgian Medical News*, 3(348), 110–115.
21. Malieiev, D. V., et al. (2024). Psychotherapeutic Features of Persons with Multiple Sclerosis and Hepatocerebral Degeneration. *Georgian Medical News*, 6(351), 146–151.