

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



***SYLLABUS OF THE ACADEMIC DISCIPLINE
" PSYCHOLOGY OF SOMATIC PATIENTS "***

Specialty: **C4 Psychology**

Educational level: **first (bachelor's) level**

Educational
program: **Psychology**

General information about the academic discipline

Name of the academic discipline	Psychology of Somatic Patients
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: 14 hours Seminar classes: 20 hours Independent work of students: 56 hours
Terms of studying 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 website of the department / institute / academy	

Course Annotation. The academic discipline “Psychology of Somatic Patients” is aimed at studying the psychological patterns of experiencing somatic illnesses and their impact on personality, emotional state, behavior, and social functioning. The course reveals the interrelationship between mental and somatic processes and examines the role of psychological factors in the onset, course, and coping with somatic diseases.

Within the discipline, psychological reactions to illness (anxiety, fear, depression, denial, acceptance), types of attitudes toward disease, characteristics of the patient’s self-image, changes in self-esteem, and value systems are explored. Special attention is paid to the psychological aspects of chronic and severe somatic diseases, psychosomatic disorders, pain syndrome, treatment compliance, and patient–medical staff interaction.

The discipline provides students with knowledge and practical skills in psychological assessment of somatically ill patients, psychological support, psychocorrective and psychotherapeutic assistance for patients and their family members. The course is an essential component of professional training for future psychologists working in medical, rehabilitation, and counseling settings.

Subject of the Course

The subject of the course “Psychology of Somatic Patients” includes the psychological patterns of the influence of mental processes on physiological functions, as well as the impact of

somatic disorders on the human psyche; differential diagnosis of psychosomatic disorders; and strategies of psychological assistance for individuals with psychosomatic and somatopsychic disorders.

Course Aim

The aim of the course is to expand theoretical understanding of theories and models of psychosomatic disorder development; deepen comprehension of psychological characteristics of individuals with somatic disorders; and develop practical skills in psychodiagnostics and psychotherapy of psychosomatic conditions.

Course Objectives

- 1. studying psychological characteristics of individuals with psychosomatic disorders;
- 2. mastering skills of psychodiagnostics of psychosomatic disorders;
- 3. familiarization with the specifics of psychocorrection of psychosomatic and somatopsychic disorders.

Prerequisites

The course “Psychology of Somatic Patients” deepens students’ theoretical knowledge and practical skills in such fields as Modern Clinical Psychology, Psychodiagnostics and Psychocorrection, Rehabilitation Psychology, and others. It also develops competencies for psychoeducational and preventive psychological activities in educational institutions and healthcare facilities.

Postrequisites

The knowledge, skills, and practical competencies acquired through studying “Psychology of Somatic Patients” form the basis for mastering the following courses and types of professional training:

- 1. Fundamentals of Psychotherapy (application of psychotherapeutic approaches in work with somatic and psychosomatic patients);
- 2. Psychological Counseling (providing psychological assistance to individuals with somatic diseases and their families);
- 3. Clinical Psychology (in-depth analysis of psychological aspects of somatic and psychosomatic disorders);
- 4. Health Psychology (formation of health-preserving behavior and improvement of patients’ quality of life);
- 5. Psychology of Crisis States and Trauma (working with psychological reactions to severe illness, loss of health, and disability);
- 6. Psychorehabilitation (psychological support during recovery and adaptation after illness);
- 7. Professional Practice (educational and industrial) in medical and rehabilitation institutions;
- 8. Qualification Thesis (Bachelor’s / Master’s) related to the psychology of somatic patients.

Completion of the course ensures future psychologists’ readiness for interdisciplinary cooperation and effective professional activity in the fields of medical and clinical psychology.

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,

	<p>functioning and development of mental phenomena.</p> <p>SC3. Ability to understand the nature of behavior, activity and actions.</p> <p>SC4. Ability to independently collect and critically process, analyze and summarize psychological information from various sources.</p> <p>GC5. Ability to use valid and reliable psychodiagnostics tools.</p> <p>GC6. Ability to independently plan, organize and conduct psychological research.</p> <p>SC7. Ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations.</p> <p>SC8: Ability to organize and provide psychological assistance (individual and group).</p> <p>SC9. Ability to carry out educational and psychoprophylactic activities in accordance with the request.</p> <p>SC10. Ability to comply with professional ethics</p>
Program learning outcomes	
Program outcomes	<p>PLO 1 Analyze and explain mental phenomena, identify 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,</p>

	<p>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:			Teaching methods/assessment methods
		Lectures	Seminar classes.	Independent work	
Semester 7					Teaching methods:verbal (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. Evaluation methods:oral control (oral survey,
Content Module 1. Subject and Main Theoretical Provisions					
Topic 1.	Subject of the field and history of its formation. Main research directions	1	2	6	
Topic 2.	Psychodiagnostic assessment of somatically ill patients: principles, approaches, and main methods	2	2	6	
Topic 3.	The role and place of clinical psychology in preventive medicine Psychological factors in the formation of a healthy lifestyle in the population	1	2	6	
Topic 4.	Principles, stages, and organization of preventive measures. Psychohygiene and psychoprophylaxis	2	2	4	
Topic 5.	The problem of psychological risk and anti-risk factors in the development of somatic diseases	1	2	6	
Content Module 2. Psychological Characteristics of Somatically Ill Patients. Psychological Assistance					
Topic 6.	Psychosomatic and somatopsychic disorders. The problem of chronic pain	1	2	6	
Topic 7.	The impact of chronic illness on personality. Personality and illness.The internal picture of illness .Specific features of the internal picture of illness in various somatic diseases	2	2	6	
Topic 8.	Psychological characteristics of patients with major psychosomatic disorders	1	2	4	

Topic 9.	Alexithymia: concept, theoretical approaches, research methods, alexithymia in different groups of somatically ill patients. Psychology of the therapeutic process. The “doctor–patient” relationship	2	2	6	assessment of participation in discussions, other interactive learning methods); written control (control, independent work);
Topic 10.	The impact of extreme events on somatopsychic health. Psychocorrective work with somatically ill patients: principles, main directions, tasks, and techniques	1	2	6	test control (closed-form tests: test-alternative, test-compliance); method of self-control and self-assessment; evaluation of case tasks.
Modular test					
	Total:	14	20	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:

- 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 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 module test in the academic discipline " Psychology of Somatic Patients ":

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 " Psychology of Somatic Patients " 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. 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 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
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Course policy.

To successfully complete the course " Psychology of Somatic Patients ", 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 " Psychology of Somatic Patients " 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-Mytrafanova, I., & Hohol, D. (2022). *Positive Psychotherapy. A Study Guide on Psychotherapeutic Practices for the Development of Conscious 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 in Patients of Opioid Substitution Maintenance Therapy: A Guide*. Public Health Center. Kyiv: FOP Kolesnyk S. M. 99 p.
3. Kornbichler, T. *Nossrat Peseschkian. East–West: Positive Psychotherapy in the Dialogue of Cultures*, with the participation of M. Peseschkian and H. Peseschkian. Translated from German, 2nd revised ed. Poltava: Astraya, 2024. 197 p.
4. Koshova, I. V., & Lytovchenko, N. F. (2022). *Psychotherapy: Educational and Methodological Guide*. Nizhyn: Nizhyn Mykola Gogol State University. 113 p.
5. Sereda, I. V. (2022). *Fundamentals of Psychosomatics: An Educational and Methodological Guide for Independent Student Work in a Blended Learning Format*. Mykolaiv: Publisher Rumiantseva H. V. 156 p.
6. *Technologies of Psychotherapeutic Assistance to Victims in Overcoming Manifestations of Post-Traumatic Stress Disorder: A Monograph*, edited by Z. H. Kisarchuk. Kyiv: Slovo Publishing House, 2020. 178 p.
7. Tytarenko, T. M. (2024). *My Future Depends on Me: Practices of a Healthy Present in Wartime and Post-War Conditions*. Monograph. National Academy of Educational Sciences of Ukraine, Institute of Social and Political Psychology. Kropyvnytskyi: Imex-LTD. 130 p.
8. Tsarenko, L. H. (2023). *EMDR. Emergency Assistance: Methodological Recommendations*, edited by N. V. Prorok. Kyiv: H. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine. 106 p.
9. Yatsyna, O. F. (2021). *Fundamentals of Psychotherapy: A Practicum. Educational and Methodological Guide*. Uzhhorod. 80 p.

Additional sources

1. Bulakh, A. I. (2023). *Resource Components of Personality at Different Stages of Formation of the Internal Picture of Illness*.
2. Herman, J. (2019). *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*. Lviv: The Old Lion Publishing House. 424 p.
3. Pfeifer, S. (2018). *Psychosomatics: How We Can Understand the Language of the Body*.

4. NICE Protocol for the Diagnosis and Therapy of PTSD. URL: <http://ipz.org.ua/index.php/vydavnytstvo/94-knyhy-3/190-protokoly-z-diahnostyky-ta-terapii-ptsr-nice-2>

5. Khaustova, O. O. (2017). *Modern Concepts of Psychosomatic Medicine. Mental Health*, No. 4 (53), pp. 5–11.