

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



SYLLABUS OF THE ACADEMIC DISCIPLINE
"SUPERVISION IN PSYCHOLOGICAL PRACTICE"

Specialty: **C4 Psychology**

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

Educational program: **Psychology**

General information about the academic discipline

Name of the academic discipline	Supervision in psychological practice
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.
Terms of studying the discipline	
Language of instruction	Ukrainian
Type of final control	credit

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	
Department phone number	
Teacher's portfolio on the website of the department/Institute/Academies	

Course abstract. The academic discipline "Supervision in Psychological Practice" is aimed at familiarizing students with scientific approaches, concepts and principles of supervision as an important component of the professional development of a psychologist. The course reveals the mechanisms and conditions for the formation of supervisory processes, and also emphasizes the role of supervision in increasing the competence of consulting psychologists and therapists.

The subject of study of the academic discipline are theoretical and practical aspects of supervision in psychological practice, including the main functions of supervision (formative, tonic and normative), ethical principles of the supervisor's work, methods of assessing and improving the professional competence of psychologists, as well as the organization of interaction between the supervisor and therapists or consultants in the process of providing psychological assistance. The course is aimed at developing in students the skills to plan, conduct and evaluate supervision sessions, reflect on their own activities and support the professional development of colleagues.

The aim of the course: To provide students with in-depth knowledge of supervision in psychological practice, its psychological content, mechanisms and conditions for effective functioning, to develop in students the ability to plan, organize and conduct supervision sessions, critically evaluate their own and others' practical activities, to form professional skills of self-regulation, reflection, and psychological resource management, as well as to increase understanding of the ethical standards of a supervisor's work and the importance of supervision for the development of a competent psychologist-consultant, psychologist-therapist and a team of specialists in various areas of psychological practice.

Objectives of the academic discipline:

- Deepening students' general theoretical training for working with clients and patients
- Introducing students to responsibility for the process of counseling and psychotherapy, increasing their level of professional therapeutic activity
- Preparing students to understand the functions of supervision: formative, tonic and normative
- Developing skills in understanding clients and the ability to reflect on one's own professional activities
- Development of skills to analyze the professional activities of colleagues and evaluate the quality of psychological assistance provided
- Learning methods for planning and conducting supervision meetings individually and in a group
- Developing ethical decision-making skills in supervisory practice
- Developing the ability to provide constructive feedback and support the professional development of colleagues
- Mastering self-assessment methods and increasing one's own psychological competence
- Improving teamwork and interpersonal skills in a professional environment

Prerequisites of the academic discipline. The mastery of the discipline is based on the knowledge gained during the study of psychology, clinical psychology, counseling psychology, psychotherapy, ethical foundations of psychological practice and methods of psychological research. This knowledge is necessary for understanding the mechanisms of the supervision process, its functions and effective application in the professional activities of a psychologist.

Software competencies

General competencies	GC1 Ability to apply knowledge in practical situations GC4 Ability to learn and master modern knowledge GC5 Ability to be critical and self-critical GC8 Interpersonal skills GC9 Ability to work in a team
Special competencies	SK1 Ability to operate with the categorical and conceptual apparatus of psychology SK4 Ability to independently collect, analyze and generalize psychological information SK6 Ability to plan, organize and conduct

	psychological researchSK8 Ability to organize and provide psychological assistanceSK10 Ability to adhere to the norms of professional ethicsSK11 Ability to personal and professional self-improvement
Learning outcomes	PH1 Analyze and explain mental phenomena, identify psychological problems PH4 Justify one's own position and draw independent conclusions PH7 Reflect on and critically evaluate the results of psychological research PH11 Develop and implement a plan for the consultative process PH12 Develop and implement programs of psycho-prophylactic and educational actions PH13 Interact and be tolerant of different people PH15 Be responsible for professional self-improvement

Content of the academic discipline

No.	Topic name	Number of hours, of which:			
		Lectures	Seminar classes.	Independent work	Teaching methods/assessment methods
1 semester Content module 1.					
Topic 1.	Unit 1. Introduction to Supervision Reading: What is supervision in psychology? Listening: The role of supervision in professional development Speaking: Explaining supervision to a colleague Why supervision is crucial in psychological practice Vocabulary: Supervision, supervisee, reflective practice, feedback Language work: Present simple vs. present continuous for describing processes	2	2	4	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-research; research; interactive methods (discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; practicing skills; working out discussion questions); modeling of professional
Topic 2.	Unit 2. Functions of Supervision Reading: Formative, normative, and supportive functions Listening: How supervisors support their supervisees Speaking: Describing different supervision functions Why understanding supervision functions improves therapy outcomes Vocabulary: Formative, normative, supportive, ethical boundaries Language work: Modal verbs for advice and obligation	2	1	4	
Topic 3.	Unit 3. Ethical Principles in Supervision Reading: Ethical dilemmas in supervision Listening: Supervision and ethical decision-making Speaking: Discussing ethical cases Why ethics are central to supervision Vocabulary: Confidentiality, professional responsibility, ethical codes Language work: Conditionals for hypothetical situations	2	2	6	

Topic 4.	Unit 5. Case Analysis and Reflection Reading: Case study method in supervision Listening: Discussing cases in supervision sessions Speaking: Presenting a case to a supervisor Why reflective practice improves clinical skills Vocabulary: Case analysis, reflection, supervisee notes Language work: Past tense for narrating cases	1	1	6	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 (control, independent work); test control (closed-form tests: test-alternative, test-compliance); method of self-control and self-assessment; evaluation of case tasks.
Content module 2.					
Topic 5.	Unit 5. Case Analysis and Reflection Reading: Case study method in supervision Listening: Discussing cases in supervision sessions Speaking: Presenting a case to a supervisor Why reflective practice improves clinical skills Vocabulary: Case analysis, reflection, supervisee notes Language work: Past tense for narrating cases	3	2	6	
Topic 6.	Unit 6. Group and Peer Supervision Reading: Benefits of group supervision Listening: Peer supervision experiences Speaking: Comparing individual vs. group supervision Why group supervision supports professional development Vocabulary: Peer supervision, co-supervision, collaboration Language work: Comparatives and superlatives	2	1	6	
Topic 7.	Unit 7. Self-Supervision and Professional Growth Reading: Reflective journals and self-assessment Listening: How psychologists monitor their own practice Speaking: Planning your self-supervision routine Why self-supervision strengthens competence Vocabulary: Self-reflection,	2	2	6	

	journaling, personal development planLanguage work: Gerunds and infinitives				
Topic 8.	Unit 8. Supervisory Relationship Reading: Building trust between supervisor and superviseeListening: Effective communication in supervisionSpeaking: Role-play supervisory sessionsWhy a strong supervisory relationship is keyVocabulary: Rapport, empathy, professional boundariesLanguage work: Question forms for interviews	3	1	6	
Topic 9.	Unit 9. Managing Difficult Supervision Situations Reading: Conflict resolution in supervisionListening: Dealing with challenging superviseesSpeaking: Discussing conflict scenariosWhy managing challenges is part of a supervisor's skillsetVocabulary: Conflict, resolution, constructive criticismLanguage work: Passive voice for professional reporting	1	2	6	
Content module 3.					
Topic 10.	Unit 10. Supervision in Different Psychological Settings Reading: Clinical, counseling, and educational supervisionListening: Supervising in different contextsSpeaking: Comparing settings and approachesWhy context shapes supervision methodsVocabulary: Clinical supervision, counseling supervision, school psychologyLanguage work: Linking words for comparison	2	1	6	
Modular test work					
	Total:	20	14	56	
Form of control: credit					

The content of the student's independent work in the academic discipline includes preparation for classroom lessons by studying basic and additional literature, periodicals, Internet sources, performing practical tasks (writing essays, analyzing problem situations, preparing the results of one's own research for presentations at conferences, participating in scientific paper competitions, preparing and publishing scientific articles, theses, etc.) during the semester; independent study of individual topics of the academic discipline; preparation of reports and presentations on the topic of practical lessons; translation of foreign texts of established volumes; performance of individual tasks; preparation for all types of control, including modular control works and final certification; preparation of documents, other types of activities used in the Academy, Institute and Department.

The content of the student's independent work is determined by the work program of the academic discipline of a specific academic discipline, methodological recommendations, tasks and recommendations of the teacher.

Technical equipment and/or software. The educational process uses classrooms, a library, an interactive whiteboard, 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 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;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of monographic literature;
- written assignments (tests, quizzes, creative works, essays, etc.);
- preparation of theses, abstracts of educational or scientific texts;
- independent study of topics.

Evaluation system and requirements.

Table of distribution of points received by higher education applicants

1st semester

	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	Topic 11	Topic 12	Topic 13	20	20	100
Work in a seminar class	3	3	3	3	3	3	3	3	3	3	3	3	3			
Independent work	3	3	3	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".

The modular test for the academic discipline "Foreign Language in Professional Activity" is conducted 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:

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 assessment is carried out in the form of an exam. A student who has completed all the required learning tasks specified in the curriculum is allowed to take the exam.

The final (semester) grade for a discipline assessed by an exam consists of two components: the results of the current assessment and the exam grade.

The maximum score for the ongoing assessment is 60, and for the exam - 40.

The minimum score required to pass the exam is 25.

The grade for the current assessment is formed as the sum of the points received by the student during the seminar/practical classes and any incentive (bonus) points, if any.

After grading a student's exam responses, the instructor adds the exam scores to the scores received for the current grade to determine the final grade for the course.

Examination task grading scale

Scale	Total points	Criteria
Perfectly	30–40	The task was completed qualitatively; the student received the maximum grade for theoretical knowledge.
Good	20–29	The task was completed qualitatively, with a fairly high percentage of correct answers.
Satisfactorily	10–19	The task was completed with an average number of correct answers; the student demonstrated theoretical knowledge with significant errors.
unsatisfactory with the possibility of reassembly	0–9	The task was not completed; the student demonstrated theoretical knowledge with significant errors.

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.

Also, incentive points may be awarded if the student, for example, has completed and defended certain types of work, attended all lectures, seminars and practical classes, has his own handwritten lecture notes and developed additional educational material, has not missed classes without good reason, attended additional consultations with the lecturer, etc.

Incentive points are not normative and are not included in the score distribution table received by higher education applicants and the main scale of the evaluation system.

One event may be the basis for awarding incentive points for only one most relevant 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 1 point 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
1	1	0.75	0.5	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.

A 100-point national and ECTS grading scale is used to assess a student's learning outcomes during the semester.

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 "Supervision in Psychological Practice", the student must:

- regularly attend practical classes;
- work systematically, systematically and actively in 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 "Supervision in Psychological Practice" 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.

Recommended sources of information.

Main:

1. Supervision: a textbook [for students of higher educational institutions] / I. V. Ushakova. – Mykolaiv: Publishing house of Petro Mohyla ChDU, 2011. – 228 p. – ISBN 978-966-336-222-9. [Electronic resource] – Access mode: <http://lib.chmnu.edu.ua/index.php?m=2&b=300>
2. Supervision: professional support and professional development of teachers, a guide for supervisors (mentors). – USAID, 2018. – 60 p.
3. Astrem'ska I. V. Applied methods and foundations of supervision in social work: a teaching manual. – Mykolaiv: Publishing house of Petro Mohyla National University of Chernivtsi, 2017. – 396 p.
4. Brown A., Bourne A. Supervisor in social work: supervision of care in the community, day and residential institutions / Trans. from English. T. Semigina. – Kyiv: University Publishing House "Pulsary", 2003. – 240 p.
5. Karagodina O. G., Baydarova O. O. Introduction of supervision in social work: barriers and resources / Problems of social work: philosophy, psychology, sociology: collection / Chernihiv. National Technological University – Chernihiv: ChNTU, 2014. – No. 1 (4). – P. 29-36
6. Kryvokon N. I. Supervision as a factor in improving social work // Bulletin of the Kharkiv National University named after V. N. Karazin. Series: Psychology. – 2016. – Issue 61. – P. 64-68. – Access mode: http://nbuv.gov.ua/UJRN/VKhIPC_2016_61
7. Order On Approval of Methodological Recommendations for Supervision in Social Services (05.01.2015 No. 5). [Electronic resource] – Access mode: <http://parusconsultant.com/?doc>
8. Smerechak L. Peculiarities of training future social workers in supervision // Youth and Market. – 2017. – No. 10 (153). – P. 103-107

9. Order of the Ministry of Education and Science of Ukraine dated October 18, 2019 No. 1313 "Some issues of organizing and conducting supervision" [Electronic resource] – Access mode: <https://imzo.gov.ua/2019/10/21/nakaz-mon-vid-18-10-2019-1313-deiakipytanniaorhanizatsii-ta-provedennia-supervizii/>

Additional literature

1. <https://stud.com.ua/88327/psihologiya/superviziyi>
2. Slozanska G. I. Supervision in social work: basic approaches and principles // Scientific collection of UzhNU. Series "Pedagogy, social work". – No. 30. – P. 155-158
3. Franséhn M. The importance of supervision in social work – the example of Sweden [Electronic resource] / M. Franséhn. – Göteborg University. – Access mode: [http://www.eassw.org/regionalSeminars/BRNO/Supervisionin social work.pdf](http://www.eassw.org/regionalSeminars/BRNO/Supervisionin%20social%20work.pdf)
4. Zhytvay S. A. Supervision as a method of supporting the teacher's activities [Electronic resource] – Access mode: <https://sibac.info/conf/pedagog/lxv/57034>
5. Methodical instructions for seminar classes and independent study of the academic discipline "Pedagogical Supervision" for second (master's) level students of all specialties of the National University of Kyiv Polytechnic University of Kyiv, distance learning / Yakubovka S. S. – Rivne: National University of Kyiv Polytechnic University, 2018. – 16 p.
6. Turkova D. M. Psychological, pedagogical and organizational conditions for the introduction of European standards for the training of future practical psychologists in the higher education system of Ukraine [Electronic resource]