

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



SYLLABUS
of the academic discipline
«*CRISIS COUNSELLING*»

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

General information about the academic discipline

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|----------------------------------|---|
| Name of the academic discipline | Crisis counselling |
| Code(s) and name(s) | C4 Psychology |
| Specialty(s) | Psychology |
| Level of higher education | second (master's) level of higher education |
| Status of the discipline | selective |
| Number of credits and hours | 3 credits/ 90 hours Lectures: 20 hours Seminars/practical classes: 14 hours Independent work: 56 hours |
| Terms of study of the discipline | 1 |
| Language of instruction | Ukrainian |
| Type of final control | Credit |

General information about the instructor. Contact information.

| | |
|--|--|
| Full name of the instructor | |
| Academic degree | |
| Position | |
| Areas of scientific research | |
| Links to the registers of identifiers for scientists | |
| Full name of the instructor | |
| Contact information | |
| E-mail: | |
| Department phone | |
| Teacher's portfolio on the Institute's website | |

Course Annotation

The discipline “Crisis Counselling” is an integral part of the curriculum for students and covers issues related to normative and non-normative crises, as well as the specifics of psychological counseling for individuals in crisis states.

Subject of Study: The course focuses on studying the psychological patterns of personal crisis states, as well as the principles, methods, and technologies for providing psychological assistance to individuals in various crisis situations.

Course Objective: The course aims to familiarize students with contemporary factors contributing to personal crisis states, global trends, and the main stages in the development of crisis psychology—from classical psychoanalysis to integrative approaches in working with individuals experiencing crises. The course is designed to promote understanding of the nature of a “crisis” personality, cultivate cognitive interest, and prepare students to study internal personal conflicts resulting from neurotic tendencies and social maladaptation.

Students will explore the role of the individual in transforming crisis states and develop skills in psychodiagnostics, as well as techniques and technologies for addressing personal crises.

Course Tasks:

1. Acquire knowledge enabling the assessment of the consequences of crisis experiences for the individual, and integrate scientific approaches and concepts to understand effective methods of working with a crisis personality.
2. Master general methods and technologies for working with personal crises, including modern techniques for addressing disrupted and disharmonious personality formations.
3. Comprehend the specific challenges faced by crisis psychologists in institutions of different types, and understand the peculiarities of crisis psychology practice.
4. Form ideas about the place and role of psychological assistance for crisis clients within the activities of psychological services.
5. Develop skills in interprofessional collaboration and supervision of specialists working with individuals in crisis states.

Prerequisites: The “Crisis Counselling” course is closely related to the subject matter of other disciplines, such as Organization of Psychological Services, knowledge of which is necessary for students to successfully study this course.

Програмні компетентності

| | |
|--|---|
| General Competencies (GC) | GC1. Ability to apply knowledge in practical situations. GC4. Ability to identify, pose and solve problems. GC5. Appreciation and respect for diversity and multiculturalism. GC6. Ability to act on the basis of ethical considerations (motives). GC7. Ability to act in a socially responsible and conscious manner. GC8. Ability to develop and manage projects. |
| Specific (Professional) Competencies (SC) | SC1. Ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and / or practice. SC4. Ability to carry out practical activities (training, psychotherapeutic, counselling, psychodiagnostic and other depending on specialisation) using scientifically verified methods and techniques. SC7. Ability to make professional decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity. SC11. Ability to design and organise the activities of a psychological service and maintain professional relationships with representatives of different communities and organisations. SC13. Ability to implement coaching programs and psychological technologies in professional activities. СК15 Здатність до застосування поглиблених знань з психології кризових ситуацій для здійснення психологічної підтримки та ефективної роботи зі стресовими станами |

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|-------------------------|---|
| Program outcomes | <p>ILO1 Search, process and analyse professionally important knowledge from various sources using modern information and communication technologies.</p> <p>ILO5 Develop programs of psychological interventions (training, psychotherapy, counselling, etc.), conduct them in individual and group work, evaluate their quality.</p> <p>ILO6 Develop study materials and study programs, implement them, receive feedback, and evaluate their quality</p> <p>ILO8 Evaluate the degree of complexity of the tasks of the activity and make a decision on seeking help or advanced training.</p> <p>ILO9 Solve ethical dilemmas based on the law, ethical principles and universal values.</p> <p>ILO12. Develop coaching and socio-psychological programs for the rehabilitation of the population and certain segments of the population.</p> <p>ILO13 Organise and conduct rehabilitation measures for psychological protection of citizens in crisis situations.</p> <p>ILO15 Apply in-depth knowledge of the psychology of crisis situations to provide psychological support and effective work with stressful conditions of different segments of the population during the war and post-war periods.</p> |
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Content of the academic discipline:

| № | Topic name | Number of hours, of which: | | | |
|--------------------------|---|----------------------------|-------------------|------------------|--|
| | | Lectures | Practical classes | Independent work | Teaching methods/assessment methods |
| 1st semester | | | | | 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 (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; project-research); case method. |
| Content module I. | | | | | |
| Topic 1. | Features of Applying Crisis Psychology Methods (Psychological Debriefing, Autodebriefing, Support Groups, Trauma Recovery Programs) | 2 | 2 | 7 | |
| Topic 2. | Personal Crisis States. Features of Providing Emergency Professional Assistance in Various Psychological Conditions | 2 | 2 | 7 | |
| Topic 3. | First Psychological Aid in a Crisis State. Self-Help Methods | 2 | | 7 | |

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|---|---|-----------|-----------|-----------|---|
| | | | | | Assessment methods: oral control (oral survey, assessment of participation in discussions, other interactive teaching methods); written control (control, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; case study evaluation. |
| Modular test work | | | | | |
| Content module II. | | | | | |
| Topic 4 | Psychological Concepts and Approaches to the Study of Personal PTSD | 2 | 2 | 7 | |
| Topic 5 | Features of Psychological Trauma in Crisis Situations (Experiencing Acute Grief) | 2 | | 7 | |
| Topic 6 | Structure, Criteria, and Indicators of PTSD | 2 | 2 | 7 | |
| Topic 7 | Crisis Intervention | 2 | 2 | | |
| Content Module I: Scope of Activities of a Psychologist Working with a Crisis Personality | | | | | |
| Topic 8 | Personality in the Temporal Continuum: “Actual Self” and “Potential Self” | 2 | | 7 | |
| Topic 9 | Main Stages of Working with Crises | 2 | 2 | | |
| Topic 10 | Technologies for Overcoming Crises of the “Spiritual Self,” “Material Self,” and “Social Self” of the Personality | 2 | 2 | 7 | |
| Modular test work | | | | | |
| Total : | | 20 | 14 | 56 | |
| Form of control: credit | | | | | |

Technical equipment and/or software – official website of IAPM:

<http://maup.com.ua> 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 Internet, which is provided by a free Wi-Fi network.

Forms and methods of control.

Control of the success of students is divided into ongoing and final (semester).

Ongoing control is carried out during practical (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 ongoing

control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, a differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

- oral report;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during the discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written tasks (tests, tests, creative works, essays, etc.);
- preparation of theses, summaries of educational or scientific texts;
- independent study of topics;
- control of the success of students is divided into ongoing and final.

Methods of ongoing 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.

Grading system and requirements.

Table of distribution of points received by students

| | Ongoing knowledge control | | | | | | | | | | Modular tests | Credit | Total points |
|---------------------------|----------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|---------------|--------|--------------|
| Topics | To pic 1 | To pic 2 | To pic 3 | To pic 4 | To pic 5 | To pic 6 | To pic 7 | To pic 8 | To pic 9 | To pic 10 | 20 | 20 | 100 |
| Work in a seminar session | 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 assignment.

When assessing the mastery of each topic for the current educational activity, the student is given marks 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 at PJSC "HEI "IAPM".

Modular control. Modular control work on the academic discipline "Crisis counselling" is carried out in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline "Crisis counselling":

When evaluating the modular test work, the volume and correctness of the completed 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);
- the grade "good" (B) is given for the completion of 80% of all tasks;
- the grade "good" (C) is given for the completion of 70% of all tasks;
- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed 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 control in the academic discipline «Innovative technologies of professional activity of a psychologist» is a mandatory form of assessing the learning outcomes of a student. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the syllabus of the academic discipline.

The final control is carried out in the form of an exam. The student is admitted to the final control provided that he/she performed all types of work outlined in the syllabus.

The final (semester) grade of the discipline for which the exam is provided is formed from two components: the results (grade) of the ongoing control; exam grade.

The maximum number of points for the ongoing control is 60, for the examination is 40.

The minimum amount by which the exam is considered as passed is 25 points.

The grade for the ongoing control is formed as the sum of rating points received by the student during the seminars/practical classes and incentive (if provided) points.

After evaluating the student's answers on the exam, the professor summarizes the points received for the ongoing control measures and points for the exam to obtain the final grade for the course.

Scale for the assessment of exam tasks

| Scale | Total points | Criteria |
|----------------------|--------------|--|
| Excellent level | 30–40 | The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge. |
| Good level | 20–29 | The task is completed with high quality and a sufficiently high proportion of correct answers. |
| Satisfactory level | 10–19 | The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with significant errors. |
| Unsatisfactory level | 0–9 | The task is not completed; the student has demonstrated theoretical knowledge with major errors. |

Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the academic discipline.

By decision of the department, applicants who participated in scientific research work and performed certain types of additional (individual) types of educational activities may be awarded incentive (bonus) points for a certain educational component.

Incentive points are not normative and are not included in the table of distribution of points received by students and the main scale of the assessment system.

One event can be the basis for setting incentive points only for one most relevant educational component.

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work

on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 2 points using standardized generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

| The maximum possible assessment of independent work (individual tasks) | Execution level | | | |
|--|-----------------|------|--------------|----------------|
| | Excellent | Good | Satisfactory | Unsatisfactory |
| 3 | 3 | 2 | 1 | 0 |

Forms of control: ongoing control based on the performance of practical work; ongoing control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used.

Summary assessment scale: national and ECTS

| Total points for all types of learning activities | ECTS assessment | National scale assessment for exam, course project (work), internship | |
|---|-----------------|---|--|
| | | National scale assessment for exam, course project (work), internship | For pass/fail (credit) |
| 90 – 100 | A | excellent | pass |
| 82 – 89 | B | good | |
| 75 – 81 | C | | |
| 68 – 74 | D | satisfactory | |
| 60 – 67 | E | | |
| 35 – 59 | FX | unsatisfactory with the possibility of retaking | fail unsatisfactory with the possibility of retaking |
| 0 – 34 | F | unsatisfactory with mandatory re-study of the discipline | fail unsatisfactory with mandatory re-study of the discipline |

Course Policy.

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;

- adhere to the norms of academic behaviour and ethics.

The course "Crisis counselling" involves mastering and adhering to the principles of ethics and academic integrity, in particular, orientation on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotes, which must be accompanied by references to primary sources. Violations of academic integrity are considered: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, 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 can develop practical skills and abilities, for which additional (bonus) points can be awarded (participation in round tables, scientific conferences, scientific competitions among students).

Methodological support of the academic discipline

Teaching and methodological materials that provide support for the discipline: lecture notes, methodological recommendations for conducting practical (seminar) classes and methodological recommendations for independent work of higher education students in the academic discipline "Crisis counselling".

Recommended sources of information

Main

1. Lazos, H. P. *Psychological Counseling in Crisis States: Textbook*. Kyiv: Logos, 2023. 240 p.

2. Osadlo, V. I., Osadlo, V. I. *Psychological Assistance to Military Personnel in Combat Conditions: Textbook*. Kyiv: Zoloti Vorota, 2022. 312 p.
3. Mushkevich, M. P., Fedorenko, R. P. *Psychology of Trauma: Theory and Practice: Monograph*. Lutsk: Vezha-Druk, 2022. 356 p.
4. Tytarenko, T. M. *Personal Resilience in Wartime: Textbook*. Kyiv: Kanishchenko Publishing, 2023. 198 p.
5. Kokun, O. M. *Psychological Support of the Population in Prolonged War Conditions: Methodical Recommendations*. Kyiv: Institute of Psychology, NAPS of Ukraine, 2021. 144 p.
6. Kanel, K. *A Guide to Crisis Intervention*. 7th Edition. Boston: Cengage Learning, 2023. 320 p.
7. James, R. K., Gilliland, B. E. *Crisis Intervention Strategies*. 9th Edition. Belmont: Brooks Cole, 2024. 720 p.
8. Echterling, L. G., Presbury, J., McKee, J. E. *Crisis Intervention: Promoting Resilience and Resolution in Troubled Times*. 4th Edition. New York: Routledge, 2022. 386 p.
9. Collins, S., Collins, B. A. *Crisis and Trauma: Counseling and Intervention in Diverse Settings*. 2nd Edition. London: Pearson, 2025. 412 p.
10. World Health Organization. *Psychological First Aid: Guide for Field Workers*. Geneva: WHO Press, 2023 (Updated Version). 104 p.

Additional

Literature:

11. Herman, D. *Trauma and Recovery: The Aftermath of Violence — From Domestic Abuse to Political Terror*. Translated from English. Lviv: Vydavnytstvo Staroho Leva, 2023. 416 p.
12. van der Kolk, B. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Translated from English. Kyiv: Vivat, 2022. 512 p.
13. Worden, J. W. *Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner*. 6th Edition. New York: Springer Publishing Company, 2024. 336 p.
14. Pearlman, L. A. *Strategies for Self-Care in Crisis Work: Preventing Secondary Traumatic Stress*. New York: Guilford Press, 2022. 188 p.
15. Kiser, L. J. *Family-Informed Crisis Intervention: Strengthening Resilience in Families*. Washington: APA Books, 2022. 245 p.