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

МАУП

SYLLABUS
of the academic discipline
«INNOVATIVE TECHNOLOGIES OF PROFESSIONAL ACTIVITY OF A PSYCHOLOGIST»

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

IAPM 2025

General information about the academic discipline

Name of the academic discipline	Innovative technologies of professional activity of a psychologist
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: 14 hours Seminars/practical classes: 20 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	
Contact information	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's website	

Course Annotation

The course *“* Innovative technologies of professional activity of a psychologist *”* belongs to the elective courses of the general training cycle and is offered within the educational-professional program for training specialists at the Master's level.

Subject of the Course: Modern methods, tools, psychotechnologies, digital instruments, and training techniques applied to enhance the effectiveness of psychodiagnostics, psychocorrection, counseling, and personal resource development.

Course Objective: To form and develop a system of psychological competencies that enable a modern researcher to understand current theories and models of psychotechnologies, their structure and functions, and effectively develop new psychological technologies.

Course Tasks:

1. Familiarization with contemporary theories and approaches underlying psychotechnologies, as well as the design-technological paradigm of modern psychotechnologies.
2. Study of the structure, content, and types of psychotechnologies, including the specifics of their application.
3. Development of practical skills in programming modern integrative psychotechnologies.
4. Mastery of the components of psychotechnology: goals and objectives, strategy, tactics, and modeling algorithms.
5. Acquisition of skills in designing training technologies for various age groups, including in remote and blended learning formats.

Prerequisites:

The study of the course *“* Innovative technologies of professional activity of a psychologist *”* is based on the knowledge and skills acquired by students during the first (bachelor’s) level of higher education.

Postrequisites: Interdisciplinary Connections: The theoretical and practical content of the course *“* Innovative technologies of professional activity of a psychologist *”* is closely related to disciplines such as General Psychology, Personality Psychology, Psychology of Scientific Activity, Research Methodology, and Psychology of the Modern Information Space.

Program competencies and learning outcomes:

Integral competence	The ability to solve complex problems and challenges in the process of learning and professional activity in the field of psychology, which involves research and / or innovation and is characterised by complexity and uncertainty of conditions and requirements.
General Competencies (GC)	GC3. Ability to generate new ideas (creativity). GC4. Ability to identify, pose and solve problems. GC8. Ability to develop and manage projects.
Specific (Professional) Competencies (SC)	SC11. Ability to design and organise the activities of a psychological service and maintain professional relationships with representatives of different communities and organisations. SC14 Ability to 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 in the war and post-war periods.
Program learning outcomes	
Program outcomes	ILO1 Search, process and analyse professionally important knowledge from various sources using modern information and communication technologies.

	ILO7 Present research results in written and oral forms in an accessible and reasoned manner, participate in professional discussions. ILO11 To adapt and modify existing scientific approaches and methods to specific situations of professional activity.

Content of the academic discipline:

№	Topic name	Number of hours, of which:			
		Lectures	**Practical classes**	**Independent work**	**Teaching methods/assessment methods**
1st semester **Content module I.**					**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. **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.
Topic 1.	Modern integrative psychotechnologies in the practice of applied psychologists	1	2	6	
Topic 2.	Methodology for applying modern integrative psychotechnologies	2	2	6	
Topic 3.	Algorithm for designing modern integrative psychotechnologies	2	2	6	
Topic 4.	Creative technologies in contemporary organizational and personal counseling	2		6	
Topic 5.	Modern psychotechnologies in the professional profiling activities of psychologists	2	2	4	
Modular test work					
Content module II.					
Topic 6.	Technologies for processing	2	2	6	

	primary psychodiagnostic data				
Topic 7.	Modern psychotechnologies for managing interpersonal conflicts	2		6	
Topic 8.	Development of crisis counseling technologies	2	2	4	
Topic 9	Types and content of modern integrative psychotechnologies	2		6	
Topic 10	Contemporary technologies for supporting psychological services	2	2	4	
Modular test work					
Total :		**14**	**20**	**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	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10			
Work in a seminar session	3	3	3	3	3	3	3	3	3	3	20	20	100
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 "Innovative technologies of professional activity of a psychologist" 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 "Innovative technologies of professional activity of a psychologist":

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 Credit. 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 Credit is provided is formed from two components: the results (grade) of the ongoing control; Credit grade.

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

The minimum amount by which the Credit 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 Credit, the professor summarizes the points received for the ongoing control measures and points for the Credit to obtain the final grade for the course.

Scale for the assessment of Credit 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 Credit, course project (work), internship	
		National scale assessment for Credit, 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 "Innovative technologies of professional activity of a psychologist" 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 " Innovative technologies of professional activity of a psychologist".

Recommended sources of information

Core References:

1. Batasheva, N. I. Innovative Educational Technologies in the Training of Psychologists. *Special Child: Learning and Education*, 2022, 2(110), pp. 22–36.
2. Vasylieva, O. V. Innovative Technologies in the Professional Training of Future Psychologists. *Scientific Bulletin of Izmail State University of Humanities*, 2023, 62, pp. 45–52.
3. Viznyuk, I. M., Dolynnyi, S. O. Modern Digital Technologies in Psychological Practice. *Modern Information Technologies and Innovation Methodologies of Education*, 2021, pp. 115–126.

4. Druzhynina, I. A., Artemova, O. V., Savulyak, V. M. The Use of Innovative Psychodiagnostic Technologies in Psychologists' Activities. *Perspectives and Innovations in Science*, 2024, 9(27), pp. 233–241.
5. Maksymenko, S. D. Psychology in the Context of Digital Transformations: Theory and Practice. Kyiv: H. S. Kostiuk Institute of Psychology of the NAPS of Ukraine, 2021, 312 p.
6. Karamushka, L. M., Kredentser, O. V. Psychological Technologies for Organizational Development under Innovative Changes. Kyiv: Logos, 2022, 280 p.
7. Panok, V. H. Professional Activities of a Practicing Psychologist: Innovative Approaches and Digital Tools. Kyiv: Nika-Center, 2024, 256 p.

Additional References:

8. Panok, V. H. Professional Activities of Psychologists in the Context of Digitalization of Education. *Practical Psychology and Social Work*, 2023, 6, pp. 3–10.
9. Shevchenko, N. F. Innovative Psychological Technologies in the Context of Remote Counseling. *Psychological Journal*, 2024, 5, pp. 41–49.
10. Forostian, O. Yu., Nachynova, O. P. Digital Technologies as a Tool for Professional Development of Psychologists. *Scientific Innovations and Advanced Technologies*, 2025, 4(44), pp. 98–107.