PJSC "HIGHER EDUCATION INSTITUTION
'INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT'"

SYLLABUS
of the academic discipline
**«MODERN CONCEPTS AND THEORIES OF PERSONALITY
DEVELOPMENT»**

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	Modern concepts and theories of personality development
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	
Contact information	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's website	

Course Annotation. The professional training discipline "Modern Concepts and Theories of Personality Development" is an integral component of the master's degree curriculum. It covers key problematic issues of the methodology of personality psychology and provides opportunities for both theoretical and practical acquisition of knowledge regarding the specifics of the theoretical and methodological foundations of personality psychology in the contemporary context.

The subject of the discipline is a system of scientific knowledge, principles, and theories that reveal the patterns of development and functioning of personality in modern foreign and domestic psychology.

The aim of the course is to acquire systematic knowledge of the basic concepts and categories of personality psychology within traditional and modern psychological theories, as well as to master the attributive characteristics of personality.

The objectives of the discipline include:
– developing master's students' understanding of the essential characteristics of personality as a self-developing integrity;
– studying the main theoretical approaches to the investigation of personality psychology that have emerged in world psychology;
– analyzing the theoretical views of domestic psychologists on the problems of personality psychology;
– mastering the principles related to the structure, dynamics, and development of personality, as well as the concept of "individual variants of development";
– understanding the phenomenon of "psychological health of personality" and reflexive awareness of the methodological and methodological links between theoretical concepts in personality psychology and systems of psychological assistance;
– conducting an in-depth analysis of modern research methods in personality psychology;
– expanding master's students' skills and abilities in independent scientific research in the field of personality studies;
– developing the ability to analyze current problems and achievements in personality psychology.

Prerequisites of the Discipline

The course "Modern Concepts and Theories of Personality Development" is closely related to the disciplines Methodology of Scientific Research and Academic Integrity and Theoretical and Methodological Problems of Psychology.

Program competencies and learning outcomes:

General Competencies (GC)	GC2. Ability to conduct research at the appropriate level. GC3. Ability to generate new ideas (creativity). GC4. Ability to identify, pose and solve problems.
Specific (Professional) Competencies (SC)	SC1. Ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and / or practice. SC3. Ability to select and apply valid and reliable methods of scientific research and / or evidence-based methods and techniques of practice. SC6. Ability to interact effectively with colleagues in mono- and multidisciplinary teams. SC9. Ability to adhere to professional ethics in professional activities and be guided by universal values.
Program outcomes	ILO1 Search, process and analyse professionally important knowledge from various sources using modern information and communication technologies.

	ILO3 Summarise empirical data and formulate theoretical conclusions. ILO6 Develop study materials and study programs, implement them, receive feedback, and evaluate their quality. ILO9 Solve ethical dilemmas based on the law, ethical principles and universal values. 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.			

Content of the academic discipline:

№	Topic name	Number of hours, of which:			
		Lecture	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
Topic 1.	The Concept of Personality in Modern Psychology: Main Approaches and Definitions	2		4	
	Methodological Foundations of Personality Research in Psychological Theories	2	2	4	
Topic 3.	Psychoanalytic and Neo-Psychoanalytic Concepts of Personality Development	2	2	8	
Topic 4.	Behavioral and Cognitive-Behavioral Approaches to Personality Development	2		8	
Topic 5.	Humanistic Theories of Personality	2	2	6	
Topic 6.	Trait Theories and Factor Models of Personality	2	2	4	

					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 7	Cultural-Historical and Activity Approaches in Domestic Psychology	2	2	4	
Topic 8	Contemporary Cognitive Theories of Personality Development	2	2	8	
Topic 9	Integrative and Systemic Concepts of Personality	2	1	6	
Topic 10	Current State and Prospects for the Development of Foreign and Domestic Personality Psychology	2	1	4	
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

Topics	Ongoing knowledge control											Modular tests	Credit	Total points
	Top 1	Top 2	Top 3	Top 4	Top 5	Top 6	Top 7	Top 8	Top 9	Topic 10	Topic 11			
Work in a seminar session												20	40	100
Independent work														

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 "Modern concepts and theories of personality development" 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 " Modern concepts and theories of personality development":

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	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory

independent work (individual tasks)				
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 "Modern concepts and theories of personality development" 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 "Modern concepts and theories of personality development".

Recommended sources of information

Main Literature

1.   Savchyn, M. V. *Psychology of Responsible Personal Behavior: Monograph.* Kyiv: Kondor Publishing House, 2021. 312 p.

2.   Tatenko, V. O. *Methodology of Modern Personality Psychology: Study Guide.* Kyiv: Karavela, 2022. 256 p.

3.   Korolchuk, M. S., & Korolchuk, V. V. *Personality Psychology: Study Guide.* Kyiv: Chetverta Khvylia, 2023. 480 p.

4.   *Personality Psychology: Theory and Practice. Edited by S. D. Maksymenko.* Kyiv: Slovo Publishing House, 2021. 520 p.

5.   Tytarenko, T. M. *Psychological Health of Personality: Self-Help Strategies in Wartime Conditions.* Kyiv: Kanishchenko Publisher, 2022. 212 p.

6.   Cervone, D., & Pervin, L. A. *Personality: Theory and Research.* 15th ed. Hoboken: Wiley, 2023. 624 p.

7.   Larsen, R. J., & Buss, D. M. *Personality Psychology: Domains of Knowledge About Human Nature.* 7th ed. New York: McGraw Hill, 2021. 832 p.

8.   McAdams, D. P. *The Person: An Introduction to the Science of Personality Psychology.* 6th ed. Hoboken: Wiley, 2021. 528 p.

9.   *The Cambridge Handbook of Personality Psychology. Edited by P. J. Corr & G. Matthews.* 2nd ed. Cambridge: Cambridge University Press, 2022. 950 p.

10.   Friedman, H. S., & Schustack, M. W. *Personality: Classic Theories and Modern Research.* 7th ed. London: Pearson, 2024. 496 p.

Supplementary Literature

1.   Radchuk, H. K. *Axiopsychology of Personality Development: Monograph.* Ternopil: Ternopil Volodymyr Hnatiuk National Pedagogical University, 2021. 360 p.

2.   Kisarchuk, Z. H., & Lazos, H. P. *Psychological Assistance in Overcoming the Consequences of Traumatic Events: Study Guide.* Kyiv: Logos, 2021. 160 p.

3.   Feist, J., Feist, G. J., & Roberts, T.-A. *Theories of Personality.* 10th ed. New York: McGraw Hill, 2021. 672 p.

4.   Twenge, J. M., & Campbell, W. K. *Personality Psychology: Understanding Yourself and Others.* 2nd ed. London: Pearson, 2021. 512 p.

5.   Buss, D. M. *Evolutionary Psychology: The New Science of the Mind.* 6th ed. New York: Routledge, 2021. 514 p.