МАУП

SYLLABUS
of the academic discipline
«PSYCHOLOGY OF DEVELOPMENT AND SUCCESS»

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	Psychology of development and success
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	
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 academic discipline **"Psychology of Development and Success"** is an elective discipline of the professional training cycle, the study of which is предусмотрено by the educational and professional program for training specialists of the second educational level – the Master's level. One of the important directions of professional training of psychologists is their activity in the field of identifying psychological characteristics of an individual that contribute to their success and their development.

Success in an individual's life is often associated with the quantity or quality of knowledge and skills that they have acquired or can acquire within certain temporal life limits. There is a global view according to which emphasis is placed on cognitive processes and related mental activity, as well as on achievements attained by an individual during this time. The socio-

psychological aspect of the problem of life and personal success of a young person in the conditions of integration into the social community has not been sufficiently developed. The discipline provides that the student should acquire knowledge about the psychological features of the formation of a successful personality, identification of dominant factors influencing their success, the search for innovative technologies of training, retraining and formation of a successful personality closely related to labor and scientific activity, as well as the identification of conditions and forms of socio-psychological support for success in the process of its formation.

Subject of the academic discipline: the patterns, mechanisms and features of the mental development of personality, as well as psychological factors that ensure the achievement of life and professional success. It studies the stages of human development, motivation, self-actualization and tools for increasing the effectiveness of activity.

Purpose of the discipline "Psychology of Development and Success": to help students master a holistic fragment of socio-cultural experience (knowledge, skills, norms, values) in the field of psychology of development and success of personality; to form basic principles of general scientific understanding of psychological features of personality development and the formation of its success; to form students' theoretical knowledge and practical skills related to the features of psychology of development and success of personality and to promote the acquisition of the main aspects of socio-psychological competence of students as future professionals in the field of business and education.

Objectives of the academic discipline:
● to form modern ideas about the psychology of development and success of personality as a scientific discipline;
● to form modern ideas about the categorical apparatus of the psychology of development and success of personality;
● to familiarize with the content and structure of the discipline of psychology of development and success of personality;
● to promote the acquisition of skills and abilities for effective implementation of techniques for the development of a successful personality;
● to form an understanding of the formation of needs, motives and qualities of a successful personality and to familiarize with its main psychological characteristics;
● to familiarize students with the basic principles and methods of diagnostic research in the psychology of development and success of personality;
● to familiarize students with the main approaches to the criteria for assessing the development and success of personality;
● to form basic views on the psychological foundations of the ability and aspiration of personality for self-development, self-improvement, aspiration and ability to achieve success both in personal life and in professional activity;
● to form the ability to identify, diagnose, predict and counsel a personality regarding its development and professional orientation, changes in the process of achieving success or in case of failures;
● to form skills of successful communicative interaction with partners in conditions of professional activity;
● to master skills of self-development, self-control and self-realization;
● to develop skills of achieving success in professional activity;
● to use the acquired skills in practical life.

Prerequisites of the academic discipline: The study of the academic discipline "Psychology of Development and Success" is based on the knowledge and skills acquired by students during the completion of the first (Bachelor's) level of higher education.

Postrequisites of the academic discipline: The acquired knowledge, skills and competencies within this discipline form the basis for conducting and formalizing any research during the course of study and, in particular, for mastering the educational components: "Industrial and Pre-diploma Practice", "Preparation and Defense of the Qualification Thesis".

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)	GC1. Ability to apply knowledge in practical situations. 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)	SC2. Ability to independently plan, organise and conduct psychological research with elements of scientific novelty and / or practical significance. SC5. Ability to organise and implement study and training activities for different categories of the population in the field of psychology. SC11. Ability to design and organise the activities of a psychological service and maintain professional relationships with representatives of different communities and organisations. SC12. Ability to apply psychological and rehabilitation approaches in working with the population in accordance with the best modern domestic and foreign practices.
Program learning outcomes	
Program outcomes	ILO2 Be able to organise and conduct psychological research using valid and reliable methods. ILO5 Develop programs of psychological interventions (training, psychotherapy, counselling, etc.), conduct them in individual and group work, evaluate their quality. ILO11 To adapt and modify existing scientific approaches and methods to specific situations of professional activity. ILO12. Develop coaching and socio-psychological programs for the rehabilitation of the population and certain segments of the population.

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
Topic 1.	General foundations of the psychology of personality development and success	1	2	6	
Topic	Periods of human development.	2	2	6	

2.	The category of age in the psychology of personality development and success				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 3.	Personality development and life path	2	2	6	
	Modular test work				
Content module II.					
Topic 4.	Psychology of success and failure	2		6	
Topic 5.	Personality success as a psychological phenomenon	2	2	4	
Topic 6.	Psychological attitude toward success	2	2	6	
Topic 7.	Motivation for achieving success as a factor of personality development. Psychological defense of personality and failure	2		6	

Topic 8.	Leadership as the most important factor of success	2	2	4	
Topic 9	Psychology of success in activity	2		6	
Topic 10	Psychological aspects of achieving success by business people	2	2	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

	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	20	20	100
Work in a seminar	3	3	3	3	3	3	3	3	3	3			

session													
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 "Psychology of development and success" 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 "Psychology of development and success":

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 «Psychology of development and success» 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 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 " Psychology of development and success" 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 "Psychology of development and success".

Recommended sources of information

Main (Basic) Sources:

1. Katsavets, R. S. Psychology of Personality Development. Study guide. Kyiv: Alerta, 2024. 152 p.
2. Kisil, Z. R., Shvets, D. V. Motivation of Human Activity: A Study Guide in Schemes, Tables, and Commentaries. Odesa: ODUVS Publishing House, 2023. 154 p.
3. Lyalyuk, H. M. Developmental Psychology in Research Dimensions: Educational and Methodological Guide. Lviv: Lviv State University of Internal Affairs, 2023. 232 p.
4. Maksymenko, S. D. Genesis of Personality Realization. Kyiv: KMM LLC, 2021. 256 p.
5. Muzyka, O. L. Psychology of Giftedness and Success. Zhytomyr: Publishing House of ZhDU named after I. Franko, 2021. 210 p.
6. Pavelkiv, V. R. Developmental Psychology and Age Psychology: Textbook. Kyiv: Kondor, 2022. 460 p.
7. Savchyn, M. V. Psychology of Responsible Personality Behavior: Monograph. Ivano-Frankivsk: Nova Zoria, 2023. 320 p.
8. Yalanska, S. P. Psychology of Success: Lecture Notes: Study Guide for Full-Time and Part-Time Master's Degree Students. Poltava: National University "Yuri Kondratyuk Poltava Polytechnic", 2021. 133 p.

Additional Sources:

9. Bekh, I. D. Personality on the Path to Spiritual Values. Kyiv–Chernivtsi: Bukrek, 2019. 320 p.
10. Zakalyk, H. M., Terletska, Y. M., Shuvar, N. M. Psychology of Personality Development and Success: Study Guide. Lviv: Lviv Polytechnic Publishing House, 2019. 448 p.
11. Zaniuk, S. S. Psychology of Motivation and Success: Study Guide. Lutsk: Vezha, 2018. 424 p.
12. Dweck, C. Mindset: The New Psychology of Success. Translated from English by Y. Kuzmenko. Kyiv: Nash Format, 2022. 296 p.
13. Covey, Stephen R. The 7 Habits of Highly Effective People. Translated from English by O. Liubenko. Kharkiv: Family Leisure Club, 2023. 384 p.
14. Seligman, M. Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. Translated from English. Kharkiv: Family Leisure Club, 2019. 320 p.
15. Value Support for the Development of a Gifted Personality in the Educational Space. Psychological Technology: Practical Guide / O. L. Muzyka, D. K. Koroliov, O. O. Muzyka, N. O. Nykonchuk [et al.]; edited by O. L. Muzyka. Kyiv: G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, 2023. 237 p.