



SYLLABUS
of the academic discipline
« *SOCIO-PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL* »

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

General information about the academic discipline

Name of the academic discipline	Socio-psychological adaptation of the individual
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 course “Socio-Psychological Adaptation of the Individual” is aimed at developing students’ comprehensive understanding of the patterns of socio-psychological adaptation of personality in the context of educational, professional, and social activities, as well as the mechanisms of successful integration into educational and sociocultural environments. Within the discipline, the theoretical foundations of personality adaptation are examined, along with the specific features of adaptation during the student age period, psychological factors of entering new social roles, groups, and professional communities. Special attention is paid to the analysis of interpersonal interaction and communication processes, the formation of social identity, coping with stress, and the development of emotional resilience and psychological well-being in the context of higher education.

The subject of the discipline includes socio-psychological mechanisms of personality adaptation, behavioral characteristics and interaction within various social groups, factors of successful adaptation to the educational environment and future professional activity, as well as methods of psychological support and self-regulation.

The aim of the course is to develop students’ ability to understand and analyze socio-psychological adaptation processes, enhance skills of effective interpersonal interaction and self-regulation, constructively overcome adaptation difficulties, and apply acquired psychological knowledge in educational and future professional activities.

The objectives of the discipline are:

1. To familiarize students with key concepts and theories of socio-psychological adaptation.
2. To develop skills in analyzing adaptation situations and personal behavioral strategies.
3. To form the ability to make well-grounded decisions under conditions of social change.
4. To develop skills of self-reflection, effective communication, and critical thinking.

Prerequisites of the Discipline

The study of the course is based on knowledge acquired during the completion of humanities and socio-psychological disciplines, including General Psychology, Sociology, Social Psychology, Personality Psychology, and Philosophy, as well as on skills and competencies formed during the first (bachelor’s) level of higher education.

Postrequisites of the Discipline

The knowledge, skills, and abilities acquired in this course form an important foundation for students’ further professional development, successful mastery of specialized educational components, the development of psychological culture, adaptability, and responsible attitudes toward future professional activity, as well as effective self-realization in educational, professional, and social environments.

Program competencies and learning outcomes:

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. GC9. Ability to motivate people and move towards a common goal.
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Specific (Professional) Competencies (SC)	<p>SC1. Ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and / or practice.</p> <p>SC6. Ability to interact effectively with colleagues in mono- and multidisciplinary teams.</p> <p>SC7. Ability to make professional decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity.</p> <p>SC8. Ability to assess the limits of their own professional competence and improve their professional qualifications.</p> <p>SC9. Ability to adhere to professional ethics in professional activities and be guided by universal values.</p> <p>SC11. Ability to design and organise the activities of a psychological service and maintain professional relationships with representatives of different communities and organisations.</p>
Program outcomes	<p>ILO1 Search, process and analyse professionally important knowledge from various sources using modern information and communication technologies.</p> <p>ILO4 Make a psychological forecast for the development of individuals, groups, organisations.</p> <p>ILO6 Develop study materials and study programs, implement them, receive feedback, and evaluate their quality.</p> <p>ILO9 Solve ethical dilemmas based on the law, ethical principles and universal values.</p> <p>ILO11 To adapt and modify existing scientific approaches and methods to specific situations of professional activity.</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>

Content of the academic discipline:

№	Topic name	Number of hours, of which:			
		Lec ture s	Pract ical classe s	Inde pen dent wor k	Teaching methods/assessment methods
1st semester					Teaching methods: verbal (teaching lecture;
Content module I.					

Topic 1.	Socio-Psychological Adaptation as a Scientific Phenomenon	2	1	6	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 2.	Adaptation as a Set of Personality Formations (New Psychological Structures)	2	2	6	
Topic 3.	Psychological Characteristics of Socially Maladapted Individuals	2	1	6	
Topic 4.	Specific Features of the Socio-Psychological Adaptation Process	2	2	4	
Topic 5.	Types and Levels of Personality Maladaptation	2	1	6	
Modular test work					
Content module II.					
Topic 6	Diagnosis of Social Adaptation and Maladaptation of Personality	2	1	6	
Topic 7	Psychological Assistance to Individuals with Maladaptive Behavior	2	2	6	
Topic 8	Socio-Psychological Adaptation of Preschool Children	2	1	4	

Topic 9	Gender-Specific Features of Socio-Psychological Adaptation in Late Adolescence	2	2	6	
Topic 10	Problems of Socio-Psychological Adaptation to Study in Higher Education Institutions. Professional Adaptation	2	1	6	
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										Mod ular tests	Cre dit	Tot al poi nts
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			
Indepen	3	3	3	3	3	3	3	3	3	3			

dent work													
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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 "Socio-psychological adaptation of the individual" 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 "Socio-psychological adaptation of the individual":

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 «Socio-psychological adaptation of the individual» 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 "Socio-psychological adaptation of the individual" 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 "Socio-psychological adaptation of the individual".

Recommended sources of information

Main Sources

1. Andriienko, Ye. V. Social cohesion and mutual assistance as factors of adaptation of residents of frontline territories. *Social Psychology: Current Issues*, 2024, Vol. 15, No. 2, pp. 78–89.
2. Hrys, A. M. *Socio-Psychological Adaptation: Study Guide*. Kyiv: Geoprint, 2020. 280 p.
3. Kostenko, A. M., & Shulha, A. A. *Psychological Support of Youth During Wartime: Guidebook*. Kyiv: Nash Format, 2022. 215 p.
4. Maksymenko, S. D. (Ed.). *Psychological Assistance to the Individual in Crisis Situations*. Kyiv: KMM, 2023.
5. Sydorenko, O. *Personality Adaptation in Conditions of Change*. Lviv: Litera Publishing House, 2020, pp. 12–25.
6. Androsovysh, K. A., Tkachenko, L. I., Ilina, H. V., Yakymova, I. O., & Shulha, V. M. *Social Adaptation of Gifted Individuals: From Childhood to Adolescence: Methodological Guide*. Kyiv: Institute of Gifted Child of the National Academy of Educational Sciences of Ukraine, 2021. 106 p.
7. Tytarenko, T. M. The role of personal resources in adaptation to extreme living conditions. *Psychology and Society*, 2023, No. 4 (94), pp. 78–87.
8. Tytarenko, T. M., Larina, T. O., & Nahirniak, M. O. *Socio-Psychological Adaptation of Youth in Wartime Conditions*. Kyiv: Publishing and Printing Center “Kyiv University”, 2023. 156 p.
9. Tkachenko, I. *Team Psychology: Theory and Practice*. Kharkiv: Folio Publishing House, 2021, pp. 78–90.

Supplementary Sources

1. Androsovysh, K. A., Tkachenko, L. I., Ilina, H. V., Yakymova, I. O., & Shulha, V. M. *Social Adaptation of Gifted Individuals: From Childhood to Adolescence: Methodological Guide*. Kyiv: Institute of Gifted Child of the National Academy of Educational Sciences of Ukraine, 2021. 106 p.
2. Vyshniiovskiy, V. Psychological adaptation of internally displaced persons and victims of military conflicts. In: *Military Conflicts and Technogenic Disasters: Historical and Psychological Consequences*. Proceedings of the II International Scientific Conference (Ternopil, April 21–22, 2022). Ternopil: FOP Palianytsia V. A., 2022, pp. 3–5.
3. Hordiienko, N. S. Socio-psychological determinants of adaptation of the adult population in frontline zones. *Personality Psychology*, 2023, Vol. 10, No. 1, pp. 45–56.
4. Pospelova, I., Kosianova, O., & Kloss, H. Features of socio-psychological adaptation of individuals with different attitudes toward uncertainty. *Science and Education*, 2023, No. 2, pp. 110–120.
5. Prorok, N. V., Tsarenko, L. H., & Boiko, S. T. Adaptation, maladaptation, and adjustment disorders: issues of terminology. *Grail of Science*, 2021, No. 9, pp. 373–381.
6. Sikora, Ya. B. Adaptation as an object of scientific research: psychological and pedagogical analysis. *Scientific Bulletin of Uzhhorod University. Series: Pedagogy. Social Work*, 2022, Issue 2 (51), pp. 135–139.
7. Tarhonii, I. (2022). Sociological and socio-psychological dimensions of personality adaptation in modern conditions. *InterConf Scientific Collection*, No. 134, pp. 184–188.
8. Bokuniewicz, S. Tolerance of uncertainty and ambiguity of the situation and anxiety as a state and as a trait. *Journal of Education, Culture and Society*, 2020, No. 2, pp. 224–236.
9. Martsyniak-Dorosh, O. *The Heavy Psychological Toll of the War in Ukraine – Mental Health Support Is the Need of the Hour*. 2022.

Information Resources

1. Institute of Sociology of the National Academy of Sciences of Ukraine
2. V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine