Private Joint-Stock Company
"Higher Educational Institution
"Interregional Academy of Personnel Management"
(name of educational unit)

Approved:
Name of the department
Minute No. _ dated "_" _____ 2025

Head of the department

_____
(signature)
(full name)

SYLLABUS OF THE ACADEMIC DISCIPLINE
"THEORY AND PRACTICE OF PSYCHO-TRAINING"

Specialty: C4 Psychology

Educational level: first (bachelor's) level

Study program: "Psychology"

2025

General information about the academic discipline

Name of the academic discipline	Theory and practice of psychotraining
Code and name of the specialty	C4 "Psychology"
Level of higher education	first (bachelor's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	4 credits / 120 hours Lectures: 20 Seminars: 20 Students' independent work: 80
Terms of studying the discipline	8
Language of instruction	Ukrainian
Type of final control	Exam

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 abstract. Studying the academic discipline "Theory and Practice of Psychotraining" is of particular importance and provides higher education students with a wide range of worldviews on the most important socio-psychological problems of personality development in society. Studying this academic discipline is a prerequisite for the formation of a certain system of theoretical knowledge, special skills, tools, means and psychotechniques among high-level education students. However, given the specifics of the psychologist's profession, its focus primarily on providing psychological assistance to others, the main tool of his work, in addition to special methods, techniques and exercises, should be his personality as a trainer.

The subject of the academic discipline is the basic theoretical and methodological principles of group work of a psychologist in various areas of social practice, components of training activities, conceptual and methodological principles of psychological trainings, the phenomenon of a small training group, requirements for the personality of a psychologist engaged in training activities and his professional knowledge, skills and abilities, as well as general standards of coaching work.

The purpose of the course: is to acquire by students thorough comprehensive systemic-theoretical and scientific-applied knowledge of the subject of the academic discipline through the study of its problematic aspects.

The purpose of this training course "Theory and Practice of Psychotraining" is to familiarize students with the main approaches of modern psychological training, master the theoretical and methodological foundations of psychological training as a method of practical psychology, acquire skills and abilities in analyzing the functioning of training groups and group dynamics, developing and conducting psychological training, as well as monitoring its effectiveness.

Objectives of the educational discipline: revealing the history of the development of group forms of psychological influence and modern group methods of practical psychology; mastering the methodological principles and classification of psychological training; mastering the principles and types of psychological influence, understanding the logic of constructive training influence; understanding the features of the training group and group dynamics; orientation in the areas of application of training forms of work; mastering the basics of self-actualization and self-regulation of the trainer; mastering the application of basic training methods, analyzing the principles of structuring game-technical exercises and methods of their use; development of a program and algorithms for conducting psychological training, construction of a training session scenario; implementation of training programs in various areas of human activity; development of methodological and handout materials for training; study of the needs and response to current requests of group participants; implementation of a reflective analysis of one's own activities as a leader.

Prerequisites of the academic discipline. Studying the academic discipline "Theory and Practice of Psychotraining" is based on the knowledge and skills obtained by students when studying the following disciplines: "General Psychology", "Practical Course in General Psychology", "Social Psychology and Sociology", "Personality Psychology".

Postrequisites of the academic discipline.

The academic discipline ensures the formation of general and special competencies by students and the acquisition of learning outcomes defined by the educational and professional program "Psychology", namely:

Program competencies and learning outcomes:

General Competencies	**GC** 1. Ability to apply knowledge in practical situations. **GC** 4. Ability to learn and master modern knowledge. **GC** 7. Ability to generate new ideas (creativity).
Specific Competencies	**SC** 1. Ability to operate with the categorical and conceptual apparatus of psychology **SC** 8. Ability to organize and provide psychological assistance (individual and group) **SC** 11. Ability to personal and professional self-improvement, learning and self-development **SC** 13. Ability to apply socio-psychological concepts, concepts and theories to interpret socio-psychological phenomena and processes.
Learning Outcomes	**PLO** 1 Analyze and explain mental phenomena, identify psychological problems and propose ways to solve them **PLO** 6 Formulate the goal and objectives of the study, have the skills to collect primary material, follow the research procedure. **PLO** 7 Reflect and critically evaluate the reliability of the obtained results of psychological research, formulate reasoned conclusions. **PLO** 8 Present the results of one's own research orally/in writing to specialists and non-specialists. **PLO** 9 Offer one's own ways of solving psychological tasks and problems in the process of professional activity, make and argue one's own decisions regarding their solution (in particular, regarding the organization of early delivery events). **PLO** 12 Compile and implement a program of psychoprophylactic and educational actions, psychological assistance activities in the form of lectures, conversations, round tables, games, trainings, etc., in accordance with the requirements of the cus-

tomer.
PLO 19 Analyze the socio-psychological characteristics of a person and create a socio-psychological portrait of a person.

Course Content

№	Topic name	Number of hours, of which:			
		Lectures	Seminars	Individual work	Teaching methods/ assessment methods
8th semester **Content module 1. Theory of psychotraining in modern psychological science**					**Teaching methods:** verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases); 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 profes-
Topic 1.	Psychological training: concepts, principles.	2	2	8	
Topic 2.	Conceptual and methodological principles of psychological training	2	2	8	
Topic 3.	The phenomenon of a small training group.	2	2	8	
Topic 4.	The psychological content of interaction in a training group.	2	2	8	
Topic 5.	Types of training groups.	2	2	8	
Content module 2. Practice of psychotraining in modern psychological science					
Topic 6.	Studying the need for training.	2	2	8	
Topic 7.	Training planning and design.	2	2	8	
Topic 8.	Training components.	2	2	8	
Topic 9.	The trainer as a central figure in psychological training.	2	2	8	
Topic 10.	Evaluating the effectiveness of training.	2	2	8	

					sional 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; evaluation of case studies.
Modular test work					
Total :			**20**	**20**	**80**	
Form of control: exam					

The content of the student's independent work in the academic discipline "Theory and Practice of Psychotraining" involves preparation for classroom lessons by mastering lecture materials, studying basic and additional literature, periodicals, Internet sources and practice, performing practical tasks (writing abstracts, analyzing problem situations, preparing the results of one's own research for presentations at conferences, participating in scientific paper competitions, preparing and publishing scientific articles, theses, etc.) during the semester; independent study of individual topics of the academic discipline; preparation of reports and presentations on the topic of practical classes; translation of foreign texts of established volumes; performance of individual tasks; preparation for all types of control, including modular control works and final certification; other types of activities used in the Academy, Institute and Department.

The content of the student's independent work is determined by the work program of the academic discipline of a specific academic discipline, methodological recommendations for tasks and recommendations of the teacher.

Technical equipment and/or software – official website of MAUP: 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*
8th semester

	Current knowledge control	Modular test	Exam	Total number of

Topics	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10			**points**
											20	40	100
Work in a seminar session	3	3	3	3	3	3	3	3	3	3			
Independent work	1	1	1	1	1	1	1	1	1	1			

*The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for the current educational activity, the education applicant is given marks taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of education students and the distribution of points they receive are regulated by the Regulations on the assessment of academic achievements of students at PJSC "HEI "MAUP".

Modular control. Modular control work on the academic discipline "Theory and Practice of Psychotraining" is carried out at the last lesson. Modular control is carried out in the form of testing. Students are offered a variety of test tasks.

Types of test tasks:

With the choice of one correct answer;

To establish the correspondence of the proposed sets of statements;

Tasks for recognizing and reproducing the correct answer from memory;

Tasks for recognizing and reproducing the correct answer (formulations of concepts) from memory;

Open-ended tasks that require a detailed answer.

Criteria for evaluating the modular test work in the academic discipline "Theory and Practice of Psychotraining":

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.

Failure to appear for a module test – 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 test in the academic discipline "Theory and Practice of Psychotraining" is a mandatory form of assessing the learning outcomes of a higher education applicant. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the program of the academic discipline.

The final test is carried out in the form of an exam (written). The student is admitted to the semester test provided that he/she completes all types of work.

From the academic discipline "Theory and Practice of Psychotraining", the final (semester) control of which is provided in the form of an exam consists of two components:

- starting - intended for evaluating current control measures during the semester;

- examination - intended for evaluating individual questions (tasks) on the exam.

The size of the starting component is 60 points, the examination component - 40 points.

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

Starting points are formed as the sum of rating points received by the applicant based on the results of current control measures and incentive (if provided) points.

After evaluating the applicant's answers on the exam (performance of the examination work), the starting points and points for the exam are summed up, reduced to a rating score and converted to grades on the academic scale.

The form of the semester exam (oral, written, computer-based testing, etc.) is determined by the curriculum.

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 students in scientific conferences, scientific circles of students and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students 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 specific educational component.

Also, incentive points may be awarded if the student, for example, has completed and defended certain types of work, attended all lectures, seminars and practical classes, has his own handwritten lecture notes and developed additional educational material, has not missed classes without good reason, attended additional consultations with the lecturer, etc.

The amount of incentive points is taken into account when issuing the final scores in the credit and examination report (but not more than 89 points in the overall total) and can be automatically credited when issuing the final semester grade for the relevant educational component.

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

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

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

Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 3 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
1	1	0,75	0,5	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), practice	
		National scale assessment for exam, course project (work), practice	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

0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline

Course Policy.

To successfully master the course "Theory and Practice of Psychotraining", the student must:

- regularly attend lectures and practical classes;
- systematically, systematically and actively work in lectures and practical classes;
- work out missed classes or unsatisfactory grades received in classes;
- fully perform the tasks that the teacher requires to prepare, their proper quality;
- perform control and other independent work;
- adhere to the norms of academic behavior and ethics.

The course "Theory and Practice of Psycho-training" involves mastering and adhering to the principles of ethics and academic integrity, in particular, an orientation to preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotes, which must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, biased evaluation.

The assessment of the student is focused on obtaining points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that are capable of developing practical skills and abilities for which additional (bonus) points may be awarded, at the teacher's decision (participation in round tables, scientific conferences, olympiads and 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 " Theory and Practice of Psycho-training ".

Recommended sources of information.

Main:

1. Andrushko Ya.S. Fundamentals of psychological training and psychocorrection. Lviv. Lviv Polytechnic Publishing House, 2021. 236p.
2. Matiykiv I.M. Coaching skills: theory and practice. Training technology:

[method. manual]. Lviv: SPOLOM, 2021. 280 p.

3. Matiykiv I.M. Coaching skills: theory and practice. Workshop for trainers: [method. manual]. Lviv: SPOLOM, 2021. 224 p.

4. Personal and professional growth: psychological trainings: educational and methodological manual. edited by Prof. L.V. Dolynska, Prof. O.V. Themruk. 3rd edition. Kyiv. Karavela, 2023. 560p.

5. Zlyvkov V.L., Lukomska S.O. Modern training technologies for personality development in education. Kyiv. 2022. 184 p.

Additional

1. Didyk N.M. Personal growth training: a textbook / compiled by N.M. Didyk. Kamianets-Podilskyi: Publisher Kovalchuk O.V., 2023. 106 p.

2. Lefterov V.O., Formanyuk Y.V., Tretyakova T.M. Theory and practice of psychological training: methodological recommendations for independent work of students. Odesa: Phoenix, 2021. 44 p.

3. Karamushka L.M. Psychological training for the training of managers and personnel of educational organizations (implementation of a technological approach): Textbook. Kyiv: Institute of Psychology named after G. S. Kostyuk NAPS of Ukraine, 2022. 144 p.

4. Kokun O. M., Moroz V. M., Pishko I. O., Lozinska N. S. Theory and practice of fear management in combat conditions: method. Manual. Kyiv-Odessa: Phoenix, 2022. 88 p.

5. Kokun O. M., Pishko I. O., Lozinska N. S., Oliynyk V. O., Khoruzhiy S. M., Larionov S. O., Syritsa M. V. Peculiarities of providing psychological assistance to military personnel, veterans and members of their families by civilian psychologists: method. manual. Kyiv: 7BC, 2023. 175 p.

6. Ovcharenko O. V. Psychological training as a form of advanced training of educators. Manual of the KNZ "CHOIPOPP CHOR" Cherkasy. 2021. 45p.

7. Practical Psychology: Introduction to the Profession. Textbook. 3rd ed., supplemented. Rec. of the Ministry of Education and Science of Ukraine Prykhodko Yu.O. Kyiv. Karavela, 2023. 260 p.

8. Psychological readiness of teachers for inclusive education of children with special educational needs: socio-psychological training: teaching-methodical manual. Edited by M. G. Buynyak; Kamianets-Podilskyi National University named after Ivan Ogienko. Kamianets-Podilskyi: Kamianets-Podilskyi National University named after I. Ogienko, 2021. 115 p.

9. Stanishevska V. I. Fundamentals of Psychotraining. Textbook. Uman: VPC "Vizavi". 2023. 152 p.

10. Stelmakh O.V. Fundamentals of psychocorrection: lecture notes. Lviv: LDU BZhD, 2023. 120 p.

Information resources on the Internet

1. IAPM Repository. Electronic library URL: http://library.iapm.edu.ua/library.htm

2. V. I. Vernadsky National Library of Ukraine. Access mode: nbuv.gov.ua

3. G.S. Kostyuk Institute of Psychology of the National Academy of Sciences of Ukraine. Access mode: psychology-naes-ua.institute