

**PJSC "Higher Education Institution  
"INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT"**



МАУП

Approved  
at a meeting of the Psychology Department  
Protocol No. 1 dated August 29, 2025  
Head of Departments and

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**SYLLABUS  
of the course**

**«Psychological correction»**

Specialties: C4 Psychology  
(code and name of specialty)

educational level first ( bachelor's )  
(name of educational level)

educational program: C4 Psychology  
(name of educational program)

specializations:  
(if available) (name of specialization)

2025

## 1. General information about the course

Name of the course	Psychological correction
Code(s) and name(s) of the specialty(s)	C4 Psychology
Level of higher education	first (bachelor's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	<i>3 credits/90 hours</i> <i>Lectures: 20</i> <i>Seminars/practical/laboratory classes: 14</i> <i>Individual work: 56</i>
Terms of studying the discipline	<i>VII semester</i>
Type of final control	<i>Exam</i>
Discipline page on the website	

## 1. General information about the teacher. Contact information. Communication

Full name of the teacher	
Academic degree	
Academic title	
Position	
Disciplines taught by the EP	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Additional resources (at the request of the teacher, if available)	
Teacher's contact information:	
Department email	
contact phone	
department phone (external, if available)	
Teacher's portfolio on the website of the department/Institute/Academy (if available)	

### Course abstract:

The course of the educational discipline “Psychological Correction” combines academic, theoretical psychology with practical, effective, which is aimed at providing specific assistance to

different categories of the population. Mastering the skills of psychological correction is necessary for psychologists who will work directly with clients in various areas of practical activity.

**Subject of study of the discipline:**

Directions of psychocorrectional activity of a psychologist, methods, techniques, psychological means of influence for the purpose of correcting disorders of personal development, including group, individual forms of psychocorrection.

**Course goal:**

To ensure the achievement of professional competence in the direction of psychocorrectional activity of a psychologist and to apply appropriate methods, tools, techniques in the process of psychocorrectional work,

**The objectives of the course:**

- to form the skills and abilities of practicing psychologists to conduct psychocorrectional activities;

- to teach how to apply various psychocorrectional methods, techniques, and tools in practice.

**Prerequisites:** Psychological correction is directly related to the disciplines: “General Psychology”, “Age and Pedagogical Psychology”, “Fundamentals of Psychological Practice”, “Differential Psychology”

**Postrequisites:** designed to lay the basic and special skills of psychocorrectional activity of a psychologist.

**Competences:**

№	Competencies	learning outcomes
	<p>The ability to solve specialized tasks in the subject area of psychology and apply key theories and methods of psychological research in the expert-analytical, organizational, advisory, teaching and public spheres of practical professional activity.</p> <p>GC1. The ability to apply knowledge in practical situations.</p> <p>GC2. Knowledge and understanding of the subject area and understanding of professional activity.</p> <p>GC3. Skills in using information and communication technologies.</p> <p>GC7. The ability to generate new ideas (creativity).</p> <p>GC8. Interpersonal interaction skills.</p> <p>GC9. The ability to work in a team.</p> <p>GC10. The ability to exercise one's rights and obligations as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine.</p>	<p>SK3. Ability to understand the nature of behavior, activities and actions.</p> <p>SK14. Ability to organize and provide psychological assistance (individual and group)</p> <p>SK19. Ability to adhere to the norms of professional ethics</p>

8. Technical and software / equipment – programs and services for checking the originality of texts (Plagiatus, Antiplagiat). You can familiarize yourself with the programs and services available at the Academy: at the Department of Psychology.

9. Course policy:

- Provides for the independence and autonomy of students;
- creativity, openness to dialogical interaction.
- completion of the tasks of the course within a clearly established deadline.
- adherence to the principles of academic integrity and academic mobility.
- presentations and reports must be author's and original.

### Content of the discipline:

	Lectures	Seminar/practical/ laboratory classes	Individual work	<b>Teaching methods:</b> verbal (a combination of such forms and methods of teaching as lectures-conversations, lectures-visualizations, lectures-discussions), role-playing games, public speaking, group projects, and case methods etc. <b>Assessment methods:</b> oral control (oral survey, assessment of participation in discussions etc.), test control (closed-form tests: test-alternative, test-correspondence).
<b>Content module I. Psychological correction as a field of activity of a practical psychologist.</b>				
Topic 1. The essence of psychological correction and its types. Psychological culture. The concept of psychological assistance. Definition of the concept of “psychocorrection”.	2	2	10	
Topic 2. Principles, goals and objectives of psychocorrection. The principle of unity of diagnostics and correction. Principles of correction “top down” and “bottom up”.	2	2	10	
Topic 3. Assessment of the effectiveness of psychocorrection measures.	4	2	9	

<p>The effectiveness of psychocorrection measures from the point of view of the client,</p> <p>The concept of the intensity of correction measures and their prolongation in time.</p>				<p><b>Form of control:</b> exam</p>
<p>Content module II. Individual and group psychocorrection</p>				
<p>Topic 4.</p> <p>Individual psychocorrection.</p> <p>The essence of individual psychocorrection.</p> <p>Indications for individual psychocorrection.</p> <p>Main methods of individual psychocorrection influence.</p>	4	2	9	
<p>Topic 5.</p> <p>Group psychological correction.</p> <p>Specifics of the group form of psychocorrection.</p> <p>Work in a psychocorrection group. Features of group composition.</p> <p>Group dynamics.</p>	4	2	9	
<p>Topic 6.</p> <p>Psychocorrection group management: main tasks of a group psychologist; work under the supervision of a supervisor; co-trainers; typical mistakes of a</p>	4	4	9	

group leader; ethical requirements for the leader of a correction group.					
<b>Total</b>	20	+	14	+	56 = 90

### Technical equipment and/or software:

The educational process uses classrooms, computer laboratories, conference rooms, and a library. Studying individual topics and completing practical tasks requires access to information from the World Wide Web etc.

### Grading system and requirements.

Table of distribution of points received by students

	Current knowledge control						Modular test	Exam	Total number of points
Topics	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	20	40	100
Work in a seminar(practical) session	3	3	3	3	4	4			
Individual work	3	3	3	3	4	4			

### Methodological support of the course.

Content module I. Psychological correction as a field of activity of a practical psychologist.

Topic 1. The essence of psychological correction and its types.

Purpose: to provide basic concepts from the course of psychocorrection

Methodological instructions: when performing tasks, students need to know the definition of the concept of psychological culture and its main components, the concept of psychological assistance, which includes: psychodiagnostics, psychocorrection, psychotherapy, psychological counseling, career guidance, etc. Pay attention to the areas of psychological assistance - psychological correction and psychotherapy, know the definitions of these concepts. Be able to reveal the essence of specific signs of psychocorrection, and the main differences between psychocorrection and actions

aimed at the psychological development of a person. Know the definition of the concept of “client”

It is important to pay attention to the types of psychocorrection: by the nature of the direction, by the content, by the form of work with the client, etc., and the psychocorrection situation, which includes five main elements.

Vocabulary work: psychological culture, psychological assistance, psychotherapy, psychocorrection, correction, client, symptomatic correction, causal correction, general, partial, special correction.

Questions for self-control.

1. What is the essence of psychological correction?
2. Describe the concept of psychological assistance.
3. What is the difference between the concepts of “psychotherapy” and “psychocorrection”
4. What does the term “correction” mean
5. What are the specific signs of psychological correction?
6. What is the difference between psychocorrection and actions aimed at the psychological development of a person?
7. What is included in the concept of psychological culture?

Topics of essays.

1. Main directions of psychological correction.
  2. Effectiveness of psychocorrection: criteria and indicators
- Topic 2. Principles, goals and objectives of psychocorrection.

Purpose: to familiarize students with the basic principles of psychocorrection work. To promote their awareness and application in practice.

The principle of unity of diagnosis and correction. The principle of normativity of development. Principles of correction “top-down” and “bottom-up”. The principle of systematic development of mental activity. The principle of activity in correction. The main goals and objectives of psychocorrection work.

Methodological instructions. students must know the essence of the basic principles of psychocorrection work, be able to give relevant examples of their use in the practice of organizing research.

Pay attention to psychocorrection measures aimed at correcting deviations in development, models of explaining the causes of deviations in development, the main directions in the field of setting correction goals.

Vocabulary work: the principle of unity of diagnosis and correction, the principle of normativity of development, principles of correction “top-down” and “bottom-up”, the principle of systematic development of mental activity, the principle of activity in correction.

Questions for self-control.

1. Describe the principle of unity of diagnostics and correction. In what aspects is it implemented?

2. Who introduced the concept of “psychological age”? Describe.
3. What is the principle of creating a correction program “top-down”?
4. What is the main task of correction “bottom-up”?
5. Describe the principle of systematic development of mental activity.
6. What is the principle of activity in correction?
7. What are the main goals and objectives of psychocorrectional development?

Topics of essays.

1. Goals and objectives of psychocorrectional work.
2. Main problems and directions of psychological correction

Topic 3. Assessment of the effectiveness of psychocorrectional measures.

The effectiveness of psychocorrectional measures from the point of view of the client, psychologist and people surrounding the client. Factors determining the effectiveness of psychocorrectional. The concept of the intensity of corrective measures and their prolongation in time.

Purpose: To form in students knowledge about assessing the effectiveness of psychocorrectional measures.

Methodological instructions: answers to the questions asked assume that students know how to assess the effectiveness of correction, which may vary depending on who evaluates it, since the position of the participant in the correctional process largely determines the final assessment of its success, as well as to pay attention to the factors that determine the effectiveness of psychocorrection

Vocabulary work: Developmental situation, confidentiality, informed consent, therapeutic community.

Questions for self-control.

1. What is the evaluation of psychocorrectional measures?
2. Describe the effectiveness of psychocorrectional measures from the point of view of the client, psychologist and people surrounding the client.
3. What factors determine the effectiveness of psychocorrection? Describe them.

Essay topics.

1. Requirements for a psychologist who carries out psychocorrectional measures.
2. The main components of professional readiness.
3. Features of building psychocorrectional programs.

Content module II. Individual and group psychocorrection

Topic 4. Individual psychocorrection.



The essence of individual psychocorrection. Indications for individual psychocorrection. Basic methods of individual psychocorrection influence. Psychological features of individual psychocorrection. Basic stages of individual psychological correction.

Purpose: to familiarize students with the conditions, forms of individual psychological correction.

Methodological instructions: when studying this topic and preparing independent tasks, students should pay attention to the essence of individual psychocorrection, the necessary conditions for the application of individual psychocorrection, the forms of choosing individual psychocorrection.

Attention should also be paid to the basic methods of individual psychocorrection influence, making a decision to carry out individual psychological correction, and ways to implement it. Taking into account the specifics of individual psychocorrection, be able to formulate specific tasks in each of the three areas.

Students should master the main stages of individual psychological correction, rules and attitudes that allow a psychologist to structure the process of individual psychological correction and make it more effective.

Vocabulary work: sphere of intellectual awareness (cognitive aspect), emotional sphere, behavioral sphere, professional secret.

Questions and tasks for self-control.

1. What is the essence of individual psychocorrection?
2. Name the main conditions of individual psychocorrection.
3. In what cases is the form of individual psychocorrection chosen?
4. What are the main methods of individual psychocorrection influence?
5. Describe the psychological features of individual psychocorrection.
6. Describe the main stages of individual psychological correction.

Essay topics.

1. Problems of individual psychocorrection.
2. Client-centered approach in psychocorrection.
3. Features of individual psychocorrection by A. Adler.

Topic 5. Group psychological correction.

Specifics of the group form of psychocorrection. Work in a psychocorrection group. Features of group composition. Group dynamics: group tasks and norms; group structure and leadership; group tension, group cohesion; phases of group development.

Management of a psychocorrection group: main tasks of a group psychologist; work under the supervision of a supervisor; co-trainers; typical mistakes of a group leader; ethical requirements for the leader of a correction group.

Purpose: to familiarize students with the conditions and forms of group psychological correction.

Methodological guidelines. When completing tasks, students need to pay attention to the specifics of group psychocorrection, define the concept of a psychocorrection group, know the types of psychocorrection groups (groups for solving problems, for teaching interpersonal relationships, growth groups (self-improvement), etc.), their composition, which is determined by the type (meeting group, skills group, etc.), as well as the form and content of the envisaged psychocorrection work, pay special attention to contraindications for the use of a psychocorrection group.

Students need to familiarize themselves with the main work of a psychocorrection group, know the factors that affect the effectiveness of psychocorrection work, the features of group composition (the principle of voluntariness, the principle of awareness), the basic principles of the work of a psychocorrection group.

The management of a psychocorrection group is submitted for independent study.

Vocabulary work: problem-solving groups, growth groups, meeting groups, skills groups, group discussion, interpretation, heterogeneous groups, homogeneous groups, group dynamics, group roles.

Questions and tasks for self-control.

1. What are the specifics of the group form of psychocorrection?
2. What mechanisms of collective influence did I. Yalom identify?
3. What methods of group psychocorrection do you know?
4. What is the work of a psychocorrection group?
5. What factors affect the effectiveness of psychocorrection work?
6. Describe the features of staffing a psychocorrection group.
7. Name the basic principles of the work of a psychocorrection group.
8. Describe group dynamics.
9. What are the tasks and norms of a group determined by?
10. Describe group roles according to Schindler.
11. What is group cohesion?
12. Describe the phases of group development.
13. Describe the management of a psychocorrectional group?
14. What are the main tasks of a group psychologist?

Topics of essays.

1. Requirements for a psychologist who carries out psychocorrectional measures.
2. Main components of professional readiness.
3. Features of building psychocorrectional programs.

Topic 6. Group discussion as a method of group work.

The essence of group discussion as a method of group work. Basic discussion skills. Options for organizing a discussion. Types of group discussion: role discussion, discussion with hidden roles. Discussion as an analysis of specific situations

Goal: to familiarize students with group discussion as a method of group psychocorrection

Methodological instructions. When studying this topic and preparing independent tasks, students need to know the interpretation of the term “discussion”, pay attention to the purposes for which discussion groups are used (correction of interpersonal relationships, correction of personal problems) and know that, depending on this, biographical, thematic or interactional discussions are distinguished.

Pay special attention to the types of group discussion: typical tasks of role-playing discussion, features of discussion options with hidden roles, and discussion as an analysis of specific situations.

Vocabulary work: discussion, biographical discussion, thematic or interactional discussion, dialogue-like communication, exposition, pre-discussion,

Questions and tasks for self-control.

1. What is the essence of group discussion?
2. For what purpose is group discussion used? Describe.
3. What are the main specific skills in psychocorrectional work?
4. Describe the main phases of group discussion.
5. What are the forms of organizing group discussion?
6. Describe the types of group discussion.

Creative tasks.

1. Develop your own group correctional program, from role-playing discussion, suitable for your professional conditions.

Essay topics.

1. Group discussion as a method of group psychocorrection
2. Basic discussion skills.

### **Forms and methods of control:**

The main types of classroom lessons are lectures, seminars, consultations.

When teaching lecture material, a combination of such forms and methods of teaching as problem lectures, visualization lectures is provided.

**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 "MAUP".

**Modular control.** Modular control work on the course "Crisis Intervention" is carried out in written form, in the form of testing, namely, test control (closed-form tests: test-alternative, test-correspondence).

Criteria for evaluating the modular test work in the course "Crisis Intervention":

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.

#### **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 societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the course.

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 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 course. Independent work on each topic according to the work program of the course 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
2	2	1,5	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), 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 retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail  unsatisfactory with mandatory re-study of the discipline

### **Course policy:**

- Attendance at classes is a mandatory component of the assessment, for which points are awarded;
- All course assignments must be completed and submitted on time;
- Failure to meet deadlines without a valid excuse will result in a lower grade (75% of the maximum possible number of points);
- Additional credit for missed classes can be obtained by completing individual assignments upon consultation with the instructor;
- The course involves mastering and adhering to the principles of academic integrity, in particular, an orientation to preventing plagiarism in any of its manifestations;
- Reports and presentations must be original and completed independently, not overloaded with quotes, and must be accompanied by references to primary sources.

### **Recommended sources of information.**

1. Preschooler: a step into school life: educational and methodological manual / [T.O. Pirozhenko et al.]; ed. T.O. Pirozhenko. Kyiv: Institute of Psychology named after G.S. Kostyuk NAPS of Ukraine, 2023. 149 p. URL:

<https://lib.iitta.gov.ua/735988>

2. Psychological support of the interaction of subjects of the educational space: teaching and methodological manual / Lytvynchuk L.M., Maslyuk A.M., Slobodyanyk N.V., Chudakova O.M. Kyiv: Institute of Psychology named after G.S. Kostyuk NAPS of Ukraine. 2023. 81 p. URL: <https://lib.iitta.gov.ua/738276> (3.0 d.a.)

3.. Psychological means of preventing the phenomena of intimidation and bullying in the school environment: workshop / Moizrist O.M., Shatyrko L.O. Kyiv: Institute of Psychology named after G.S. Kostyuk NAPS of Ukraine, 2023. 46 p. URL: [https://lib.iitta.gov.ua/738001/Psychological assistance to children in martial law: a guide for educators of preschool educational institutions and teachers of general educational institutions](https://lib.iitta.gov.ua/738001/Psychological%20assistance%20to%20children%20in%20martial%20law%20a%20guide%20for%20educators%20of%20preschool%20educational%20institutions%20and%20teachers%20of%20general%20educational%20institutions) / [N. V. Prorok, S. T. Boyko and others]; ed. N. V. Prorok. Kyiv: Institute of Psychology named after G. S. Kostyuk NAPS of Ukraine, 2022. 156 p. URL: <https://lib.iitta.gov.ua/733352>

4. Application of psychotherapeutic technologies in providing assistance to victims with manifestations of post-traumatic stress disorder: a practical manual / ed. Ya. M. Omelchenko. Kyiv: Institute of Psychology named after G. S. Kostyuk NAPS of Ukraine. Kyiv, 2023. 256 p. URL: <https://lib.iitta.gov.ua/736404/>

National Academy of Sciences of Ukraine, 2023. 237 p. URL: <https://lib.iitta.gov.ua/737267/>

5. EMDR. Emergency care: methodological recommendations / Tsarenko L. G.; ed. N. V. Prorok. Kyiv: Institute of Psychology named after G. S. Kostyuk National Academy of Sciences of Ukraine, 2023. 109 p. URL: <https://lib.iitta.gov.ua/737770/>

6. Psychological technologies for promoting positive mental health of different segments of the population of Ukraine in conditions of martial law and post-war recovery: a practical manual / L.Z. Serdyuk, I.V. Danylyuk, O. A. Chykhantsova, et al.; ed. L.Z. Serdyuk. Kyiv: G.S. Kostyuk Institute of Psychology, National Academy of Sciences of Ukraine, 2024. 168 p. <https://lib.iitta.gov.ua/742839>

**Internet resources:**

<https://lib.iitta.gov.ua/>

<https://nrat.ukrintei.ua/searchdb/>

<http://www.nbuv.gov.ua/>

<https://nlu.org.ua/>

<https://library.knu.ua/>

<https://dnpb.gov.ua/ua/>

<https://lib.udu.edu.ua/>

