

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



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  
«Crisis intervention»**

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)

## 1. General information about the course

Name of the course	Crisis Intervention
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	3 credits/90 hours Lectures:20 Seminar/practical/laboratory classes:14 Independent work: 56
Terms of studying the discipline	VII semester
Type of final control	exam
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)	
<b>Contact information:</b>	
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 "Crisis Intervention" is one of the mandatory (normative) disciplines of the professional training cycle, the study of which is provided for by the educational and professional program for training specialists of the bachelor's degree.

**Subject of study** of the discipline: is the content and features of crisis intervention in relation to various types of crises, life difficulties in different categories of people.

**Course objective:** to familiarize students with modern factors of the emergence of crisis states of the personality, to obtain systematic knowledge by students on the theory and practice of psychological assistance to a person in a crisis, to master the algorithm for providing first psychological assistance and crisis intervention, to reveal behavioral, cognitive and existential approaches to regulating the crisis behavior of clients.

Academic integrity. In their activities to implement state policy in the field of education quality, adhere to the basic principles and fundamental values of academic integrity and ethics of

academic relations specified in the "Code of Academic Integrity of the National Agency for Quality Assurance in Higher Education".

**Tasks:**

- ✓ to form an idea of the role and place of academic integrity in scientific and educational activities;
- ✓ to familiarize postgraduate students with the regulatory and legal framework on the problems of compliance with the norms of academic integrity;
- ✓ to form the ability to apply the acquired knowledge in the field of academic integrity in scientific and research work;
- ✓ to promote the formation of skills in correct work with sources of information and adequate reference to them in the process of scientific research;
- ✓ to provide information on mechanisms for monitoring compliance with the principles and rules of academic culture and honesty.

**Tasks of the course:**

- mastering the theory and practice of interventional assistance to a person in a crisis;
- study of the psychological features of behavioral, cognitive and existential approaches to the regulation of crisis states;
- determination of the optimal algorithm for providing first psychological aid - crisis intervention;
- mastering general and special techniques of crisis intervention, as well as consultative, diagnostic, therapeutic, rehabilitation or other professional interaction with a client in a crisis state;
- mastering knowledge that allows assessing the consequences of experiencing crisis states for the individual, integration of scientific approaches and concepts, to understanding the substantive methods of a psychologist's work with a crisis personality;
- mastering general methods and technologies of working with crisis states of the personality, modern methods and techniques of working with disturbed disharmonious neoplasms of the personality;
- understanding the features of the work of a crisis psychologist in institutions of various types, specific problems that arise before a psychologist in the context of crisis psychology.

**Prerequisites and postrequisites** of the course: basic general educational knowledge of the professional cycle.

**Competences:**

**Integral competence:**

The ability to solve complex specialized tasks and practical problems in the field of psychology, which involve the application of basic psychological theories and methods and are characterized by the complexity and uncertainty of conditions.

**General competencies (GC):**

GC1. The ability to apply knowledge in practical situations.

GC2. Knowledge and understanding of the subject area and understanding of professional activity.

GC3. Skills in using information and communication technologies.

GC4. The ability to learn and master modern knowledge.

GC5. The ability to be critical and self-critical.

GC6. The ability to make informed decisions.

GC7. The ability to generate new ideas (creativity).

GC8. Interpersonal interaction skills.

GC9. Ability to work in a team.

GC11. Ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and engineering, use various types and forms of physical activity for active recreation and leading a healthy lifestyle.

**Special (professional, subject) competencies (SC):**

SC1. Ability to operate with the categorical and conceptual apparatus of psychology.

SC5. Ability to use valid and reliable psycho-diagnostic tools.

SC8. Ability to organize and provide psychological assistance (individual and group, including persons who have received psychological trauma, in particular as a result of war).

**Expected learning outcomes:**

Understanding the patterns and features of the development and functioning of mental phenomena in the context of professional tasks.

Compiling and implement a plan for the consultative process, taking into account the specifics of the request and the individual characteristics of the client, ensure the effectiveness of one's own actions (including in working with persons who have received psychological trauma, in particular as a result of war).

Compiling and implement a program of psychoprophylactic and educational actions, psychological assistance measures in the form of lectures, conversations, round tables, games, trainings, etc., in accordance with the requirements of the customer.

Interact, communicate, be understandable, and be tolerant of persons with other cultural or gender-age differences.

**Content of the course.**

	Lectures	Seminar/practical/ laboratory classes	Individual work	<b>Teaching methods:</b> verbal (a combination of such forms and methods of
Content module I. Fundamentals of Crisis Intervention.				
Topic 1. The concept of crisis	2	2	10	

intervention.				teaching as lectures- conversations, lectures- discussions), role- playing games, 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>Form of control:</b> exam		
Topic 2. Structure and stages of crisis intervention.	2	2	10			
Topic 3. Psychological impact of crisis intervention.	4	2	9			
Content module II. Specificity and problem of crisis intervention and counseling.						
Topic 4. Problems of age crises.	4	2	9			
Topic 5. Loss crisis and traumatic crisis.	4	2	9			
Topic 6. Content and operational principles of providing crisis first aid.	4	4	9			
<b>Total</b>	20	+	14		+	56

#### Technical equipment and/or software:

Multimedia projector, laptop for classroom lessons, computer laboratories, conference rooms, access for higher education applicants to the Internet. GoogleScholar scientific source search service. Electronic access mode: URL: <https://scholar.google.com.ua>.

#### 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			
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### 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	10–19	The task is completed with an average number of correct

level		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 course.

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 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	ECTS assessment	National scale assessment for exam, course project (work), practice
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learning activities		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.

### Methodological support of the course.

Special publications, printed publications, methodological recommendations

### Recommended sources of information.

1. Agayev N.A., Kokun O.M., Pishko I.O., Lozinska N.S., Ostapchuk V.V., Tkachenko V.V. Collection of methods for diagnosing negative mental states of servicemen: Methodological manual. – K.: Research and Development Center of the Armed Forces of Ukraine, 2016. – 234 p.
2. Gorbunova V.V., Karachevsky A.B., Klymchuk V.O., Netlyukh G.S., Romanchuk O.I. Social and psychological support for the adaptation of ATO veterans: a manual for leading groups: a training manual. – Lviv: Institute of Mental Health of the Ukrainian Catholic University, 2016. – 96 p.
3. Yevdokimova N.O. The road to change: effective communication in crisis situations: a psychology manual for dummies / N.O. Yevdokimova, V.L. Zlivkov, S.O. Lukomska. – Mykolaiv: Ilion, 2016. – 182 p.



4. Martina Muller. If you have experienced a traumatic event / trans. from English. Diana Busko; scientific editor Kateryna Yavna. (Series "Yourself a psychotherapist"). Lviv: Svichado, 2014. 128 p.

5. Psychological assistance to victims of crisis traumatic events. H. methodical manual / Z. G. Kisarchuk, Ya. M. Omelchenko, G. P. Lazos, L. I. Litvinenko... Tsarenko L. G.; edited by Z. G. Kisarchuk. – Kyiv: LLC “Publishing House “Logos”. 207p.

6. Rozov I.V. Adaptive anti-stress psychotechnologies: teaching aids.– Kyiv: Condor, 2009.– 278p

7. Technologies of psychotherapeutic assistance to victims in overcoming the manifestations of post-traumatic stress disorder: monograph / Z. G. Kisarchuk, Ya. M. Omelchenko, G. P. Lazos [and others]; ed. Z. G. Kisarchuk. – Kyiv: Publishing House “Slovo”, 2020. – 178 p.

8. Tytarenko T. M. Crisis psychological counselling / T. M. Tytarenko. – Kyiv: Glavnik, 2004. – 96 p.

#### **Additional:**

1. Variy M.I. General psychology. A priori. 2016. 358 p.

2. Naugolnik L. B. Psychology of stress: a textbook / L. B. Naugolnik. – Lviv: Lviv State University of Internal Affairs, 2015. – 324 p.

3. Moskalets V. General psychology. Lira-K. 2021. 564 p.

4. Fundamentals of psychoanalysis: a teaching and methodological manual for students of higher medical institutions / V. Osipenko, L. Lyubina, M. Tymofieva. Chernivtsi: BSMU, 2019. 225 p.

#### **Information resources:**

1. <http://psyfactor.org/>-"PSY-FACTOR" - Center for Practical Psychology.

2. PsyLab.info - Encyclopedia of psychodiagnostics.

3. <http://www.twirpx.com>

4. <http://pidruchniki.ws>

