



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

Approved:

Name of the department

Minute No. _ dated “ _ ” _____ 2025

Head of the department

(signature)

(full name)

SYLLABUS

of the academic discipline

«Introduction to the specialty “Psychology”»

specialty: C4 Psychology

educational level: first (bachelor's) level

study program: «Psychology»

2025

General information about the academic discipline

Name of the academic discipline	Introduction to the specialty “Psychology”
Code(s) and name(s) of the specialty(s)	C4 Psychology
Level of higher education	first (bachelor) level of higher education
Status of the discipline	compulsory
Number of credits and hours	4 credits/120 hours Lectures: 20 hours Seminar/practical classes: 32 hours. Independent work: 68 hours
Terms of studying the discipline	1
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	
Instructor's portfolio on the website	

Course abstract. This academic discipline is the basis for the formation of professional competencies of future practical psychologists, which are manifested in the process of communicating with clients, colleagues, and management during

professional activities.

The subject of the discipline. The study of psychological processes, states, and characteristics of the individual, as well as methods of understanding and analyzing human behavior and mental functioning.

The purpose of studying the discipline “Introduction to the specialty “Psychology” is to ensure the successful professional adaptation of future psychologists on the basis of their study of the main functions of a practical psychologist, the requirements for his personality, and the organization of his work.

The objectives of the academic discipline: mastering certain knowledge, skills, abilities, consolidation and systematization of the acquired knowledge, their application in the performance of practical tasks and scientific works.

Prerequisites basic general education knowledge of the professional cycle.

Program competencies and learning outcomes:

General Competencies (GC)	GC 2. Knowledge and understanding of the subject area and understanding of professional activity. GC 7. Ability to generate new ideas (creativity). GC 11. The ability to preserve and enhance the moral, cultural, and scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society, and its role in the development of society, technology, and innovation; the ability to use various types and forms of physical activity for active recreation and maintaining a healthy lifestyle.
Specific (Professional) Competencies (SC)	SK 5. Ability to independently collect and critically process, analyze and summarize psychological information from various sources. SK 6. Ability to independently plan, organize, and conduct psychological research. SK 10. Understanding the patterns of interaction between individuals, social groups, and communities.
Learning outcomes	
Program learning outcomes	PLO 2 To understand the patterns and specific features of the development and functioning of mental phenomena in the context of professional tasks

	<p>PLO 3 Search for information from various sources, including using information and communication technologies, to solve professional tasks.</p> <p>PLO 5 To select and apply valid and reliable psychodiagnostic tools (tests, questionnaires, projective techniques, etc.) for psychological research and for psychological assistance technologies.</p> <p>PLO 6 To formulate the purpose and objectives of the research, possess skills in collecting primary data, and adhere to the research procedure.</p> <p>PLO 12 To design and implement a program of psychoprophylactic and educational activities, as well as psychological assistance measures in the form of lectures, discussions, round tables, games, trainings, etc., in accordance with the client's requirements.</p> <p>PLO 14 Effectively perform various roles in a team in the process of solving professional tasks, including demonstrating leadership qualities.</p> <p>PLO 19 To analyze the socio-psychological characteristics of an individual and to create a socio-psychological profile of the personality.</p> <p>PLO 21 To implement programs of interpersonal and intergroup interaction that contribute to a positive psychological climate within teams.</p>
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Content of the course:

№	Topic name	Number of hours, including			
		Le	Pr	In	Teaching

		ct ur es	act ica l cla sse s	de pe nd ent wo rk	methods/assessment methods
Content module 1. Psychotraining theory in modern psychological science					Teaching methods: verbal (teaching lecture; 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
Topic 1.	1. Subject and objectives of the course 2. "Introduction to the specialty 3. "Psychology""	2	2	6	
Topic 2.	Psychology as a science and profession	2	2	6	
Topic 3.	The purpose and objectives of the activity of a practical psychologist	2	2	6	
Topic 4.	Methodological foundations of practical psychology.	2	2	6	
Modular test work					
Content module 2. The activities of a practical psychologist as an object of research in psychological science					
Topic 5.	General characteristics of the professional activity of a psychologist	1	4	6	
Topic 6.	Main directions and spheres of activity of a psychologist	1	2	6	
Topic 7.	Organizational forms of activity of a practical psychologist	2	2	6	
Topic 8.	Specific features of the work of a practical psychologist	2	2	4	

Topic 9.	Content and main functions of the activities of a practical psychologist	2	2	4	(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 10.	Ethical and psychological requirements for the personality of a practical psychologist	1	2	4	
Topic 11.	Personality of a psychologist.	1	4	4	
Topic 12.	Organizational issues of the activities of a practical psychologist.	1	2	4	
Topic 13.	Professional training and professional improvement of a practical psychologist.	1	4	6	
Modular test work					
Total:		20	32	68	
Form of control: pass					

Tasks for independent work (examples).

Independent work 1. Write an essay (1–2 pages) describing how psychology is used in everyday life. Provide at least three real-life examples.

Independent work 2. Create a mind map of the main branches of psychology (e.g., cognitive psychology, social psychology, developmental psychology). Briefly describe each branch.

Independent work 3. Observe behavior in a public place (e.g., park, café) for 15 minutes. Write a short report on any observed patterns of behavior (without identifying people or personal data).

Independent work 4. Analyze a psychological experiment (e.g., Pavlov, Milgram,

Zimbardo). Describe the aim, method, results, and ethical issues.

Independent work 5. Compare two psychological schools (e.g., behaviorism vs. humanistic psychology) in a short written comparison chart.

Independent work 6. Prepare a glossary of 15 key terms in psychology (e.g., perception, memory, motivation). Provide short definitions.

Independent work 7. Conduct a mini-survey among classmates on a psychological topic (e.g., stress, learning styles). Present the results in a table or chart.

Independent work 8. Reflective journal: keep a one-week diary and describe your emotions and thoughts using terms from psychology (e.g., mood, emotional regulation, motivation).

Independent work 9. Review a scientific article related to psychology. Write a structured summary (purpose, methodology, key findings, conclusions).

Independent work 10. Create a poster or infographic illustrating a psychological concept (e.g., Maslow's hierarchy of needs, cognitive biases).

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

	Ongoing knowledge control												Mod ular tests	Exa m	Total points
Topics	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	Topic 11	Topic 12	20	40	100
Work in a seminar session	3	2	3	2	3	2	3	2	2	3	3	3			
Indepen dent work	2	1	2	1	2	1	2	1	1	2	2	2			

The table contains information about the maximum points for each type of academic work of a student.

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 "MAUP".

Modular control. Modular control work on the academic discipline "Introduction to the specialty "Psychology"" 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 "Introduction to the specialty "Psychology"":

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 «Introduction to the specialty "Psychology"» 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 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	satisfactory	
68 – 74	D		
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 "Introduction to the specialty "Psychology"" 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 "Introduction to the specialty "Psychology"".

Recommended literature:

Basic:

1. Introduction to the specialty. Compiled by L.I. Podshivaylova, N.V., Starynska. – Kyiv: Borys Grinchenko Kyiv University, 2014. – 29 p.
2. Dutkevych T. V. Practical psychology: introduction to the specialty: textbook / T. V. Dutkevych, O. V. Savyska. – 2nd ed. – Kyiv: Center for Educational Literature, 2010. – 254 p.
3. Ivanova O.V. Psychology: introduction to the specialty: textbook. O. V. Ivanova, L. M. Moskalyuk, S. I. Korsun – Kyiv: "Center for Educational Literature", 2017. – 184 p.
4. Kahneman D. Thinking fast and slow. from English. trans. Maksym Yakovlev. - Kyiv: Nash Format, 2017. – 479 p
5. Kupechko O.A. Psychology of self-presentation of the personality: Educational and practical manual – Kyiv: Center for Educational Literature, 2017. – 320 p
6. Nosenko V.M. Introduction to the specialty "Psychology": Textbook. – Kh.: NUTZU, 2011. – P. 7-13.

Auxiliary

1. . Bleicher V. M., Kruk I. V. Pathopsychological diagnostics. — Kyiv: Zdorovya, 2006.
— 142 p.
2. Bocheliuk V.Y., Zaritska V.V. Psychology: introduction to the specialty. Textbook. — Kyiv: Center for Educational Literature, 2007 — 288 p
3. Golovakha E. I. Life prospects and professional self-determination of youth. — Kyiv, 2004
4. Kisarchuk Z. G., Zhuravlyova N. Yu., Onyshchenko G. I., Yurchenko T. P. Specialized psychological service: main types of psychological assistance to the population: Methodological recommendations for practicing psychologists. — Kyiv: Minchornobyl, 2005. — 46 p.
5. Koropetskaya O. M. Psychological foundations of professional orientation and self-realization of the individual: Textbook. - Kyiv: KNT, 2016. — 438 p. 20
6. Kuzikova S. B. Fundamentals of psychocorrection: textbook / Kuzikova S. B. –K.: Akademvydav, 2012. –320 p.
7. Levenets A. E. Introduction to practical psychology: Educational-methodical complex / Levenets A. E. –K.: Inst. of Crimean-executive services, 2015. –30 p.
8. Muzyka O.L. Methodological recommendations for the course “Introduction to the specialty” –Zhytomyr, 2013.–50 p.
9. Professional profiles and psychograms of positions of specialists of basic employment centers, branches of regional employment centers: scientific-practical. Development. [L.M. Kapchenko, N.V. Ortikova, L.Yu. Litvinchuk and others] under the general editorship of L.M. Kapchenko. – K.: IPK DSZU, 2017. – 52 p.
10. Rybalka V. V. Methodological problems of scientific psychology: a manual. National Acad. of Pedagogical Sciences of Ukraine, Inst. of Pedagogical Education and Adult Education. - Kyiv: Talkom, 2017. - 244 p.
11. Turinina O. L. Problems of forming psychological culture in high school students//Problems of higher pedagogical education: Collection of materials of the International Conference. Ternopil. - 2015. - P. 27-39.
12. Turishcheva L. V. Organization of school psychological service - Kharkiv: Osnova, 2014. - 111 p.

13. Chepeleva N. Development of professional competence of future practical psychologists International seminar on humanistic psychology and pedagogy: Abstracts of the supplement and reports (Rivne, June 15-17, 1998). — Rivne, 2005. — P. 106.
14. Yakymchuk B.A. Fundamentals of psychological counseling: Textbook—Uman: PP Zhovtyy O.O., 2013. — 204 p.