



**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
«SUPERVISION IN PSYCHOLOGICAL PRACTICE»

specialty: C4 Psychology

educational level: second (master's) level

study program: «Psychology»

General information about the academic discipline

Name of the academic discipline	Supervision in practical psychology
Code(s) and name(s)	C4 Psychology
Specialty(s)	Psychology
Level of higher education	second (master's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	5 credits/ 150 hours Lectures: 20 hours Seminars/practical classes: 32 hours Independent work: 98 hours
Terms of study of 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	
Teacher's portfolio on the Institute's website	

Course abstract. The academic discipline “Supervision in Psychological Counseling” reveals various scientific approaches, concepts and principles of studying the work of psychologists, who significantly deepen their knowledge in the process of communication and consultation with other specialists, increasing their professional level.

The subject of study of the discipline: The process of professional support, analysis and improvement of the activities of a psychologist-consultant under the guidance of an experienced specialist in order to increase the effectiveness of counseling and professional growth.

The purpose of the academic discipline: Clarification of the psychological content, mechanisms and conditions for the formation and development of supervisory processes. to give students basic knowledge about supervision, about the ethical code of the supervisor and the importance of supervision in the work and training of a psychologist-consultant and a psychologist-therapist.

The objectives of the academic discipline:

1. Deepening and expanding the general theoretical preparation of students for working with clients (patients).

1. Equipping students with basic knowledge about responsibility for the process of counseling and psychotherapy; increasing their level of professional therapeutic work.

2. Preparing students to generalize the main functions of the psychoconsultative and psychotherapeutic process and supervision: formative, or educational, which involves the development of skills, abilities, understanding and abilities of therapists and consultants; toning, or supporting, which involves resisting the influences of clients' (patients') problems; normative, or guiding, which involves the therapist's control over his own personality.

3. Developing in students the ability to understand their clients (patients).

Prerequisites of the academic discipline: Basic general educational knowledge of the professional cycle. Related to the disciplines of Individual Psychological Counseling, Personality Psychology, Social Psychology, PTSD Psychology, etc.

Program competencies and learning outcomes:

General Competencies (GC)	GC1. Ability to apply knowledge in practical situations. GC2. Ability to conduct research at the appropriate level. GC3. Ability to generate new ideas (creativity). GC4. Ability to identify, pose and solve problems. . GC6. Ability to act on the basis of ethical considerations (motives). GC7. Ability to act socially responsibly and consciously.
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<p>Specific (Professional) Competencies (SC)</p>	<p>SC1. Ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and / or practice.</p> <p>SC2. Ability to independently plan, organize and carry out psychological research with elements of scientific novelty and / or practical significance.</p> <p>SC3. Ability to select and apply valid and reliable methods of scientific research and/or evidence-based methodologies and techniques of practical activity.</p> <p>SC4. Ability to carry out practical activities (training, psychotherapeutic, consulting, psychodiagnostic and other depending on specialization) using scientifically verified methods and techniques.</p> <p>SC5. Ability to organize and implement educational and educational activities for various categories of the population in the field of psychology.</p> <p>SC6. Ability to effectively interact with colleagues in mono- and multidisciplinary teams.</p> <p>SC7. Ability to make professional decisions in complex and unpredictable conditions, adapt to new situations of professional activity.</p> <p>SC8. Ability to assess the limits of one's own professional competence and improve professional qualifications.</p> <p>SC9. Ability to adhere to the norms of professional ethics in professional activity and be guided by universal human values.</p> <p>SC10. Ability to develop and implement innovative methods of psychological assistance to clients in difficult life situations.</p> <p>Special (professional) competencies defined by the educational institution:</p> <p>SC11. Ability to design an individual educational and professional trajectory, form an individual style of professional activity, implement strategies for professional and personal self-improvement, critically reflect on domestic and global experience in adult education.</p>
<p>Program learning outcomes</p>	
<p>Program outcomes</p>	<p>PLO1. To search, process and analyze professionally important knowledge from various sources using modern information and communication technologies.</p> <p>PLO 2. To be able to organize and conduct psychological</p>

	<p>research using valid and reliable methods.</p> <p>PLO 3. To summarize empirical data and formulate theoretical conclusions.</p> <p>PLO 4. To make a psychological forecast regarding the development of the individual, groups, organizations.</p> <p>PLO 5. To develop programs of psychological interventions (training, psychotherapy, counseling, etc.), to conduct them in individual and group work, to assess their quality.</p> <p>PLO 6. To develop educational materials and educational programs, to implement them, to receive feedback, to assess their quality.</p> <p>PLO 7. To present research results in an accessible and reasoned manner in written and oral forms, to participate in professional discussions.</p> <p>PLO 8. Assess the degree of complexity of activity tasks and make decisions about seeking help or improving qualifications.</p> <p>PLO 9. Solve ethical dilemmas based on the norms of the law, ethical principles and universal human values.</p> <p>PLO 10. Carry out an analytical search for scientific information appropriate to the formulated problem and evaluate it according to the criteria of adequacy.</p> <p>PLO 11. Adapt and modify existing scientific approaches and methods to specific situations of professional activity. Program learning outcomes defined by the educational institution:</p> <p>PLO 12. Implement the maximum role range in professional teams; establish creative and psychological contacts with employees, helping organizations of various directions; communicate effectively in the process of organizing and providing psychological assistance; apply in practice the latest achievements in the field of providing psychosocial assistance to various categories of the population.</p>
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Content of the academic discipline:

№	Topic name	Number of hours, of which:
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		Lec tur es	Prac tical class es	Ind epe nde nt wor k	Teaching methods/assessment methods
1st semester					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 (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
Content module I.					
Topic 1.	History of supervision	1	2	9	
	Supervision: general concepts.	1	3	9	
Topic 3.	Differences between supervision and other forms of assistance	2	3	10	
Topic 4.	Levels, types, options and forms of supervision	2	3	10	
Topic 5.	Ethical principles of supervision	2	3	10	
Topic 6.	Group supervision: theory and practice.	2	3	10	
Topic 7.	Features of the interaction between the supervisor and the supervisee	2	3	10	
Topic 8.	Supervision of work with children	2	3	10	
Modular test work					
Content module II.					
Topic 9	Supervision of work with adolescents	2	3	10	
Topic 10	Factors of supervision	2	3	10	

					self-assessment; case study evaluation.
Topic 11	Influence of the supervisor on the outcome of supervision	2	3	10	
Modular test work					
Total :		20	32	98	
Form of control: exam					

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											Modular tests	Exam	Total points
Topics	To pic 1	To pic 2	To pic 3	To pic 4	To pic 5	To pic 6	To pic 7	To pic 8	To pic 9	To pic 10	To pic 11	20	40	100
Work in a seminar session			3	3	3	3	3	3	3	3	3			
Independent work	3	3	3	3	3	3	3	3	3	3	3			

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 "Supervision in practical 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 "Supervision in practical 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 «Supervision in practical 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.
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Assessment of additional (individual) types of educational activities.

Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the academic discipline.

By decision of the department, applicants who participated in scientific research work and performed certain types of additional (individual) types of educational activities may be awarded incentive (bonus) points for a certain educational component.

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

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

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 2 points using standardized generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
3	3	2	1	0

Forms of control: ongoing control based on the performance of practical work; ongoing control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used.

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), 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.

- 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 " Supervision in practical 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 " Supervision in practical psychology".

Recommended sources of information

Main

1. Artemenko T. (2021). Guide to conducting intervention and supervision / Cherkasy: KNZ CHOIPOPCHOR, URL: <https://cutt.ly/t7h8Ymv>.
2. Moroz, R. A. (2021). Supervision and Balint groups as a means of emotional response for teaching staff during the COVID-19 pandemic. In: Theoretical and practical aspects of the development of modern pedagogy and psychology. <https://surl.li/wyslhf>.
3. Supervision is not auditing: a methodological guide / Yu. O. Borysenko, O. A. Venglovska, G. V. Gladkova et al. Kyiv: UIRO, 2025. 245 p. URL: <https://uied.org.ua/wp-content/uploads/2025/08/uied-20.08.2025.pdf>
4. Order of the Ministry of Education and Science No. 1313 of 18 October 2019, "Certain Issues of Organising and Conducting Supervision" [Electronic resource]. – Access mode: <https://imzo.gov.ua/2019/10/21/nakaz-mon-vid-18-10-2019-1313-deiakipyttanniaorhanizatsii-ta-provedennia-supervizii/>
5. Order on the Approval of Methodological Recommendations for the Conduct of Supervision in Social Services (05.01.2015 No. 5). – [Electronic resource]: Access mode [http: / parusconsultant.com/?doc](http://parusconsultant.com/?doc)

Additional:

1. Hrytsaniuk, O. V., & Ivaniv, O. S. (2024). Supervision as a tool for preventing professional burnout among social workers Scientific journal of the Ukrainian State University named after Mykhailo Dragomanov. Series 5: Pedagogical Sciences: Realities and Prospects, 98. <https://doi.org/10.31392/UDU-nc.series5.2024.98.06.13>
2. Lyakhovets, L. O., & Nizovets-Kropta, O. A. (2024). Understanding the practice of supervision in the work of psychologists in educational institutions in wartime. Scientific notes of V.I. Vernadsky Ternopil National University. Series: Psychology, 35 (5). DOI: <https://doi.org/10.32782/2709-3093/2024.5/05>
3. Ivzhenko, I. (2020). Supervision as a tool for preventing emotional burnout among social workers. Scientific Notes of the Higher School

of Technology in Katowice, 12.

https://yadda.icm.edu.pl/baztech/element/bwmeta1.element.baztech5c96a862-2a37-4050-a280-9cd4d0577f4f/c/Ivzhenko_Nadzor_12_2020-2.pdf.

4. Spitsyna, L. V. (2021). Socio-psychological features of conducting supervision groups for novice psychologists. *Psychological Journal*, 7 (4), 38-48. DOI: <https://doi.org/10.31108/1.2021.7.4>.

5. Kharadji, M. V., & Ivashchenko, A. I. (2022). Supervision as a method of professional growth for psychologists. *Scientific Bulletin of Uzhhorod National University*, 1. DOI: <https://doi.org/10.32782/psyvisnyk/2022.1.4>.