

ALFRED NOBEL UNIVERSITY, DNIPRO

**STUDY PROGRAMME
“COUNSELING, CORRECTION AND
DEVELOPMENT WORK”
(Bachelor’s degree)
Field of study 053 Psychology**

COURSE CATALOGUE

2020-2021 academic year

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UKRAINIAN IDENTITY, HISTORY, CULTURE AND LANGUAGE				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/ 14 weeks, 56 hours in class	4.5 / mandatory	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor Olena Turchak, Ph.D. (Candidate of Science), Associate Professor	135 hours (56 h. lectures, 69 h. self-study time)
Course aims: The course is geared towards helping students study the features the socio-economic development, the evolution of the political system and state processes at different stages of the history of Ukraine				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) analyze main events of Ukrainian history in the context of world historic process;		Lecture, discussion		Oral answers to questions, participation in the discussion (CAS)
2) use basic concepts, categories and methods of historic research;		Lecture, practical classes		Oral answers to questions (CAS), test
3) work out their own position concerning historic events and actors;		Discussion, self-study activities		Oral answers to questions, test participation in the discussion (CAS)
4) analyze the degree of influence on the evolution of various historical periods of social, political, ideological, economic factors;		Lecture, practical classes, self-study activities, class discussion		Presentation, test (CAS), mid-term control
5) analyze development of modern Ukraine.		Lecture, Internet search, discussion.		Essay, participation in the discussion (CAS)
Learning outcomes 1-5				Final exam (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Test (multiple choice, computer) 45% Answers (oral) 15% Mid-term control (computational exercises, mini case)				
Contents				
Thematic structure of the course:				

- 1) Subject and tasks of the course.
- 2) Kievan Rus as a state of East Slavic tribes.
- 3) Mongol invasion and Galicia–Volhynia.
- 4) Ukrainian lands under Polish–Lithuanian Commonwealth.
- 5) Zaporozhian Cossacks and the Hetmanate
- 6) Partitions of Poland and Ukraine.
- 7) Ukrainian lands in Russian and Austrian Empires.
- 8) Ukrainian 1917-1921 revolution and Soviet Ukraine.
- 9) Independent Ukraine.

Literature

Compulsory reading

1. Дзюба Т. Мова як формант моделі національної ідентичності (за матеріалами публіцистики другої половини XIX ст. – першої третини XX ст.) [Електронний ресурс] / Т. Дзюба // Наукові праці Національної бібліотеки України ім. В. І. Вернадського. - 2011. - Вип. 31. - С. 384-397. - Режим доступу: http://nbuv.gov.ua/UJRN/npnbuimviv_2011_31_35
2. Кравченко О. В. Етнічна динаміка та проблема просторового структурування культурних ідентичностей в Україні (кінець XX — початок XXI ст.) [Електронний ресурс] / О. В. Кравченко // Вісник Харківської державної академії культури. - 2011. - Вип. 32. - С. 25-33. - Режим доступу: http://nbuv.gov.ua/UJRN/hak_2011_32_2
3. Поліщук Р. М. Політика і спорт: ідеологія, імідж, ідентичність [Електронний ресурс] / Р. М. Поліщук // Молодий вчений. - 2019. - № 5(2). - С. 339-345. - Режим доступу: [http://nbuv.gov.ua/UJRN/molv_2019_5\(2\)_20](http://nbuv.gov.ua/UJRN/molv_2019_5(2)_20)
4. Баумейстер А. О. Ідентичність Європи: виклики і загрози The Paris Statement. A Europe we can believe in [Електронний ресурс] / А. О. Баумейстер // Філософські проблеми гуманітарних наук. - 2018. - № 2. - С. 14-24. - Режим доступу: http://nbuv.gov.ua/UJRN/Fpgn_2018_2_4
5. Мельничук В. В. Релігійна складова національної ідентичності українців [Електронний ресурс] / В. В. Мельничук // Гілея: науковий вісник. - 2019. - Вип. 143(2). - С. 106-109. - Режим доступу: [http://nbuv.gov.ua/UJRN/gileya_2019_143\(2\)_23](http://nbuv.gov.ua/UJRN/gileya_2019_143(2)_23)
6. Кирилюк О. С. Структури історичної пам'яті українства – основа національної ідентичності – як об'єкти асиміляторських атак [Електронний ресурс] / О. С. Кирилюк // Гілея: науковий вісник. - 2019. - Вип. 144(2). - С. 48-52. - Режим доступу: [http://nbuv.gov.ua/UJRN/gileya_2019_144\(2\)_12](http://nbuv.gov.ua/UJRN/gileya_2019_144(2)_12)
7. Shepurda G. Implementation of "The Great plan of nature transformation" in Ukraine: the history of legal base formation [Електронний ресурс] / G. Shepurda // Гуманітарний вісник. Сер. : Історичні науки. - 2016. - Число 24, Вип. 8. - С. 111-118. - Режим доступу: http://nbuv.gov.ua/UJRN/Gvi_2016_24_8_18
8. Glamazda P. General Characteristics of the Judicial System of Ukraine – Cossack Hetmanate (1722-1760) [Електронний ресурс] / P. Glamazda // Історико-правовий часопис. - 2017. - № 1. - С. 50-55.
9. Nikolaiets Y. Historical memory about Second World War in the context of threats of government in Ukraine [Електронний ресурс] / Y. Nikolaiets // Східноєвропейський історичний вісник. - 2019. - Вип. 11. - С. 225-240. - Режим доступу: http://nbuv.gov.ua/UJRN/eehb_2019_11_22

Recommended reading

1. Кривицька О. В. Спільна ідентичність в умовах дезінтеграції українського суспільства: особливості і шляхи формування [Електронний ресурс] / О. В. Кривицька // Наукові записки Інституту політичних і етнонаціональних досліджень ім. І. Ф. Кураса НАН України. - 2018. - Вип. 3-4. - С. 124-141. - Режим доступу: http://nbuv.gov.ua/UJRN/Nzipiend_2018_3-4_8

2. Ващинська І. І. Регіоналізм в Україні: переосмислення крізь призму соціальних ідентичностей та групових лояльностей [Електронний ресурс] / І. І. Ващинська // Український соціум. - 2018. - № 4. - С. 9-18. - Режим доступу: http://nbuv.gov.ua/UJRN/Usoc_2018_4_3
3. Ozturk M. Turkey and Ukraine During the First World War [Електронний ресурс] / М. Ozturk // Проблеми історії країн Центральної та Східної Європи. - 2017. - Вип. 6. - С. 272-281
4. Sinyavska L. Soviet historiography of researches of the heavy industry of Eastern Ukraine under the conditions of the First World War [Електронний ресурс] / L. Sinyavska // Східноєвропейський історичний вісник. - 2018. - Вип. 7. - С. 75-87.
5. History of Ukraine. <https://www.britannica.com/place/Ukraine/History>

FOREIGN LANGUAGE

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
English	1, 2 /28 weeks, 112 hours in class	10 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor, Marina Kabanova, PhD (Candidate of Science), Associate Professor Svitlana Storozhuk, Senior Lecturer	300 hours (112 h. practical, 188 h. self-study time)

Course aims:

The goal of the course for the first year of its study by students majoring in Psychology is combined and foresees developing by learners their English communication skills on the pre-intermediate (B1) level. This level has to be developed in all the four kinds of speech activities in English (speaking, listening, reading, and writing) and ensure fluent and unimpeded pre-intermediate level communication in General English.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (ongoing monitoring CAS, final monitoring FAS)
At the end of the course students will be able to:		
1) speak in English on the B1 level at such a rate of speaking and at such a level of fluency and spontaneity that makes speech fully comprehensible; clearly speak about a limited circle of topics, express their ideas on those topics; take part in dialogues and polylogues with a sufficient (for B1 command of the language) level of freedom, fluency, and spontaneity; take part in simple short discussions in fully familiar contexts expressing their views and ideas; present in monological speaking clear utterances concerning a limited circle of issues in their	Practical classes, brainstorming, simple discussions, role-plays, students' presentations, Internet search, reading texts, listening to different kinds of audio materials, writing different kinds of written works (letters, compositions, etc.), self-study, dictations and tests	1) Participation in practical classes, brainstorming, simple discussions, role-plays, brainstorming, students' presentations, reading texts (CAS)

<p>field of interests; express in a short monologue their points of view on a proposed familiar topic;</p> <p>2) read understanding the principal ideas of a text on a concrete topic, understand simple articles and information on contemporary issues;</p> <p>3) listen with understanding to short utterances and presentation following simple argumentation on sufficiently well-known topics, understand short and simple news and programs on current affairs;</p> <p>4) write competently using limited language and communication materials on well-known topics, write simple informal (personal) letters and short compositions on well-known topics demonstrating intercultural understanding;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the B1 level within the framework of the course studied;</p> <p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture.</p> <p>Learning outcomes 1-3, 4-6</p>		<p>Participation in practical classes, simple discussions, reading texts (CAS)</p> <p>Participation in practical classes, simple discussions, students' presentations, role-plays, listening to different kinds of audio materials, dictations and tests (CAS)</p> <p>Participation in practical classes, writing different kinds of written works (letters, compositions, etc.) (CAS)</p> <p>Participation in practical classes, brainstorming, simple discussions, dictations and tests (CAS)</p> <p>Participation in practical classes, simple discussions, role-plays, students' presentations, Internet search (CAS)</p> <p>Mid-term control: language tests, speaking, reading, writing, and listening tasks (CAS)</p>
<p>Assessment Semester 1</p>		

100%. Final assessment as a result of continuous assessment 100%/

- 20% Participation in brainstorming, discussions, and role-plays
- 20% Participation in students' presentations
- 20% Participation in Internet search, reading texts, listening to different kinds of audio materials
- 15% Writing different kinds of written works (letters, compositions, etc.)
- 5% Dictations and tests
- 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)

Semester 2

100%. Final assessment as a result of continuous assessment 100%/

- 20% Participation in brainstorming, discussions, and role-plays
- 20% Participation in students' presentations
- 20% Participation in Internet search, reading texts, listening to different kinds of audio materials
- 15% Writing different kinds of written works (letters, compositions, etc.)
- 5% Dictations and tests
- 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)

Contents

Thematic structure of the course:

Semester 1:

1. PERSONALITY (Unit 1 of the coursebook)
2. TRAVELLING (Unit 2 of the coursebook)
3. HOME (Unit 3 of the coursebook)
4. LUCK AND COINCIDENCES (Unit 4 of the coursebook)

Semester 2:

5. SHOPPING (Unit 5 of the coursebook)
6. HOLIDAYS (Unit 6 of the coursebook)
7. LIFE CHANGES (Unit 7 of the coursebook)
8. NEWS (Unit 8 of the coursebook)

Literature

Compulsory reading

Kerr P., Jones C. Straightforward. Intermediate Student's Book. Oxford: Macmillan Education, 2016.

Recommended reading

1. Adapted literature (fiction, popular science, of journalistic genre) in English of students' personal choices independently selected by them for additional home (extensive) reading.
2. Original Internet sites in English of students' personal choices independently selected by them for preparing their own presentations, participations in discussions, writing essays, etc.

<i>HUMAN ANATOMY AND PHYSIOLOGY OF THE HUMAN NERVOUS SYSTEM</i>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 42 hours in class	4,5 / Mandatory	Olga Kramar, Lecturer	135 hours (28 h. lectures, 14 h. seminars, 93 h. self-study time)
Course aims: Students will have gained comprehensive knowledge about the structure of the human nervous system; neural theory of the structure of the human nervous system; reflex arc schemes; types of reflexes; the concept of nerve centres and their features; inhibition processes in the central nervous system; coordinating role of the central nervous system; leading pathways of the central nervous system; types of higher nervous activity.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) classify and generalize information, make references and overviews connected with professional activity issues;		Lecture, practical classes, discussion	Participation in the discussion (CAS)	
2) classify the types of neurons, know a difference and similarities in a structure of the neurons and other cells		Practical classes, self-study activity	Essay, test (CAS)	
3) to distinguish a structure and functions a neuron from the glia cells		Lecture, practical classes	Presentation (CAS)	
4) to know a structure and functions of brain and spinal brain		Internet search, self-study activities	Participation in the discussion, test (CAS)	
5) to distinguish the types of reticular formation		Problem lecture, discussion	Participation in the discussion, essay (CAS)	
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)				
Contents				
Thematic structure of the course: 1. General characteristics of the nervous system 2. The value of the central nervous system 3. Spinal cord. 4. The brain. 5. Autonomic nervous system. 6. Peripheral nervous systems				

7. General concept of physiology of higher nervous activity.

Literature

Compulsory reading

1. Свиридов О.І. Анатомія людини. Підручник за ред. І.І.Бобрика.- К.: Вища школа, 2011. - 399с.: іл.
2. Сили Р.Р., Стивенс Т.Д., Тейт Ф. Анатомия и физиология: учебник. – К.: Олимпийская литература, 2007. – 1224 с.
3. Анатомія, фізіологія, еволюція нервової системи. – Маруненко І.М., Неведомська Є.О., Волковська Г.І. – К.: ЦУЛ, 2017. – 184 с.
4. Майдіков Ю.Л., Корсун С.І. Нервова система і психічна діяльність людини: Навч. посіб.- К., Магістр- XXI сторіччя, 2007. – 280 с.

Recommended reading

1. Анатомия человека: учебник: в 2 т./ М.Р. Сапин, В.Я. Бочаров, Д.Б. Никитюк; под общ.ред. М.Р. Сапина. – [6-е изд.] – М.: Медицина, 2013. – Т.1 – 640 с; Т.2 – 640 с.
2. Хомутов А.Е. Анатомия центральной нервной системы: учебное пособие/ А.Е. Хомутов, С.Н. Кульба.– [3-е изд.] – Ростов н/Д:Феникс, 2007.– 315 с..
3. Батуев А.С. Высшая нервная деятельность: учебник для вузов / А.С. Батуев. –[2-е изд.] – СПб.: Лань, 2002. – 416 с.
4. Воронова Н.В. Анатомия центральной нервной системы: учебное пособие / Н.В. Воронова, Н.М. Климова, А.М. Меджерицкий. – М.: Пресс, 2005. – 128 с.
5. Щербатых Ю. Анатомия центральной нервной системы для психологов: учебное пособие / Ю. Щербатых, Я.Туровский. – СПб.: Питер, 2008. – 128 с.
6. Анатомия черепных и спинномозговых нервов / Под ред. М.А.Корнева, О.С.Кульбах.- СПб: ООО «Издательство Фолиант», 2004. – 104 с.
7. Аносов І.П., Хоматов В.Х. Анатомія людини у схемах. Навчальний наочний посібник – К.: Вища школа, 2002. - 191с.:іл.
8. Новикова И.А., Полякова О.Н., Лебедев А.А. Практическое пособие по анатомии и физиологии центральной нервной системы.- СПб.: Речь, 2007. - 93 с.
9. Anatomy and Physiology by Rice University. (2013). <https://opentextbc.ca/anatomyandphysiology/>
10. David Ottoson. Physiology of the Nervous System (2016). Palgrave, London
11. Juergen Mai, George Paxinos The Human Nervous System (2011) Academic Press pp. 1482
12. Kolesnykov, Nikityk, Klochkova. Textbook of Human anatomy. In 3 volumes. Vol.2. Splachnology and cardiovascular system (2019).
13. Matthews, Gary G. (2001). "Evolution of nervous systems".Neurobiology: molecules, cells, and systems. Wiley-Blackwell. p. 21.
14. Sakarya O, Armstrong KA, Adamska M, et al. (2007). Vosshall L, ed. "A post-synaptic scaffold at the origin of the animal kingdom". PLoS ONE. 2 (6): e506.doi:10.1371/journal.pone.0000506.
15. Yerkes, Robert M. & Dodson, John D. (1908). The relation of strength of stimulus to rapidity of habit-formation. Journal of Comparative Neurology and Psychology, 18, 459-482. [The origin of the Yerkes-Dodson Law.]
16. Jacobs DK, Nakanishi N, Yuan D, et al. (2007). "Evolution of sensory structures in basal metazoa". Integr Comp Biol.47 (5): 712–723. doi:10.1093/icb/icm094.PMID 21669752.
17. Ruppert EE, Fox RS, Barnes RD (2004). Invertebrate Zoology (7th ed.). Brooks / Cole. pp. 111–124.
18. Sanes DH, Reh TA, Harris WA (2006). Development of the nervous system. Academic Press. pp. 3–4.
19. Nervous system: Structure, function and diagram | Kenhub <https://www.kenhub.com/en/library/anatomy/the-nervous-system>

ANTHROPOLOGY. ANIMAL PSYCHOLOGY. COMPARATIVE PSYCHOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6 / Mandatory	Olha Dniprova, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
<p>Course aims: Students will have gained comprehensive knowledge about the topic, have an ability to analyze complex data, evaluate theories and concepts, provide solutions to problems in anthropology, animal psychology and comparative psychology. Students acquire basic understanding of anthropology and in particular of methodological approaches in paleoanthropological research and in studies of people today, of the evolution of physical types of the direct ancestors of man, the main stages of human development, the formation of the modern physical types of humans, the basic principles of racial classification and the anthropological structure of the inhabitants of the world, the specifics of historical anthropology, the basic results of research into the anthropological structure of the ancient and modern inhabitants of Ukraine. Students acquire knowledge of non-associative and associative studies, basic directions of study of elements of animals thought, general description of cognitive processes, concept of thought, description of thought.</p>				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) understand the theoretical approach towards a systematic analysis of the phenomenon of mankind;		Lecture, practical classes, discussion		Participation in the discussion (CAS)
2) know the modern approaches to anthropology as a systematic science of mankind: philosophical, evolutionary, constitutional, ethnic, social, cultural, developmental, educational, economic and political anthropology;		Practical classes, self-study activity		Presentation Essay (written) (CAS)
3) work with the specialized literature introduced on this course;		Internet search, self-study activities discussion		Participation in the discussion, test (CAS)
4) have a mastery of the research methodology for paleoanthropology and anthropology of modern man;		Self-study activity		Participation in the discussion (CAS)
5) classify and generalize information, make references and overviews connected with professional activity issues; edit and review		Lecture, practical classes, discussion		Participation in the discussion (CAS)

texts as well as make their summaries;		
6) to operate the concepts of cognitive processes, basic directions of elements of thought of animals, types of educational activity for animals;	Practical classes, self-study activity	Presentation (CAS)
7) operate the concepts of cognitive processes, basic directions of elements of animal thought, types of animal training activity;	Lecture, practical classes	Participation in the discussion, test (CAS)
8) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;	Internet search, self-study activities	Participation in the discussion (CAS)
9) analyze, systematize and generalize factual material	Problem lecture, discussion Essay (written)	Discussion, Essay (written) Test (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 30% Participation in the discussion
- 20% Test (multiple choice, computer)
- 30% Essay (written)
- 20% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

1. The subject of the science of anthropology and its place in the system of sciences
2. Formation and development of anthropology as a science
3. Methods of research in anthropology .Paleontology.
4. Controversial questions in the study of human origins .man and nature.
5. Ethnic anthropology .Concepts and classifications of race
6. Features of race studies .Science against racism.
7. Historical anthropology
8. Anthropological structure of inhabitants of Ukraine today
9. Object and task of comparative psychology, animal psychology and etology. Their unity and connection with natural and social sciences.
10. Innate and gained activity. Motivation of activity.
11. Individual memory and training of animals. Elementary thought of animals.
12. Developments of psychical activity in animals and human ontogenesis.

Literature

Compulsory reading

1. Столяренко В.А. Антропология – системная наука о человеке: Учебное пособие для студентов вузов/ В.А.Столяренко, Л.Д.Столяренко– Ростов на Дону: Феникс, 2004. – 384 с.
2. Хомутов А.Е. Антропология. Учебное пособие./ А.Е.Хомутов,С.Н.Кульба С.- Ростов на Дону: Феникс, 2006. – 384 с.
3. Юрий М.Ф., Антропология: Навчальний посібник. / М.Ф. Юрій– К.: Дакор, 2008.– 424 с.
4. Сравнительная психология и зоопсихология / Сост. и общая редакция Г.В.Калягиной. – СПб: Питер, 2001. – 416 с.
5. Скопичев В.Г. Физиология животных и этология: Учебное пособие для вузов. М., 2003.

6. Зорина З. А. Зоопсихология. Элементарное мышление животных: учеб. Пособие / З. А. Зорина. – М.: Аспект Пресс, 2001. – 320 с.
7. Поправко В. Антропология. Навчальний посібник. Мелітополь, 2016. 285 с.
8. Коляденко Н.В. Зоопсихологія та порівняльна психологія. К., 2019. 508 с.

Recommended reading

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8. 2. Robert L. Welsch, Luis A. Vivanco Cultural Anthropology: Asking Questions About Humanity. 2nd Edition. Oxford University Press, 2017. 496 h.
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10. Conrad Kottak Anthropology: Appreciating Human Diversity 18th Edition McGraw-Hill Education; 18 edition (September 25, 2018) 592 p.
11. [Gregory Berns](#). What It's Like to Be a Dog: And Other Adventures in Animal Neuroscience. 2017.
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13. Clark, Kenneth B. & Clark, Mamie K. (1939). [The development of consciousness of self and the emergence of racial identification in negro preschool children](#). Journal of Social Psychology, S.P.S.S.I. Bulletin, № 10, pp. 591-599. [One of the first studies in the psychology of race, by two of the first major African-American psychologists.]
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21. Yerkes, Robert M. & Morgulis, Sergius. (1909). [The method of Pawlow in animal psychology](#). Psychological Bulletin, 6, 257-273. [The paper that introduced Pavlov's work to North America.]

<i>AN INTRODUCTION TO SPECIALTY</i>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 28 hours in class	3 / Mandatory	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
Course aim: to acquaint students with the system of ideas about psychology as a profession.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) to know and understand the subjects of phenomena studied by modern psychology;		Lecture, problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue		Participation in discussions / debates (CAS)
2) know the main branches of psychology;		Lecture, problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue		Participation in discussions / debates (CAS)
3) have the basic means of searching for educational and scientific literature and types of secondary sources as a product of scientific sources, as well as the requirements for their compilation;		Problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, problem solving, work in microgroups, Internet search		Oral answers to questions, problem solving (problem situations) (CAS)
4) have basic household psychological knowledge and social competencies in the field of general psychology;		Lecture, problem lecture, "round table" on the topic of independent search work, seminar-debate, seminar-dialogue, problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, internet search, tests Game technologies, presentations, project work,		Oral answers to questions, problem solving (problem situations), tests, participation in a role play (business game) (CAS)
5) know the content of the activities of a				Participation in a

psychologist-practitioner in the field of care;	Internet search	role play (business game), evaluation of the presentation (CAS)
6) know and understand the ethical norms and professional tact of the future professional;	Game technologies, presentations, project work, Internet search	Participation in a role play (business game), evaluation of the presentation (CAS)
7) know the activities of a practical psychologist: psychoprophylaxis, psychodiagnosics, psychological correction and development, psychological counseling, psychotherapy;	Game technologies, presentations, project work, Internet search	Participation in a role play (business game), evaluation of the presentation (CAS)
8) know the peculiarities of training psychologists in educational institutions. Formal and substantive aspects of higher psychological education;	Game technologies, presentations, project work, Internet search	Participation in a role play (business game), evaluation of the presentation (CAS)
9) is able to form and present research theses on the formation of professionally important qualities of the future psychologist;	Simulation methods, presentations, project work, Internet search,	Evaluation of the presentation, evaluation of practical skills (CAS)
10) be able to classify the field of psychological problems;	Lecture, problem lecture, "round table" on the topic of independent research work, seminar-dialogue	Oral answers to questions, problem solving (problem situations) (CAS)
11) be able to successfully work in a team using professionally important qualities of the future psychologist and is able to freely express their views on the issue of "Profession and Professionalism" based on the scientific literature and experience of modern scientists and famous psychologists;	Game technologies, presentations, project work, Internet search	Participation in a role play (business game), evaluation of the presentation (CAS)
12) be able to correctly select the types of assistance and professional tools with the help of scientific literature;	Independent work, presentations, project work, Internet search	Research project, presentation evaluation (CAS)
13) be responsible for personal development and self-improvement, which is the basis of professional growth.	Presentations, role-playing games, work in microgroups	Evaluation of the presentation (CAS)
Assessment		
Final grade (final assessment) as a result of 100% continuous assessment:		

20% Test (multiple choice, computer)
20% Answers (oral)
20% Participation in the discussion
20% Participation in the role play
20% Presentation (oral, multimedia)

Contents Зміст

Thematic structure of the course:

1. Psychology as a science
2. Psychology as a profession
3. Rational organization of educational work
4. Organization and conduct of student research
5. Professional activity of a psychologist
6. Types of activity of a practical psychologist
7. Training of professional psychologists

Literature

Compulsory reading

1. Карандашев В.Н. Психология: введение в профессию / В.Н. Карандашев. – М.: Смысл, 2005 (базовий підручник).
2. Вачков И.В. Введение в профессию «психолог»: Учеб. Пособие / И.В. Вачков. – М.: Изд-во Москов. психол.-соц. ин-та, 2004. – 240 с. (базовий підручник).
3. Гиппенрейтер Ю.Б. Введение в общую психологию. Курс лекций / Ю.Б. Гиппенрейтер. – М.: АСТ, 2008. 264 с.
4. Годфруа Ж. Что такое психология / Ж. Годфруа. – [2-е изд.] – М.: Мир, 1996. – 320 с. (Т.1 гл. 2 и 3.)
5. Гриншпун И.Б. Введение в психологию / И.Б. Гриншпун. – М.: Международная педагогическая академия, 1994. – 188 с.
6. Приходько Ю.О. Практична психологія. Введення у професію: навчальний посібник / Ю.О. Приходько. – К.: Каравела, 2010. – 232 с.

Recommended reading

1. Абрамова Г.С. Введение в практическую психологию / Г.С. Абрамова. – Брест: Брест, 1993. – 180 с.
2. Иванников В.А. Введение в психологию: Курс лекций / В.А. Иванников. – М.: Наука, 2006. – 234 с.
3. Жуков Ю.М. Позиции психолога-практика / Ю.М. Жуков. // Введение в практическую социальную психологию. – [3-е изд.] – М.: Смысл, 1999. – С.21-34.
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5. Марцинковская Т.Д. 50 выдающихся психологов мира. Учебн. пособие для студентов / Т.Д. Марцинковская, М.Г. Ярошевский. – М. Международная педагогическая академия, 1995. – 320 с.
6. Малкина-Пых И.Г. Справочник практического психолога / И.Г. Малкина-Пых. – М.: Изд-во Эксмо, 2005. – 480 с.
7. Меновщиков В.Ю. Введение в психологическое консультирование / В.Ю. Меновщиков. – М. Смысл, 1998. – 180 с.
8. Психология. Учебник. – М.: «Проспект», 1999. – 320 с.
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11. Hunt, M. (1993). The story of psychology. New York, NY: Anchor Books.
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INFORMATION TECHNOLOGIES IN MODERN SOCIETY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 28 hours in class	3 / Mandatory	Olena Lavrentieva, Doctor of Science, Full Professor	90 hours (14 h. lectures, 14 h. lab. works, 62 h. self-study time)
Course aims: the students get a high level of information and computer culture as well as practical skills for working with modern hardware using the latest information technologies to solve various problems in the professional activities.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) use the basic tools of Windows and Microsoft Office freely;		Lecture, lab. works, discussion, solving problems and case-study, self-study activities		Participation in the discussion, solving problems, and case-study using appropriate software, laboratory work report (CAS)
2) search, analyze and process professionally relevant information using databases, library and search engines, and office apps;		Lecture, lab. works, solving problems using appropriate apps, interactive tasks and self-study activities in Internet		Solving problems, preparation of mini-projects, laboratory work report, test (CAS)
3) use specialized software to organize sociological research and surveys;		Lecture, lab. works, solving problems, self-study activities in Internet, test-control software		Solving problems using appropriate software, laboratory work report, test (CAS)

4) analyze and manage socio-psychological processes in small and large social groups with the use of ICT and tools;	Lecture, lab. works, case-study using appropriate software and Internet technologies, self-study activities, Internet search	Solving problems and cases, individual presentation assessment, blog preparation (CAS)
5) organize distance learning and social clients support online;	Lecture, guided self-study activities, solving problems, Internet search, group work, interactive tasks	Solving problems using appropriate software, quiz, peer small group presentation (CAS)
6) use Internet-technologies for solving professional problems, search and store necessary information; manage correspondence and communicate by e-mail, as well as through Social Networks and Communities;	Lecture, lab. work, mini-projects, web-quest, self-study activities	Laboratory work report, participation in the web-quest, individual presentation assessment (CAS)
7) establish cooperation with representatives of various professional groups and communities via the media and Internet resources;	Lab. work, Internet search and activities, web-forum, communicative technologies	Laboratory work report, participation in the discussion, web-forums, blog preparation, test (CAS)
8) organize social work, manage social projects using Cloud technologies;	Lecture, lab. work, mini-projects, web-quest, self-study activities	Laboratory work report, individual presentation assessment, participation in the web-quest, test (CAS)
9) do setting of software and specialized websites to work in the global network.	Lab. work, internet search, interactive tasks, website creation	Participation in the discussion and group work, blog preparation (CAS)
Learning outcomes 1-5; 6-9		Mid-term control (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

40% Solving problems using appropriate software

15% Test

15% Blog

15% Individual presentation

15% Mid-term control (laboratory work report, test)

Contents

Module 1. Theoretical foundations of computer science. Information systems.

Subject, methods and objectives of the course. Theoretical Foundations of Computer Science.

Information Systems and their role in the management of the economy and social systems.

The principles and structure of the PC software. The Windows operating system. Local area network.

The use of Internet-technologies. Working with Web-site. Navigation on the web.

Module 2. Features of Microsoft Office in the organization of social work

Systems for processing text information. Text editor MS Word. Editing and formatting text, creating figures, tables and diagrams by means of MS Word. Automation of document creation.

The technology of creating presentations in MS PowerPoint.

Systems of tabular data processing. The MS Excel spreadsheet. Basics of working in MS Excel. Working with formulae and functions in MS Excel. Creating, editing and formatting charts in MS Excel. Working with Database in MS Excel. Fundamentals of office programming.

Module 3. Working with Databases

Fundamentals of database constructing. Purposes, general characteristics, features and possibilities of MS Access. Creating, editing and using database query. Creating, editing and using database queries in MS Access. Creating, editing and managing database with database managing system.

Module 4. Computer-based tools in sociological research

Basic concepts of tests and methods of test surveys. Computer testing and its advantages. Typology of the tests. Stages of the testing process. Test survey software.

Module 5. Cloud technologies in the social work informatization

The possibilities of cloud technologies for the organization of social work.

Online collaboration, ways of exchange of information via Cloud technologies. Cloud services for the organization of social work. Creation and placement of working materials by means of Google apps. Office and test software and apps for statistical data processing on the Internet, procedures of their use.

Distance Learning. Hardware and software for the distance learning implementation. Characteristics of the most common software platforms for distance learning.

Module 6. Communication technologies in social work

Communication technologies. Scientific information retrieval on the Internet. Search engines.

General issues of digital communication and its role in professional activities. Organization of communication with the use of a PC. E-mail correspondence. Social Networks and Communities. Specialized website, procedures and tools of its creation for social work purposes.

Social projects, ways of their organization by means of ICT.

Electronic libraries. Characteristics and capabilities of electronic libraries in the information retrieval process. The types of services. Access to information. Electronic libraries of Ukraine and other countries all the world.

Literature

Compulsory reading

1. Клименко О.Ф. Информатика: Підручник / О.Ф. Клименко, Н.Р. Головки. – К.: КНЕУ, 2011. – 579 с.
2. Елецкая О.В. Информационные технологии в специальном образовании. Учебное пособие с практикумом для вузов / О.В. Елецкая, М.В. Матвеева, А.А. Тараканова. – М.: Владос, 2019. – 319 с.
3. Богдановская И.М. Информационные технологии в педагогике и психологии. Учебник для вузов / И.М. Богдановская, Т.П. Зайченко, Ю.Л. Проект. – Издательский дом "Питер", 2015. – 304 с.
4. Царев Р.Ю. Теоретические основы информатики: Учебник / Царев Р.Ю., Пупков А.Н., Самарин В.В и др. – Краснояр.: СФУ, 2015. – 176 с.
5. Леонтьев В.П. Office 2016. Новейший самоучитель / В.П. Леонтьев. – М.: Эксмо, 2015. – 368 с.
6. Леонтьев В.П. Microsoft Word 2016. Новейший самоучитель / В.П. Леонтьев. – М.: Эксмо, 2016. – 128 с.
7. Рудикова Л.В. Microsoft Office Excel 2016 / Л.В. Рудикова. – СПб.: БХВ-Петербург, 2017. – 640 с.
8. Бекаревич Ю.Б. Самоучитель Microsoft Access 2016 / Ю.Б. Бекаревич, Н.В. Пушкина. – СПб.: БХВ-Петербург, 2017. – 480 с.
9. Гузенко Е.Н. Работа в сети Интернет / Е.Н. Гузенко, А.С. Сурядный. – М.: АСТ, 2011. – 432 с.
10. Nabraken J. Microsoft Office 2010. In Depth. Que, 2011. – 969 p.
11. Pasewark W.R., Pasewark S.G., Morrison C., Pinard K.T. Microsoft Word 2010. Complete Course Technology, 2010. – 708 p.

12. Mark Dodge, Craig Stinson's. Microsoft Excel 2010 Inside Out. Microsoft Press, 2011. – 1152 p.
 13. Wempen Faithe. PowerPoint 2010 Bible. Wiley. ISBN: 0470591862. – 816 p.

Recommended reading

14. Советов Б.Я. Информационные технологии / Б.Я. Советов. М.: Юрайт, 2016. – 327 с.
 15. Чумак Т.В. Информатика: Лабораторный практикум (разделы: “Операционная система WINDOWS”, “Системы обработки текста Текстовый процессор MS WORD”) / Т.В. Чумак, Л.И. Ярмоленко, А.И. Пасько. – Д.: Днепропетровский университет им. Альфреда Нобеля, 2011. – 50 с.
 16. Информатика: Лабораторный практикум (раздел “Системы табличной обработки данных”) / Н.О. Ризун, Л.И. Ярмоленко, Т.В. Чумак и др. – Д.: Днепропетровский университет им. Альфреда Нобеля, 2013. – 104 с.
 17. Информатика: Лабораторный практикум (раздел “Системы управления базами данных”) / Н.О. Ризун, Л.И. Ярмоленко, Т.В. Чумак и др. – Д.: Днепропетровский университет им. Альфреда Нобеля, 2014. – 92 с.
 18. Mary Anne Poatsy, Keith Mulbery et al. Exploring Microsoft Office 2019. Pearson Higher Education & Professional Group, 2019, ISBN-13: 9780135402542. – 1120 p.
 19. Joan Lambert. Microsoft Word 2019 Step by Step. Microsoft Press, 2019. ISBN-13: 9781509306237. – 720 p.
 20. Rizun N.O. Informatics: Workshop, Part 1, 2 / N.O. Rizun, S.I. Medinska, I.I. Lipska.– Д.: Днепропетровский университет им. Альфреда Нобеля, 2011. – 80 с.
 21. Rizun N.O. Informatics: Workshop, Part 3 / N.O. Rizun, L.N. Savchuk. – Д.: Днепропетровский университет им. Альфреда Нобеля, 2014. – 80 с.

PSYCHOPHYSIOLOGY. BASIC MEDICAL KNOWLEDGE

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 56 hours in class	5,5 / Mandatory	Olha Dniprova, Candidate of Science, Associate Professor	165 hours (28 h. lectures, 28 h. seminars/practical, 109 h. self-study time)

Course aims:

Students will have gained comprehensive knowledge about the topic, have an ability to analyze complex data, evaluate theories and concepts, provide solutions to problems in psychophysiology and basic medical knowledge. The program covers study of the historical development of psychophysiology, anatomy and, physiology of the central nervous system, acquaints the students with the basic methods of psychophysiological research and study of the physiological mechanisms of different psychological processes, conditions and treatments. This will enable the students to form a picture of the psychophysiological mechanisms of the main psychophysiological processes both in their normal and abnormal states. Students will also develop the deep understanding of the need to maintain a healthy lifestyle, a deeper knowledge of psychological valeology, to teach them to put into practice the skills they have learned in order to prevent disease and orient people towards a healthy lifestyle, form a conscious and responsible attitude towards their own health and that of the nation.

<p align="center">Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p align="center">Teaching methods, teaching and learning activities</p>	<p align="center">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) classify and generalize information, make references and overviews connected with professional activity issues;</p> <p>2) have a basic understanding of psychophysiology as a science, the scope of its research, its structure, history and the perspectives for its development;</p> <p>3) be able to use modern physiological mechanisms of general psychological processes, conditions and treatment on the neuronal and macro levels;</p> <p>4) be able to use basic methods of psychophysiological research; be able to work with the literature on psychophysiology;</p> <p>5) be able to make a skilled interpretation of data from psychophysiological research and draw conclusions from the results;</p> <p>6) assess the structure and basic functional characteristics of the human body;</p> <p>7) identify the main features of pathological conditions, know how to prevent complications developing from these and how to give first aid;</p> <p>8) master the elements of sanitary culture and hygiene;</p> <p>9) identify the correct first aid to be given for victims of life threatening conditions, accidents and injuries;</p> <p>Learning outcomes 1-9</p>	<p>Lecture, practical classes, discussion</p> <p>Practical classes, self-study activity</p> <p>Lecture, practical classes</p> <p>Internet search, self-study activities</p> <p>Self-study activity, practical classes</p> <p>Practical classes, self-study activity</p> <p>Lecture, practical classes</p> <p>Internet search, self-study activities</p> <p>Problem lecture, discussion</p>	<p>Participation in the discussion (CAS)</p> <p>Test (CAS)</p> <p>Presentation (CAS)</p> <p>Participation in the discussion, (CAS)</p> <p>Participation in the discussion, (CAS)</p> <p>Essay, test (CAS)</p> <p>Presentation (CAS)</p> <p>Essay, test (CAS)</p> <p>Participation in the discussion, test (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</p> <p>60% Continuous assessment:</p> <p>20% Participation in the discussion</p> <p>15% Test (multiple choice, computer)</p> <p>15% Essay (written)</p> <p>10% Presentation (oral, multimedia)</p>		
<p align="center">Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Psychophysiology; sensory processes. 2. History, objectives and development of psychophysiology . 3. Research methods in psychophysiology .Higher cortical functions and their disorders. 4. Structure and function of the brain. 		

5. Sensation and mental function .The eye and capabilities of vision.
6. Sensation and mental function. The structure of the ear and auditory capacity.
7. Perception.
8. Psychophysiology of attention.
9. Psychophysiology of memory.
10. Psychophysiology of emotion, thinking and intelligence.
11. The emergence of medical and psychological knowledge
12. Biomedical, valeological and social aspects of health.
13. Basic terms and concepts.
14. Fundamentals of human anatomy and physiology. The main diseases. Cardiovascular, respiratory and nervous systems.
15. Fundamentals of human anatomy and physiology. The main diseases. Opimo motor apparatus. The digestive system.
16. Fundamentals of human anatomy and physiology. Main diseases. Endocrine system. Urinary system.

Literature

Compulsory reading

1. Кокун О.М. Психофізіологія. Навчальний посібник.\ О.М. .Кокун. - К.: Центр навчальної літератури, 2010. - 184 с.
2. Дніпрова О.А. Основи медичних знань та сексологія: Навчальний посібник./ О.А. Дніпрова – Д.: Дніпропетровський університет імені Альфреда Нобеля, 2012. – 188 с.
3. **Основи медичних знань** : навч. посіб. / Віра Будзин, Оксана Гузій. – Львів : ЛДУФК, 2018. –148 с.
4. Психофизиология : Учебник для вузов / Под ред. Ю.И. Александрова. - СПб.: Питер, 2012, 2017. – 464 с.
5. Тітов І.Г. Вступ до психофізіології./ І.Г.Тітов – К.: Академвидав, 2016. – 296 с.
6. Лурия А.Р. Основы нейропсихологии./ А.Р. Лурия - М.: Изд. Московского университета, 1999. - 374с.
7. Тен Е.Е. Основы медичних знань. Підручник./ Е.Е. Тен – К.: Кондор, 2009. – 256 с.
8. Марчук А.І. До лікарська допомога. Підручник./ А.І.Марчук – К.: Правові джерела, 2000. – 463 с.
9. Міхеєнко Н.П. Валеологія. Основи індивідуального здоров'я людини. Курс лекцій./ Н.П.Міхеєнко – К.: Університетська книга, 2009. – 400 с.
10. Грибан Н.П. Валеологія. Підручник./ Н.П. Грибан – К.: Алерта, 2008. – 214 с.

Recommended reading

1. Вартанян Г.А. Нейробиологические основы высшей нервной деятельности/ Г.А.Вартанян, А.А.Пирогов.- Л., 1999.- 168с.
2. Величковский В.М. Психология восприятия. / В.М. Величковский, В.П. Зинченко. – М., 1999. – 224с.
3. Логвиненко А.Д. Психология восприятия. Учебно-методическое пособие для студентов психологии государственных университетов. - М., 1999. – 11-17
4. Thorndike, Edward L. & Woodworth, Robert S. (1901c). [The influence of improvement in one mental function upon the efficiency of other functions: III. Functions involving attention, observation, and discrimination](#). Psychological Review, 8, 553-564. [Classic study in the transfer of training from one task to another.]
5. Wundt, Wilhelm Max. (1874/1902/1904). [Principles of physiological psychology](#) (Edward Bradford Titchener, Trans.) (from the 5th German ed., published 1902; 1st German ed. published 1874.)[Classic text by the founder of the first psychological research laboratory.]
6. Matthews, Gary G. (2001). "Evolution of nervous systems". Neurobiology: molecules, cells, and systems. Wiley-Blackwell. p. 21.

7. Hume, James Gibson. (1892). [Physiological psychology](#). Minutes of the Twenty-First Annual Convention of the Ontario Teachers' Association, pp. 86-106. [Review and idealist critique of the state of scientific psychology in the 1890s by a charter member of the APA.]

8. Watson, John B. & Rayner, Rosalie. (1920). [Conditioned emotional reactions](#). Journal of Experimental Psychology, 3, 1-14. [The famous "Little Albert" study.]

9. Stroop, J. Ridley. (1935). [Studies of interference in serial verbal reactions](#). Journal of Experimental Psychology, 18, 643-662. [The "gold standard" in studies of automatic cognitive processing.]

10. Royce, Josiah. (1902). [Recent logical inquiries and their psychological bearings](#). Psychological Review, 9, 105-133. [Royce's APA Presidential Address about the potential impact of recent development in the philosophy of mathematics for the psychology of thinking.]

11. Lange, Carl Georg. (1885). [The mechanism of the emotions](#). Trans. by Benjamin Rand, first appeared in Rand, Benjamin (Ed.) (1912). The Classical Psychologists (pp. 672-684). [The "other" source of the James-Lange theory of emotion.]

12. Yerkes, Robert M. & Dodson, John D. (1908). [The relation of strength of stimulus to rapidity of habit-formation](#). Journal of Comparative Neurology and Psychology, 18, 459-482. [The origin of the Yerkes-Dodson Law.]

ADVANCED STUDY OF FOREIGN LANGUAGE				
Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
English	3,4,5,6 53 weeks, 106 hours in class	12 / Mandatory	Marina Kabanova, Ph.D. (Candidate of Science), Associate Professor, Paul Bradbeer, Lecturer	360 hours (106 h. practical, 254 h. self-study time)
Course aims: The goal of the course for the second and third year of its study by students majoring in Psychology is combined and foresees development by learners of their English communication skills on the intermediate (B2 and B2+) level. This level is to be developed in all the four core skills in English (speaking, listening, reading, and writing) and will ensure fluent and unimpeded intermediate level communication in General English.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
At the end of the course students will be able to:				
1) speak in English on the B2 and B2+ level at such a rate of speaking and at such a level of fluency and spontaneity that makes speech fully comprehensible; clearly speak about a limited circle of topics, express their ideas on those topics; take part in dialogues and polylogues with a sufficient (for B2/B2+ command of the language) level of freedom, fluency, and spontaneity; take part in simple short discussions in fully familiar contexts expressing their views and ideas; present in monological speaking clear utterances concerning a limited circle of issues in their		1)-6) Practical classes, brainstorming, discussions, role-play, students' presentations, workshops, Internet search, reading texts, listening to different kinds of audio materials, writing different kinds of written work (letters, essays, compositions, etc.), self-study, dictations and tests		1) Participation in practical classes, brainstorming, simple discussions, role-plays, brainstorming, students' presentations, reading texts (CAS)

<p>field of interests; express in a short monologue their points of view on a proposed familiar topic;</p> <p>2) read understanding the principal ideas of a text on a concrete topic, understand simple articles and information on contemporary issues;</p> <p>3) listen with understanding to short utterances and presentations, following simple argumentation on sufficiently well-known topics, understand short and simple news and programs on current affairs;</p> <p>4) write competently using limited language and communication materials on well-known topics, write simple informal (personal) letters and short compositions on well-known topics demonstrating intercultural understanding;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the B2 and B2+ level within the framework of the course studied;</p> <p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture.</p> <p>Learning outcomes 1-6</p>		<p>Participation in practical classes, simple discussions, reading texts (CAS)</p> <p>Participation in practical classes, simple discussions, students' presentations, role-plays, listening to different kinds of audio materials, dictations and tests (CAS)</p> <p>Participation in practical classes, writing different kinds of written works (letters, compositions, etc.) (CAS)</p> <p>Participation in practical classes, brainstorming, simple discussions, dictations and tests (CAS)</p> <p>Participation in practical classes, simple discussions, role-plays, students' presentations, Internet search (CAS)</p> <p>Mid-term control: language tests, speaking, reading, writing, and listening tasks (CAS)</p> <p>Writing formal letters or essays after simulations or mini-cases, Peer-teaching assessment (CAS)</p> <p>Participation in the discussion, Student-</p>
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		group written reports assessment, Small group presentation (CAS)
<p>Assessment</p> <p>Semester 3 100%. Final assessment as a result of continuous assessment 100%/ 20% Participation in brainstorming, discussions, and role-plays 20% Participation in students' presentations 20% Participation in Internet search, reading texts, listening to different kinds of audio materials 15% Writing different kinds of written works (letters, compositions, etc.) 5% Dictations and tests 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)</p> <p>Semester 4 100%. Final assessment as a result of continuous assessment 100%/ 20% Participation in brainstorming, discussions, and role-plays 20% Participation in students' presentations 20% Participation in Internet search, reading texts, listening to different kinds of audio materials 15% Writing different kinds of written works (letters, compositions, etc.) 5% Dictations and tests 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)</p> <p>Semester 5 100%. Final assessment as a result of continuous assessment 100%/ 20% Participation in brainstorming, discussions, and role-plays 20% Participation in students' presentations 20% Participation in Internet search, reading texts, listening to different kinds of audio materials 15% Writing different kinds of written works (letters, compositions, etc.) 5% Dictations and tests 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)</p> <p>Semester 6 100%. Final assessment as a result of continuous assessment 100%/ 20% Participation in brainstorming, discussions, and role-plays 20% Participation in students' presentations 20% Participation in Internet search, reading texts, listening to different kinds of audio materials 15% Writing different kinds of written works (letters, compositions, etc.) 5% Dictations and tests 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)</p>		
Contents		
<p>Thematic structure of the course:</p> <p>3 semester: 1. FASHION STATEMENTS (Unit 3 of the coursebook) 2. MODERN ART (Unit 5 of the coursebook)</p> <p>4 semester: 3. GREEN ISSUES (Unit 7 of the coursebook) 4. HATE LIST (Unit 9 of the coursebook)</p> <p>5 semester: 5. PSYCHOLOGY AND ITS BRANCHES 6. HISTORY OF PSYCHOLOGY 7. JOB BURNOUT, CAUSES OF JOB BURNOUT AND WAYS OF TREATING IT</p> <p>6^h semester: 8. BALANCING WORK AND FAMILY. 9. MANAGING EMOTIONS AND FEELINGS</p>		
Literature		

Compulsory reading

1. Jim Scrivener & Celia Bingham Straightforward Upper Intermediate Student's Book. Macmillan Education, 2016.
2. Jim Scrivener & Celia Bingham Straightforward Upper Intermediate Workbook. Macmillan Education, 2016.
3. Психологічні справи: [Підручник з англійської мови для студентів психологічних факультетів. Книга для студентів та робочий зошит.]/ О.Б. Тарнопольський, С.П. Кожушко, Ю.В. Дегтярьова, Н.В. Беспалова.– К.: Інкос, 2009.- 317 с.

Recommended reading

1. Original literature (fiction, popular science, of journalistic genre) in English of students' personal choices, independently selected by them for additional home (extensive) reading.
2. Original Internet sites in English of students' personal choices, independently selected by them for preparing their own presentations, workshops, participations in discussions, writing essays, etc.

INFORMATICS AND MATHEMATICAL METHODS IN PSYCHOLOGY

Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/12 weeks, 22 hours in class	3 / Mandatory	Olesia Donets, Ph.D. (Candidate of Science), Associate Professor	90hours (12h. lectures, 10h. seminars/practical, 68h. self-study time)
Course aims: The aim of the discipline is to provide general theoretical and practical training for bachelor degree students in the issues of mathematical methods in psychology, types of mathematical and statistical procedures that can be used by psychologists to process empirical research, software packages for mathematical and statistical calculations, stimulating students to active personal development and self-improvement work, which will serve as a basis for their practical work related to educational and practical activities of a psychologist.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) demonstrate knowledge and understanding of the basic concepts of computer science and mathematical statistics in psychology;		Lecture, discussion on the materials of the lecture and the studied literature sources, laboratory work, problem solving (case-study)		Participation in the discussion, laboratory work (CAS)
2) critically comprehend the problems of organizing empirical research in psychology, to organize own empirical research;		Lecture, discussion on the materials of the lecture and the studied literature sources,		Oral answers to questions, problem solving (problem situations),

<p>3) have knowledge of the advantages and limitations of various mathematical and statistical procedures;</p>	<p>laboratory work, problem solving, work in microgroups, presentations, project work</p> <p>Lecture, discussion on the materials of the lecture and the studied literature sources, laboratory work, problem solving, work in microgroups, presentations, project work</p>	<p>explanations, problem solving, laboratory work, presentation evaluation (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), explanation of problem solving, laboratory work, presentation evaluation (CAS)</p>
<p>4) choose the most acceptable mathematical and statistical methods of processing of empirical researches results according to the purposes, tasks and hypotheses of research;</p>	<p>Lecture, discussion on the materials of the lecture and the studied literature sources, laboratory work, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), explanation of problem solving, laboratory work, presentation evaluation (CAS)</p>
<p>5) use a variety of computer programs for mathematical and statistical data processing;</p>	<p>Lecture, discussion on the materials of the lecture and the studied literature sources, laboratory work, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), explanation of problem solving, laboratory work, presentation evaluation (CAS)</p>
<p>6) interpret the results of mathematical and statistical processing of empirical research data;</p>	<p>Lecture, discussion on the materials of the lecture and the studied literature sources, laboratory work, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), explanation of problem solving, laboratory work, presentation evaluation (CAS)</p>
<p>7) present, discuss and defend own views orally and in writing to professional and non-professional audiences</p>	<p>Lecture, discussion on the materials of the lecture and the studied literature sources, laboratory work,</p>	<p>Oral answers to questions, problem solving (problem situations), explanation of</p>

<p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>problem solving, work in microgroups, presentations, project work</p>	<p>problem solving, laboratory work, presentation evaluation (CAS)</p> <p>Mid-term control (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests) 60% Continuous assessment: 15% Test (multiple choice, computer) 20% Calculative tasks (written) 10% Answers (oral) 15% Mid-term control (tasks, problem solving)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Basic concepts of mathematical statistics. 2. Mathematical calculation programs for psychologists 3. Descriptive analysis 4. Criteria for differences 5. Correlation analysis 6. Regression analysis 7. Factor analysis 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Кричевец А.Н., Корнеев А.А., Рассказова Е.И. Основы статистики для психологов. М. : Акрополь, 2019. 286 с. 2. Руденко В. М., Руденко Н. М. Математичні методи в психології. К. : Академвидав, 2009. 384 с. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Боровиков В. Statistica. Искусство анализа данных на компьютере: Для профессионалов / В. Боровиков. – СПб., 2003. 2. Гласс Дж. Статистические методы в педагогике и психологии / Дж. Гласс, Дж. Стенли ; пер. с англ. Под. общ. ред. Ю.П. Адлера. – М. : Прогресс, 1976. – 495 с. 3. Гмурман В.Е. Теория вероятностей и математическая статистика / В.Е. Гмурман. – М., 1997. 4. Горбунова В.В. Експериментальна психологія в схемах і таблицях. Навчальний посібник. – Житомир, 2005. – 94 с. 5. Гудвин Дж. Исследование в психологии: методы и планирование. 3-е изд. . – СПб.: Питер, 2004. – 558 с. 6. Гусев А.Н. Дисперсионный анализ в экспериментальной психологии: Учебное пособие для студентов факультетов психологии / А.Н. Гусев. – М., 2000. 7. Ермолаев О.Ю. Математическая статистика для психологов : Учебник / О.Ю. Ермолаев. – 2 изд., испр. – М. : Московский психолого-социальный институт Флинта, 2003. – 336 с. 8. Методы исследования в психологии: квазиэксперимент: Учеб. пособие для вузов / Под ред. Т. В. Корниловой. – М.: ФОРУМ; ИНФРА-М, 1998. – 296с. 		

9. Митина О. В. Факторный анализ для психологов / О.В. Митина, И.Б. Михайловская. – М., 2001.
10. Наследов А. SPSS 19: профессиональный статистический анализ данных / А. Наследов. – СПб. : Питер, 2011. – 400 с.
11. Сидоренко Е.В. Методы математической обработки в психологии / Е.В. Сидоренко. – СПб. : Речь, 2000. – 350 с.
12. Суходольский Г. В. Математические методы психологии / Г.В. Суходольский. – СПб., 2003.
13. Aron A., Coups E. J., Aron E. N. Statistics for Psychology. 6th ed. Pearson, 2012. 744 p.
14. Warne R. T. Statistics for the Social Sciences: A General Linear Model Approach. Cambridge University Press, 2017. 575 p.
15. Cronk B. C. How to Use SPSS®: A Step-By-Step Guide to Analysis and Interpretation. 10th ed. Routledge, 2017. 178 p.
16. Pituch K. A., Stevens J. P. Applied Multivariate Statistics for the Social Sciences: Analyses with SAS and IBM's SPSS. 6th ed. Routledge, 2015. 814 p.

FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION				
Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
English	7,8 / 24 weeks, 58 hours in class	6 / Mandatory	Marina Kabanova, Ph.D. (Candidate of Science), Associate Professor, Paul Bradbeer, Lecturer	180 hours (58 h. practical, 122 h. self-study time)
Course aims: The goal of the course for the fourth year of its study by students majoring in Psychology is combined and foresees development by learners of their English communication skills on the Advanced (C1) level. This level is to be developed in all the four core skills in English (speaking, listening, reading, and writing) and will ensure fluent and unimpeded Advanced level communication in General English. The course is aimed at acquiring knowledge of foreign (English) language for professional needs.				
Learning outcomes		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
At the end of the course students will be able to:				
1) speak in English on the C1 level at such a rate of speaking and at such a level of fluency and spontaneity that makes speech fully comprehensible, clear, and distinct; clearly speak about all the topics discussed in the course, express their ideas and on those topics and defend those ideas with relevant arguments; take part in dialogues and polylogues with a sufficient (for C1 command of the language) level of freedom, fluency, and spontaneity; take part in lengthy discussions in familiar contexts expressing their views and ideas; present in monological		1-6) Practical classes, brainstorming, discussions, role-play, students' presentations, workshops, Internet search, reading texts, listening to different kinds of audio materials, writing different kinds of written work (letters, essays, compositions, etc.), self-study, dictations and tests	Participation in practical classes, brainstorming, simple discussions, role-plays, brainstorming, students' presentations, reading texts (CAS)	

<p>speaking clear utterances concerning an extended circle of issues in their field of interests; express in a monologue their points of view on a proposed familiar topic;</p> <p>2) read with understanding the principal ideas and details of texts on different topics, understand articles and information on contemporary issues, popular science texts, literary texts;</p> <p>3) listen with understanding to utterances and presentations following even sophisticated argumentation on sufficiently well-known topics, understand news and programs on current affairs;</p> <p>4) write competently using language and communication materials on well-known topics, write informal (personal) and formal letters, compositions and essays on well-known topics demonstrating intercultural understanding;</p> <p>5) demonstrate command of the language skills (pronunciation, grammar, and vocabulary) in accordance with the requirements of the C1 level within the framework of the course studied;</p> <p>6) demonstrate the knowledge of the culture and communicative behavioral patterns of the native speakers of English in the framework of the course studied, as well as demonstrate tolerance of cultural peculiarities distinct from those of the home culture.</p> <p>Learning outcomes 1-6</p>		<p>Participation in practical classes, simple discussions, reading texts (CAS)</p> <p>Participation in practical classes, simple discussions, students' presentations, role-plays, listening to different kinds of audio materials, dictations and tests (CAS)</p> <p>Participation in practical classes, writing different kinds of written works (letters, compositions, etc.) (CAS)</p> <p>Participation in practical classes, brainstorming, simple discussions, dictations and tests (CAS)</p> <p>Participation in practical classes, simple discussions, role-plays, students' presentations, Internet search (CAS)</p> <p>Mid-term control: language tests, speaking, reading, writing, and listening tasks (CAS)</p> <p>Writing formal letters or essays after simulations or mini-cases, Peer-teaching assessment (CAS)</p> <p>Participation in the</p>
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		discussion, Student-group written reports assessment, Small group presentation (CAS)
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Assessment

Semester 7

100%. Final assessment as a result of continuous assessment 100%/

- 20% Participation in brainstorming, discussions, and role-plays
- 20% Participation in students' presentations
- 20% Participation in Internet search, reading texts, listening to different kinds of audio materials
- 15% Writing different kinds of written works (letters, compositions, etc.)
- 5% Dictations and tests
- 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)

Semester 8

100%. Final assessment as a result of continuous assessment 100%/

- 20% Participation in brainstorming, discussions, and role-plays
- 20% Participation in students' presentations
- 20% Participation in Internet search, reading texts, listening to different kinds of audio materials
- 15% Writing different kinds of written works (letters, compositions, etc.)
- 5% Dictations and tests
- 20% Final semester tasks (language tests, speaking, reading, writing, and listening tasks)

Contents

Thematic structure of the course:

7 semester:

1. Behaviorism
2. Gestalt
3. Cognitive Psychology

8 semester:

4. Personality and Individual Differences
5. Appearance and Character.
6. Body Language.

Literature

Compulsory reading

1. Психологічні справи: [Підручник з англійської мови для студентів психологічних факультетів. Книга для студентів та робочий зошит.] / О.Б. Тарнопольський, С.П. Кожушко, Ю.В. Дегтярьова, Н.В. Беспалова.– К.: Інкос, 2009.- 317 с.

Recommended reading

1. Original literature (fiction, popular science, of journalistic genre) in English of students' personal choice, independently selected by them for additional home (extensive) reading.
2. Original Internet sites in English of students' personal choice, independently selected by them for preparing their own presentations, workshops, participations in discussions, writing essays, etc.

GENERAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload

Ukrainian	1,2,3,4/56 weeks, 404 hours in class	20 / Mandatory	Alina Yudina, Lecturer	600 hours (112 h. lectures, 84 h. seminars/practical, 404 h. self-study time)
<p>Course aims: The course is geared towards helping students study set of theoretical and experimental studies show that the most common psychological patterns, theoretical principles and methods of psychology, its basic concepts and categorical structure. Students acquire knowledge of psychological theory, mechanisms and patterns of cognitive processes: sensation, perception, attention, memory, thinking and speech, the imagination of man.</p>				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) orientate basic theoretical directions of modern psychology;		Lecture, practical classes		Participation in the discussion (CAS)
2) know the laws of the psyche in phylogeny and ontogeny;		Lecture, practical classes		Participation in the discussion, essay, test (CAS)
3) analyze psychological facts and events;		Problem lecture, discussion		Essay, test, presentation (CAS)
4) plan and organize psychological research;		Project work		Presentation (CAS)
5) orientate in key areas of modern theoretical psychology;		Lecture, practical classes, self-study activities		Participation in the discussion, test, essay (CAS)
6) know the psychological theories, mechanisms and patterns of cognitive processes;		Problem lecture, discussion		Participation in the discussion, presentation, essay (CAS)
7) have notions of personality theory, personality types, personality structure;		Problem lecture, discussion		Presentation, tests, mini-case (CAS)
8) the analyze individual psychological characteristics, temperament, character, human capacity.		Problem lecture, case study in small groups, tests		Tests, mini case
<p>1 semester Learning outcomes 1-2</p> <p>2 semester Learning outcomes 3-4</p>				<p>Mid-term control (CAS) Final exam (FAS)</p> <p>Mid-term control</p>

Learning outcomes 1-4		(CAS) Final exam (FAS)
3 semester Learning outcomes 5-6		Mid-term control (CAS) Final exam (FAS)
4 semester Learning outcomes 7-8		Mid-term control (CAS)
Learning outcomes 5-8		Final exam (FAS)
Assessment		
1 semester		
100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)		
40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)		
60% Continuous assessment:		
10% Participation in the discussion		
10% Individual task		
10% Test (multiple choice, computer)		
10% Presentation (oral, multimedia)		
20% Mid-term control (computer multiple choice tests, mini case, individual task)		
2 semester		
100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)		
40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)		
60% Continuous assessment:		
10% Participation in the discussion		
10% Individual task		
10% Test (multiple choice, computer)		
10% Presentation (oral, multimedia)		
20% Mid-term control (computer multiple choice tests, mini case)		
3 semester		
100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)		
40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)		
60% Continuous assessment:		
10% Participation in the discussion		
10% Individual task		
10% Test (multiple choice, computer)		
10% Presentation (oral, multimedia)		
20% Mid-term control (computer multiple choice tests, mini case)		
4 semester		
100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)		
40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)		
60% Continuous assessment:		
10% Participation in the discussion		
10% Individual task		
10% Test (multiple choice, computer)		
10% Presentation (oral, multimedia)		

20% Mid-term control (computer multiple choice tests, mini case)

Contents

Thematic structure of the course:

1 semester:

- 1) Development of the outlook on the subject within history of psychology.
- 2) Current state of psychological science.
- 3) Psyche and brain.
- 4) Rise and development of psyche in phylogeny.
- 5) Human consciousness as the highest level of reflection.
- 6) Unconscious psychical phenomena.
- 7) Psychology of personality.
- 8) Individual psychological peculiarities of a personality.

2 semester:

- 9) General psychological theory of activity.
- 10) Operational-technical aspects of activity.
- 11) Motivational-personal aspects of activity.
- 12) Basic notions and issues of motivational psychology.
- 13) Motivational theories.
- 14) General characteristics of emotional reflection.
- 15) Emotional theories.
- 16) Psychology of will.

3 semester:

- 17) Sensory-perceptual processes.
- 18) Psychology of perception.
- 19) Psychology of attention.
- 20) Psychology of memory.
- 21) Psychology of imagination.

4 semester:

- 22) Subject of psychology of thinking.
- 23) Theories of thinking.
- 24) Psychology of intelligence.
- 25) Thinking and speech.

Literature

Compulsory reading

1. Максименко С. Д. Загальна психологія: навчальний посібник. Київ : ЦНЛ, 2019. 272 с.
2. Пальм Г. А. Загальна психологія: навчальний посібник з мультимедійним курсом. Дніпропетровськ : Вид-во ДУЕП, 2012. 256 с.
3. Загальна психологія: підручник / О.В. Скрипченко, Л.В. Волинська та ін. Київ : Каравела, 2009. 464 с.
4. Макарова Л. Л., Синельников В. М. Загальна психологія: Методичні розробки семінарських занять: навчальний посібник. Київ : Центр навчальної літератури, 2005. 200 с.
5. Маклаков А. Г. Общая психология: Учебник для вузов. СПб.: Питер, 2008. 583 с.
6. Варій М. Й. Загальна психологія. Навчальний посібник. 2-ге видан. К.: «Центр учбової літератури», 2007. 968 с.
7. М'ясоїд П. Загальна психологія: навч. посіб. 3-тє вид., випр. К.: Вища шк., 2004. 487 с.
8. Москалець В. П. Загальна психологія: підручник. К. Ліра-К, 2020. – 564 с.

Recommended reading

1. Психология памяти / под редакцией Ю.Б. Гиппенрейтер, В.Я. Романова. [Москва](#) :

[АСТ, 2008](#). 656 с.

2. Психология индивидуальных различий / под редакцией Ю. Б. Гиппенрейтер, В.Я. Романова. [Москва : АСТ, 2008](#). 720 с.

3. Психология внимания / под редакцией Ю. Б. Гиппенрейтер, В.Я. Романова. [Москва : АСТ, 2008](#). 656 с.

4. Психология эмоций. Тексты / под ред. В. К. Вилюнаса, Ю. Б. Гиппенрейтер. Москва, 1984. 288 с.

5. Ананьев Б. Г. Человек как предмет познания. СПб. : Питер, 2001. 282 с.

6. Семиченко В. А. Проблемы мотивации поведения и деятельности человека. Модульный курс психологии. Модуль «Направленность» (Лекции, практические занятия, задания для самостоятельной работы) К.: Милленниум, 2004. 521 с.

7. Максименко С.Д., Соловйенко В.О. Загальна психологія: Навч. посібник. К.: МАУП, 2001. 256 с.

8. Васянович Г. П. Основи психології: навчальний посібник. К.: Педагогічна думка, 2012. 114 с.

9. Feldman R.S. Understanding Psychology / R.S. Feldman. – N.-Y.: McGraw-Hill Education, 2014, 12th ed.

10. Introduction to Psychology / R. Atkinson, R. Atkinson, E. Smith, D. Bem, and S. Nolen-Hoeksema. - New York: Harcourt College Publishers, 2000 (13th ed.).

11. Oxford Dictionary of Psychology / Andrew M. Colman. - Oxford University Press, 2009. – 882 p.

12. General Psychology for College Students (Classic Reprint) / Carl Newton Rexroad. - Forgotten Books, 2017. – 424 p.

13. General Psychology: An Introduction / T. Kearns, D. Lee. - Noba Project, GALILEO Open Learning Materials, 2015. – 559 p.

HISTORY OF PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 42 hours at class	4,5 / Mandatory	Nataliia Hrysenko, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. individual work time)

Course aims:

The purpose of the discipline is the formation of students' scientific ideas about the origin and dynamics of psychological knowledge in world and native history; acquaintance of students with the basic periods and stages of development and formation of psychological knowledge, and also with the basic psychological concepts and their place in history of psychology; formation of students' ideas about the connections of psychology with other sciences, their influence on the development of psychology and the implementation of the historical approach in the formation of the scientific worldview of psychology students.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		

<p>1) master knowledge of the most important phenomena, facts and personalities in the history of scientific and non-scientific psychological knowledge;</p>	<p>Lecture, lecture-reflection, seminar, materials of the lecture and the studied literature sources discussion, seminar-dialogue</p>	<p>Participation in a discussion (seminar, disputation, debate, brainstorming, etc.), essay (CAS)</p>
<p>2) master knowledge of the history of scientific schools and areas of psychology; of occurrence and further development of psychological knowledge abroad and in Ukraine from ancient times to the present day;</p>	<p>Lecture, problem lecture, materials of the lecture and the studied literature sources discussion, seminar-debate,</p>	<p>Participation in a discussion (seminar, disputation, debate, brainstorming, etc.), essay (CAS)</p>
<p>3) master knowledge of the creative contribution of famous psychologists and philosophers to the development of psychology;</p>	<p>Lecture, lecture-reflection, seminar, seminar-debate, project work, Internet research</p>	<p>Participation in a discussion (seminar, disputation, debate, brainstorming, etc.), essay (CAS)</p>
<p>4) demonstrate the ability to apply elements of historical and comparative research, methods of biographical, thematic, categorical-conceptual and logical-structural analysis of the life of scientists and their scientific heritage;</p>	<p>Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue</p>	<p>Oral answers to questions, evaluation of the presentation, essay (CAS)</p>
<p>5) carry out a historical reconstruction of the scientific ideas and theories genesis, to identify the following links in the development of psychological problems,</p>	<p>Lecture, problem lecture, "round table" on the topic of independent research work, problem solving, work in microgroups, game technologies, presentations,</p>	<p>Oral answers to questions, evaluation of the presentation, essay (CAS)</p>
<p>6) objectively evaluate and perceive different authors views on the understanding of psychological problems.</p>	<p>Problem lecture, lecture-reflection, "round table" on the topic of independent research work, problem solving, work in microgroups, game technologies, presentations,</p>	<p>Oral answers to questions, evaluation of the presentation, essay (CAS)</p>
<p>7) use the lexical minimum to the extent</p>	<p>Lecture, presentations,</p>	<p>Oral answers to</p>

necessary for working with professional literature and interaction in a foreign language	project work, Internet search	questions, evaluation of the presentation, essay (CAS)
8) present, discuss and defend own views orally and in writing to professional and non-professional audiences	"Round table" on the topic of independent research work, work in microgroups, game technologies, presentations,	Oral answers to questions, evaluation of the presentation, essay (CAS)
Learning outcomes 1-4		Mid-term control: tests. essays (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 10% Participation in the discussion 20% Essay 25% Mid-term control (tests, essays) 15% Test (multiple choice, computer) 15% Answers (oral) 15% Presentation (oral, multimedia)		
Content		
Thematic structure of the course: MODULE I. HISTORY OF PSYCHOLOGY FROM ANCIENT TIMES TO THE RENAISSANCE 1. Methodological foundations of the history of psychology. 2. The development of psychological thought in the ancient world. 3. The development of psychological thought in the Middle Ages. 4. The development of philosophical and psychological thought in the Renaissance. MODULE II. HISTORY OF PSYCHOLOGY FROM THE MODERN AGE TO THE FORMATION OF PSYCHOLOGY AS INDEPENDENT SCIENCE 5. Development of psychological thought of the Modern Age. 6. The development of psychological thought in the Enlightenment. 7. Formation of associative psychology in the XVIII - XIX centuries. 8. The development of psychology as an independent science in the XIX century. 9. The occurrence and development of functionalism. MODULE III. THE OCCURANCE AND DEVELOPMENT OF THE MAIN DIRECTIONS OF PSYCHOLOGY OF THE XX CENTURY. 10. The occurrence and development of behaviorism. 11. The occurrence and development of Gestalt psychology. 12. The occurrence and development of psychoanalysis. 13. Formation and development of humanistic psychology. 14. Formation and development of psychology in Russia. 15. The occurrence and development of psychology in Ukraine		
Literature		
Compulsory reading		
1. Балл Г. Наукова спадщина академіка Г.С.Костюка і актуальні проблеми психологічної епістеміології.// Освіта і управління. 2003. №3. 2. Грисенко, Н.В. Посібник до вивчення курсу «Історія психології»/Н.В.Грисенко. – Д.:РВВ ДНУ, 2008. – 36 с. 3. Грисенко, Н.В. Тести з курсу «Історія психології». – Д., 2009. – 32с. 4. Данилюк І.В. Історія психології в Україні. Західні регіони (остання чверть XIX –		

- перша половина ХХст.). – К.:Либідь,2002. – 152с.
5. Євдокимова О.О. Історія психології: навчальний посібник. Х., 2020.
 6. Ждан А.Н. История психологии: от античности к современности. – М., 2004.
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 8. Казімка Л.О. Проблеми теорії та історії психології в працях Г.С.Костюка.// наука та наукознавство. 2003. №1.
 9. Карпенко З. Світ гуманістичної психології.//Психологія і суспільство. 2003. №1.
 10. Криворучко П.П. Історія психології: Курс лекцій. / За заг. Ред. М.С. Корольчука. К., 2003.
 11. Леонтьев Д.А., Патяева Е.Ю. К.Левин в поисках нового психологического мышления. // Психологический журнал. 2001. № 5.
 12. Лучинин А.С. История психологии: Учебное пособие. М., 2005.
 13. Марцинковская Т.Д. История психологии. М.: 2001.
 14. Матеріали Міжнародної конференції «Історія психології» // Психологический журнал. – 2002. №2. Даниел Н. Робинсон. Интеллектуальная история психологии. / Пер. М. Тимофеевой. М., 2005.
 15. Ожиганова Г.В. История психологии: концептуальные подходы и методы исследования.// Психологический журнал. 2004. №3.
 16. Психология в XXI веке: пророчества и прогнозы.// Вопросы психологии. 2000. №1.
 17. Роменец В. А. Історія психології: Стародавній світ. Середні віки. Відродження: Навч. посібник. - К.: Либідь, 2005. - 916 с.
 18. Роменец В.А. Історія психології епохи Відродження. – К.:Вища школа, 1995. – 348с.
 19. Роменец В. А. Історія психології. XVII століття. Епоха Просвітництва : Навч. посіб. для студ. вищ. навч. закл. - К. : Либідь, 2006. - 997 с.
 20. Роменец В. А., Маноха І. П. Історія психології ХХ століття : Навч. посіб. для студ. вищ. навч. закл., що навчаються за спец. "Психологія" - К. : Либідь, 2003. - 990 с.
 21. Роменец В. А. Історія психології ХІХ-початок ХХ століття : навч. посібник для студ. вищих навч. закл. - К. : Либідь, 2007. - 832 с.
 22. Хрестоматия по истории психологии / Под ред. Гальперина П.Я., Ждан А.Н. – М., 1980. – 453с.
 23. Шульц, Шульц. История современной психологии / Перев. С англ.. – Спб., 1998.
 24. Ярошевский М.Г., Петровский А.В. История и теория психологии. – Ростов-на-Дону:Феникс, 1996

Recommended reading

1. Блинников Л.В. Великие философы. Словарь-справочник. – М.: Логос, 1999.
2. Выготский Л.С. Вопросы теории и истории / Собр. соч.: в 6-ти т. – М., 1982. –Т.1.
3. История философии: Запад-Россия-Восток. Кн.1. – М.: Греко-латинский кабинет Ю.А. Шичалина, 1995.
4. Мишлав Дж. Корни сознания. / Пер. Данченко В. К.: Самиздат, 1983г.
5. Психология: Словарь / Под общ. ред. А.В.Петровского, М.Г.Ярошевского. – 2-е изд., испр. и доп. – М.: Политиздат, 1990. – 494с.
6. Реале Дж., Антисери Д. Западная философия от истоков до наших дней. В 2 т. – СПб.: Петрополис, 1994.
7. Соколов В.В. Европейская философия XV-XVII веков. – М.: Высшая школа, 1996.
8. Соколов В.В. Средневековая философия. М.: Высшая школа, 1979.
9. Фролова Е.А. История средневековой арабо-исламской философии: Учеб. пособие / РАН. Ин-т философии. – М., 1995. – 175 с.
10. www.psychе.ru – Сайт історії вітчизняної психології
11. www.tonnel.ru – життя та творчість великих людей.
12. www.psylib.kiev.ua – сайт психологічної бібліотеки Київського Фонду сприяння

розвитку психічної культури суспільства.

13. Hergenhahn B.R. (2009) *An introduction to the history of psychology*. Australia ; Belmont, CA : Wadsworth Cengage Learning, 768 p.

14. Stevens, M.J., & Wedding, D. (2004). *Handbook of international psychology*. New York: Brunner-Routledge.

15. Shiraev E. (2014) *A History of Psychology: A Global Perspective*. George Mason University, USA. – 512 p.

16. Takooshian, H., & Stambaugh, L.F. (2007). Becoming involved in global psychology. In U.P. Gielen & M.J. Stevens (Eds.), *Toward a global psychology: Theory, research, intervention, and pedagogy* (pp. 365-389). Mahwah NJ: Erlbaum.

17. Pawlik, K., & Rosenzweig, M.R. (2000). (Eds.). *International handbook of psychology*. Thousand Oaks CA: Sage. [629 pages]

DEVELOPMENTAL PSYCHOLOGY AND AGE-RELATED PSYCHOLOGY

Teaching language	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Instructor	Study load
Ukrainian	3, 4/ 28 weeks, 70hours in class	7,5 / Mandatory	Nataliia Hrysenko, Ph.D., Associate Professor	225hours (42 h. lectures, 28h. seminars/practical, 155h. self-study time)

Course aims:

The course is geared towards helping students study the role of dynamics age periods of human life, the value of individual life crisis periods in different age periods, own view on the individual students in different age periods

Learning outcomes	Teaching and learning methods	Forms of assessment (continuous assessment CAS, summative assessment FAS)
On completion of the course, students will be able to:		
1) to master a lexical minimum in the amount necessary to work with professional literature and professional interaction	Lecture, seminar, self-study activities	Test, answers (spoken replies) (CAS)
2) to compile and implement a program of psycho-preventive and educational activities, psychological assistance activities in the form of lectures, talks, round tables, games, trainings, etc., in accordance with the request.	Lecture, seminar, self-study activities	Participation in the discussion, essay, presentation (CAS)
3) successfully demonstrate the basic level of knowledge and understanding of the basic laws of human mental activity, which are defined in general, age, social, legal, political, clinical psychology, ethno-psychology.	Practical classes, Guided self-study activities	Presentation, essay (CAS)
4) to offer their own ways of solving	Interactive lecture,	Case study (Case

<p>psychological problems and problems in the process of professional activity, to make and argue their own decisions on their solution.</p> <p>5) to present the results of their own research spoken replies and in writing to an informed audience, formulate a detailed analysis and research abstracts.</p> <p>6) effectively and effectively carry out psychological counseling of persons of different social, age, gender, professional groups on the problems of personal and professional development, overcoming normative and non-normative life crises, development of psychological factors of vitality</p> <p>3 semester Learning outcomes 1,3,4</p> <p>4 semester Learning outcomes 2, 4,5</p> <p>Learning outcomes 1-6</p>	<p>problem lecture, discussion</p> <p>Lecture, seminar, self-study activities, presentation in small groups</p> <p>Lecture, seminar, self-study activities, presentation in small groups</p>	<p>study presentation) (CAS)</p> <p>Presentation, essay (CAS)</p> <p>Essay, case study, presentation (FAS)</p> <p>Mid-term control (CAS)</p> <p>Mid-term control (CAS)</p> <p>Final assessment (FAS)</p>
<p>Assessment</p> <p>3 Semester</p> <p>Final assessment as a result of 100% continuous assessment:</p> <p>10% Participation in the discussion</p> <p>10% Essay</p> <p>20% Case study presentation</p> <p>25% Mid-term control (tests, mini case)</p> <p>15% Test (multiple choice tests, computer)</p> <p>10% Answers (spoken replies)</p> <p>10% Presentation (spoken replies, multimedia)</p> <p>4 Semester</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computermultiple choice tests)</p> <p>60% Continuous assessment:</p> <p>15% Test (multiple choice, computer)</p> <p>20% Case study presentation</p> <p>10% Answers (spoken replies)</p> <p>15% Mid-term control (tests, mini case)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Introduction to age psychology 2. Mental development of man 3. Principles and patterns of mental development 		

- 4: Psychological approaches to human development
5. Mechanisms of mental development
6. Diagnosis, methods of research of mental development of the child
7. Prenatal development and birth
8. Psychological characteristics of the young child
9. Psychological features of a preschool child
10. Psychology of junior high school
11. Psychological features of the adolescent
12. Psychology of early adolescence
13. Youth
14. Development at the stages of maturity and old age

Literature

Compulsory reading

1. Кулагина И.Ю., Колюцкий В.Н. Возрастная психология. М.: ТЦ Сфера, 2006. 464 с. .
2. Савчин М.В., Василенко О.К. Вікова психологія: навч. посібник. К.: Академвидав, 2017. 344 с.
3. Сергеєнкова О. Вікова психологія: навч. посібник К.: Центр учбової літератури, 2016. 376 с.
4. Вікова та педагогічна психологія: навчальний посібник / О.В. Скрипченко, Л.В. Долінська та ін. К.: Каравела, 2009. 400 с.
5. Видра О.Г. Вікова та педагогічна психологія. К.: ЦНЛ, 2011. 120 с.
6. Крайг Г. Психология развития. СПб.: Питер, 2006. 940 с.
7. Кутішенко В.П. Вікова та педагогічна психологія. К.: ЦНЛ, 2005. 128 с.
8. Кутішенко В.П. Психологія розвитку та вікова психологія: практикум: навчальний посібник. К.: Каравела, 2009. 448 с.
9. Мухина В.С. Возрастная психология: феноменология развития, детство, отрочество. М.: Академия, 2009. 640 с.
10. Обухова Л.Ф. Возрастная психология. М.: Высшее образование, МППУ, 2007. 464 с.
11. Павелків Р.В. Вікова психологія: підручник К.: Кондор, 2015. 469 с.

Recommended reading

12. Боулби Д. Создание и разрушение эмоциональных связей / Д. Боулби; пер. с англ. В.В. Старовойтова – [2-е изд.] – М.: Академический Проект, 2004. – 232 с.
13. Волков Б.С. Психология развития человека: учебное пособие для вузов. / Б.С. Волков, Н.В. Волкова – М.: Академический проект, 2004. – 224 с.
14. Выготский Л.С. Психология. / Л.С. Выготский – М.: Эксмо, 2001. – 1008 с.
15. Гамезо М.В. Возрастная психология: личность от молодости до старости./ М.В. Гамезо, В.С. Герасимова – М.: Психологическое общество России, 2009. – 512 с.
16. Дуткевич Т.В. Дитяча психологія / Т.В. Дуткевич. – К.: ЦНЛ, 2012. – 424 с.
17. Кле М. Психология подростка: психосексуальное развитие / М. Кле; пер. с фр. – М.: Педагогика, 1991. – 176 с.
18. Кон И.С. Психология юношеского возраста. / И.С. Кон – М.: Просвещение, 1994. – 175 с.
19. Лисина М.И. Общение, личность и психика ребенка. / М.И. Лисина – М., Воронеж: Институт практической психологии – МОДЭК, 1997. – 300 с.
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– 168 c.

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25. Bornstein M H, Lamb M E (eds.) (1999) *Developmental Psychology: An Advanced Textbook* 4th edn, L. Erlbaum Associates, Mahwah, NJ.

26. David R. Shaffer, Katherine Kipp (2010) *Developmental Psychology: Childhood and Adolescence*, Eighth Edition. Wadsworth, Cengage Learning.

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28. Bjorklund, D. F. (2005). *Children's thinking: Cognitive development and individual differences* (4th ed.). Belmont, CA: Wadsworth.

29. Montgomery, H. (2008) *An Introduction to Childhood: Anthropological Perspectives on Children's Lives*, Chichester, John Wiley and Sons.0

DIFFERENTIAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 42 hours in class	4,5 / Mandatory	Alina Yudina, Lecturer	135 hours (24 h. lectures, 14 h. seminars/practical, 93 h. self-study time)

Course aims:

The course is geared towards helping students study basic concepts to define individuality, learning approaches to determine the identity, mastery of research methods differential individuality.

Students acquire knowledge o about individual, group and typological differences between people who define the behavior, activities, communication rights.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continious assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) define the individual modes of human interaction with the world;	Lecture, practical classes	Participation in the discussion (CAS)
2) conduct psychological research of human individual features;	Project work, tests	Project (CAS)
3) organize psychological work depending on type of the individuality;	Problem lecture, case study in small groups	Participation in the discussion (CAS)
4) set reasons of individual features of activity;	Lecture, practical classes, self-study activities	Participation in the discussion, test (CAS)
5) identify the basic components of character;	Problem lecture, discussion	Essay, test (CAS)

<p>6) knowing the properties of the nervous system as a prerequisite for human temperament;</p> <p>7) explore the human capacity to certain activities.</p> <p>Learning outcomes 1-7</p>	<p>Problem lecture, discussion</p> <p>Problem lecture, tests</p>	<p>Participation in the discussion, test (CAS)</p> <p>Presentation (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</p> <p>60% Continuous assessment:</p> <p>10% Participation in the discussion</p> <p>10 % Individual task</p> <p>10% Test (multiple choice, computer)</p> <p>10% Presentation (oral, multimedia)</p> <p>20% Mid-term control (computer multiple choice tests, mini case)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1) Theoretical bases of differential psychology 2) Introduction into differential psychology 3) Individual specifics of mental processes 4) Differences in emotional manifestations 5) Temperament. Individual differences in temperament properties. 6) Abilities as a criterion of differences. 7) Capabilities and intellect 8) Individual modus of human interaction with the world 9) Styles of human activity. 10) Gender psychology 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Ильин Е.П. Психология индивидуальных различий / Е.П. Ильин. – СПб.: Питер, 2006. – 701 с. 2. Либин А.В. Дифференциальная психология: на пересечении европейских, российских и американских традиций: учебное пособие / А.В. Любин. – М.: Эксмо, 2006. – 544 с. 3. Нартова-Бочавер С.К. Дифференциальная психология / С.К. Нартова-Бочавер. – М.: МПСУ, Флинта, 2008, 2012, 2016. – 280 с. 4. Диференціальна психологія: навчально-методичний посібник: БДПУ, 2014. 216 с. Базылевич, Т. Ф. Дифференциальная психология: Учебник. М.: НИЦ ИНФРА-М, 2015. - 224 с. 5. Романовська Л.І., Подкоритова Л.О. Диференційна психологія: Навч. посіб. - Львів: "Новий Світ - 2000". 2011. -236 с. 6. Мазяр О.В. Диференціальна психологія: модульний курс: навчальний посібник. – К.: Видавничий дім «Кондор», 2017. – 284 с <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Анастаси А. Дифференциальная психология / А. Анастаси; пер с англ.. – М.: ЭКСМО-пресс, 2001. – 752 с. 		

2. Ильин Е.П. Дифференциальная психофизиология мужчины и женщины / Е.П. Ильин. – СПб.: Питер, 2006. – 544 с.
3. Палій А.А. Дифференціальна психологія: навчальний посібник / А.А. Палій. – К.: Академія, 2010. – 432 с.
4. Романовська Л.І., Подкоритова Л.О. Диференційна психологія. Л.: Новий Світ, 2008. 235 с.
5. Виндекер, О. С. Дифференциальная психология. Прикладные аспекты: учебное пособие для вузов. Москва : Издательство Юрайт, 2018. 75 с.
6. A. Anastasi. Differential Psychology Individual And Group Differences In Behaviour Hardcover, 2008. – 636 p.
7. Psychological and Behavioral Conditions / Edited by Jack B. Schaffer and Emil R. Rodolfa, - Copyright American Psychological Association, 2018. – 230 p.
8. Steven G. Carley. Differential Psychology. Createspace Independent Publishing Platform, 2015.
9. Phares E.J., Chaplin W.F. Introduction to Personality (4th Edition). New York: Longman, 1997.

PSYCHODIAGNOSTICS. GENERAL PSYCHOLOGY WORKSHOP

Language of teaching	Semester/ Duration	ECTScredits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3, 4/ 28 weeks, 84hours in class	9 / Mandatory	Olesia Donets, Ph.D. (CandidateofScience), Associate Professor	270hours (28h. lectures, 56h. seminars/practical, 186h. self-study time)

Course aims:

The aim of the discipline: to provide general theoretical and practical training for Bachelors of higher education on the essence of psychodiagnostics as a science, psychodiagnostic methods and their varieties that can be used by psychologists to study personality, development and testing of author's psychodiagnostic techniques, practical skills with various psychodiagnostic tools, stimulating students to actively work on personal development and self-improvement, which will serve as a basis for their practical work related to the scientific and practical activities of a psychologist.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) demonstrate knowledge and understanding of the basic concepts of psychodiagnostics and general psychology;	Lecture, discussion based on lecture materials and the studied literature sources, work in microgroups, solving problem situations (case-study)	Participation in discussions, problem solving (CAS)
2) critically comprehend the organization	Lecture, discussion	Oral answers to

<p>problems of psychodiagnostic research in psychology, independently organize psychodiagnostic research, develop a program of psychodiagnostic measures;</p>	<p>based on lecture materials and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>questions, problem solving (problem situations), explanation / problem solving, presentation evaluation, group project (CAS)</p>
<p>3) have knowledge of the advantages and limitations of various psychodiagnostic methods;</p>	<p>Lecture, discussion based on lecture materials and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), explanation / problem solving, presentation evaluation, group project (CAS)</p>
<p>4) according to research goals, objectives and hypotheses to choose the most acceptable psychodiagnostic methods for working with a person or group of people;</p>	<p>Lecture, discussion based on lecture materials and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), explanation / problem solving, presentation evaluation, group project (CAS)</p>
<p>5) independently develop psychodiagnostic methods, carry out the necessary procedures for their standardization and implementation;</p>	<p>Lecture, discussion based on lecture materials and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), explanation / problem solving, presentation evaluation, group project (CAS)</p>
<p>6) use mathematical and statistical methods in the process of standardization of psychodiagnostic techniques;</p>	<p>Lecture, discussion based on lecture materials and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), tests, explanation / problem solving, presentation evaluation, group project (CAS)</p>
<p>7) present, discuss and defend their views orally and in writing to professional and non-professional audiences</p>	<p>Lecture, discussion based on lecture materials and the</p>	<p>Oral answers to questions, problem solving (problem</p>

<p>3 semester Learning outcomes 2,5,6</p> <p>4 semester Learning outcomes 1-7</p>	<p>studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>situations), explanation / problem solving, presentation evaluation, group project (CAS)</p> <p>Mid-term control (CAS)</p> <p>Final assessment (FAS)</p>
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Assessment

3 Semester

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)
40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

- 15% Problem solving
- 20% Group project
- 10% Answers (oral)
- 15% Mid-term control (computational exercises, mini case)

4 Semester

Final grade (final assessment) as a result of 100% continuous assessment:

- 10% Participation in the discussion
- 10% Problem solving
- 20% Group project presentation
- 25% Mid-term control (computational exercises, mini case)
- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 10% Presentation (oral, multimedia)

Content

Thematic structure of the course:

3 Semester

1. Introduction to psychodiagnostics
2. History of the psychodiagnostics development as a science
3. Test as the main psychodiagnostic method
4. Psychodiagnostic procedure
5. Test designing
6. Psychodiagnostic norms
7. Reliability
8. Validity
9. Reliability
10. Psychodiagnostics of intelligence
11. Psychodiagnostics of temperament
12. Psychodiagnostics of character
13. Psychodiagnostics of motivation: overt and covert motives
14. Personal questionnaires
15. Projective methods

4 Semester

16. Study of sensation and perception
17. Memory research
18. Attention study
19. Research of thinking
20. Imagination research
21. Research of temperament and its qualities
22. Research of character
23. Research of abilities
24. Research of motivation
25. Research of interpersonal relationships

Literature

Compulsory reading

1. Анастаси А. Психологическое тестирование. – СПб.: Питер, 2012. – 688 с.
2. Бурлачук Л. Ф. Психодиагностика. – СПб.: Питер, 2012. – 352 с.
3. Бурлачук Л. Ф., Морозов С. М. Словарь-справочник по психологической диагностике. Киев: Наукова думка, 1989. – 200 с.
4. Корольчук М.С., Осьодло В.І. Психодіагностика. Навч. посіб для вузів . – К.: Ельга Ніка-Центр. – 2014. – 400 с.
5. Общая психодиагностика. /Под ред. А. А. Бодалева, В. В. Столина. – М.: МГУ, 1987. – 304 с.
7. Скребець В.О. Основи психодіагностики: Навч. Посіб./В.О. Скребець. – 4-е вид. – К.: Слово, 2007. – 192 с.
8. Терлецька Л. Г. Основи психодіагностики. Навчальний посібник. – К.: Главник, 2006. – 144 с.
9. Чала Ю.М., Шахрайчук А.М. Психодіагностика: навчальний посібник / Ю.М. Чала, А.М. Шахрайчук. — Харків: НТУ «ХПІ», 2018. 246 с.

Recommended reading

1. Белый Б. И. Тест Роршаха. Практика и теория. – СПб.: Дорваль, 1992. – 200 с.
2. Березин Ф. Б., Мирошников М. П., Рожанец Р. В. Методика многостороннего исследования личности. – М., 1976. – 176 с.
3. Бурлачук Л.Ф. Введение в проективную психологию.- К.: Ника-Центр, 1997. – 128с.
4. Немов Р. С. Психология: Учеб. для высш. пед. учеб. заведений: В 3 кн. – Кн.3: Психодиагностика.– М.: ВЛАДОС, 2003.
5. Общий практикум по психологии: Метод наблюдения. Методич. указ. Ч.1. Подред Михалевской М. Б. – М: Изд-во Моск. Ун-та, 1985. – 57 с.
6. Основы психодиагностики / Под ред. Шмелева А. Г. М., Ростов-на-Дону: "Феникс", 1996. – 156 с.
7. Практикум по общей, экспериментальной и прикладной психологии /Под ред. А. А. Крылова, С.А. Маничева. – СПб.: Питер, 2003. – 560 с.
8. Практикум по психодиагностике. Конкретные психодиагностические материалы. /Ред. А. А.Бодалев, И. М. Карлинская, С. Р. Пантिलеев, В. В. Столин. – М.: Изд-во Моск. ун-та, 1988. – 141с.
9. Практическая психодиагностика. Методики и тесты. Учебное пособие /Ред.-сост. Д. Я.Райгородский. – Самара: Издат. Дом «БАХРАМ-М», 2000. – 672 с.
10. Психологическа ядиагностика. Учебноепособие; Под редакцией К. М. Гуревича, Е. М.Борисовой – М.: Изд-во УРАО, 1997. – 304с.
11. Психологическая диагностика: проблемы и исследования /Под ред. К. М. Гуревича. – М.:Педагогика, 1981. – 232 с.
12. Психологическая диагностика: Учебник для вузов /Под ред. М. К. Акимовой, К. М. Гуревича. – СПб.: Питер, 2003. – 652с.
13. Романова Е. С., Потемкина О. Ф. Графические методы в психологической

- диагностике. – М.: Дидакт, 1992. – 256 с.
14. Скребец В. О. Психологическая диагностика. – К.: МАУП, 1999. – 120 с.
15. Соколова Е. Т. Проективные методы исследования личности. – М.: Изд-во Моск. ун-та, 1980. –174 с.
16. Cooper C. Psychological Testing: Theory and Practice. Routledge, 2018. 368 p.
17. Miller L. A., Lovler R. L. Foundations of Psychological Testing: A Practical Approach. 6th ed. SAGE Publications, 2018. 591 p.
18. Gregory R. J. Psychological Testing: History, Principles and Applications. 7th ed. Pearson; 2015. 480 p.
19. Urbina S. Essentials of Psychological Testing (Essentials of Behavioral Science) 2nd ed. Wiley, 2014. 397 p.
20. Van Ornum B., Dunlap L. L., Shore M. Psychological Testing Across the Lifespan. Pearson, 2007. 624 p.

SOCIAL PSYCHOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/14 weeks, 42 hours in class	4,5 / Mandatory Course paper: 1 ECTS credit	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 193 h. self-study time) Course paper: 30 hours
Course aims: The purpose of teaching the discipline is to study the general methodological basics of the discipline, providing students with systematic knowledge of social aspects of mental phenomena, familiarize them with various theoretical approaches and areas that exist in social psychology, as well as improving socio-psychological competence of students, i.e. forming skills in social situations, correctly determine personal characteristics, choose adequate behaviors in interaction with others, as well as development of reflexive abilities, stimulating students' interest in self-knowledge and cognition of other people.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) Understand the patterns and features of development and functioning of mental phenomena in the context of socio-psychological knowledge		Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature.		Participation in a discussion (seminar, debate, brainstorming, etc.), essay (CAS)
2) To justify the structure of the concept, communication, to determine its significance in the life of the individual		Lecture, seminar, discussion based on the materials of the lecture and the studied literature,		Oral answers to questions, problem solving (problem situations) (CAS)

<p>3) Formulate the purpose, objectives of socio-psychological research, have the skills to collect primary material, follow the research procedures</p> <p>4. Develop a plan of socio-psychological research and professionally select adequate research methods</p> <p>5) Independently and creatively develop theoretical and practical material, present information in accordance with the goal;</p> <p>6) Demonstrate the ability to use theoretical knowledge to develop and implement new socio-psychological methods.</p> <p>Learning outcomes 3,4</p> <p>Learning outcomes 1-6</p>	<p>practical lesson</p> <p>Lecture, problem lecture, "round table" on the topic of independent search work, seminar-debate, seminar-dialogue,</p> <p>Game technologies, presentations, project work, work in microgroups.</p> <p>Simulation methods, presentations, project work, the Internet search</p> <p>Independent work, presentations, project work, the Internet search Presentations, role-playing games, work in microgroups</p>	<p>Performance of an individual creative task (CAS)</p> <p>Discussion in groups, defense of creative work. Answers to questions (CAS)</p> <p>Assessment of practical skills to present a creative work (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), role-playing games (CAS)</p> <p>Mid-term control, (CAS) Final assessment (FAS) Course paper (FAS)</p>
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Assessment

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)
40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

10% Participation in the discussion, role play

15% Individual creative task

15% Essay

20% Cases, problem solving

Course paper is evaluated separately and its score is not included into the course final grade. Successful completion of the course paper is a prerequisite for student's admission to final examination.

Contents

Thematic structure of the course:

1. Formation and development of socio-psychological knowledge

2. Methodology and methods of social psychology

3. Problems of personality in social psychology.

4. The concept of individual socialization in social psychology.

5. "I-concept" of personality as a unity of social and personal identities.

6. The problem of communication in social psychology.

Features of communication. Types of communication. Communication and activity.

7. Communicative aspect of communication
8. Interactive aspect of communication
9. Perceptual aspect of communication
10. Small social groups
11. Leadership and guidance in small groups
12. Large social groups

Literature

Compulsory reading

1. Андреева Г.М. Социальная психология: учебник для вузов. – Аспект Пресс, 2008. – 363 с.
2. Карапетрова О.В. Соціальна психологія: навчальний посібник для студентів вищих навчальних закладів. Бердянськ: БДПУ, 2019 – 199 с.
3. Майерс Д. Социальная психология [7-е изд., перераб. и доп.] – СПб.: Питер, 2013. – 800 с.
4. Орбан-Лембрик Л.Е. Соціальна психологія: навчальний посібник / Л.Е. Орбан-Лембрик. – К.: Академвидав, 2005. – 448 с. (базовий підручник)
5. Столяренко Л.Д. Социальная психология – М.: Феникс, 2011. – 256 с.

Recommended reading

1. Аронсон Э. Общественное животное. Введение в социальную психологию. / Э. Аронсон. – СПб.: ЕВРОЗНАК, 2003. – 517 с.
2. Герасимова І.В. Соціальна психологія: практикум [Текст] / І.В. Герасимова; Черкас. нац. ун-т ім. Богдана Хмельницького. – Черкаси : ЧНУ ім. Богдана Хмельницького, 2013. – 98 с.
3. Городяненко В.Г. Социологический практикум / В.Г. Городяненко. – К.: Академія, 1999. – 160 с.
4. Зимбардо Ф. Социальное влияние / Ф. Зимбардо, М. Ляйппе. – СПб.: Питер, 2000. – 448 с.
5. Милграм С. Эксперимент в социальной психологии / С. Милграм. – СПб.: Питер, 2000. – 335 с.
6. Пайнс Э. Практикум по социальной психологии / Э. Пайнс, К. Маслач. – СПб.: Питер, 2000. – 528 с.
7. Перспективы социальной психологии/ [под ред. М.Хьюстон, В.Штребе, Дж.М.Стефенсон.] – [2-е междунар. издание] – М: ЭКСМО, 2001. – 688 с.
8. Шихирев П.Н. Современная социальная психология / П.Н. Шихирев. – М.: ИП РАН, 2000. – С. 100-120.
9. Назаретян А.П. Психология стихийного массового поведения: лекции / А.П. Назаретян. – М.: ПЕР СЭ, 2001. – 112 с.
10. Ke de Vree M. Mystery of Leadership: Developing Emotional Intelligence / Manfred Cae de Vries; trans. from English M. Shalunova. - Moscow: Alpina Publishers, 2012. -- 276 p.
11. Kruglanski, W. Stroebe (Eds). – New York : Psychology Press, 2012. – 532 p.
12. Levine J. A history of small group research / J. Levine, R. Morland // Handbook of the History of Social Psychology / A. W. Kruglanski, W. Stroebe (Eds). –New York : Psychology Press, 2012. – P. 383–405.
13. SAGE Handbook of Social Psychology / Michael Hogg, Joel M. Cooper (Eds.). – London ; Thousand Oaks, California : Sage, 2003. – 525 p.
14. Hogg, M. A., & Abrams, D. (1988). *Social identifications: A social psychology of inter-group relations and group processes*. London: Routledge. – 407 p.
15. Kuiper, N. A., & Higgins, E. T. (1985). Social cognition and depression: A general integrative perspective. *Social Cognition*. 3, 1-15. – 175 p.

16. Lewin, K. (1936). *A dynamic theory of personality*. New York: McGraw-Hill. (pp. 30, 263)
17. Mayer, J. D., & Salovey, P. (1987). Personality moderates the interaction of mood and cognition. In K. Fielder & J. Forgas (Eds.), *Affect, cognition, and social behavior*. Toronto: Hogrefe. (pp. Ill, 175)

SEXOLOGY AND PSYCHOLOGY OF SEXUALITY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5/14 weeks, 42 hours in class	4,5 / Mandatory	Olha Dniprova, Candidate of Science, Associate Professor	135 hours (28 h. lectures, 14 h. seminar/practical, 93 h. self-study time)

Course aims:

Students will have gained comprehensive knowledge about the topic, have an ability to analyse complex data, evaluate theories and concepts, provide solutions to problems in sexology. Students acquire basic knowledge and understanding of the emergence and functioning of sexuality, about the prevention of sexual disorders. Students acquire knowledge of the etiology, pathology and classification of sexual disorders; learn to differentiate between the above mentioned disorders, to form an understanding of the needs of people suffering from sexual dysfunctions, to understand the psychological context in which these disorders emerge, to acquaint the students with the different areas of psychological help for people suffering from sexual disorders, and with the basics of psychological prophylaxis and psychological disorders.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;	Lecture, practical classes, discussion	Participation in the discussion (CAS)
2) identify problems of a sexual character, provide psychological help for people suffering from these disorders;	Practical classes, self-study activity	Essay, test (CAS)
3) study sexual harmony within couples;	Lecture, practical classes	Essay, test (CAS)
4) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;	Internet search, self-study activities	Presentation (CAS)
5) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a	Self-study activity	Participation in the discussion, test (CAS)

bibliography. Learning outcomes 1-5		Final assessment (FAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)		
Contents		
Thematic structure of the course: 1. The sexual norm and pathology. The relativity of norms. The age aspect of norms. The sexual constitution 2. Psychosexual development. Disorders in psychosexual development. Stages the evolution of the libido in individuals 3. The basic manifestations of normal sexuality in men and women. Characteristics of sexuality in women and men. Love and intimacy. 4. Sexually transmitted diseases. Infertility. Auxiliary methods of reproduction. Surrogate motherhood. Prostitution 5. Sexual disorders. Criteria and classification of the disorders. Prenatal sexual differentiation disorders. Personal Sexology 6. Sexual aggression. Incest. Pedophilia. Psychological work with victims of sexual harassment, coercion and violence. 7. Sexual deviations: types, causes, possibilities of correction. Sexual self stimulation. 8. Disorders of sexual identity (transsexuality, transvestitism) Orientational disorders: homosexuality and bisexuality 9. Sexual disorders. Sexual dysfunction .Psychotherapy for sexual disorders .types of sex therapy 10. Neurological and endocrinal diseases, diseases of the cardio-vascular system, cancer, physical illnesses, psychological illnesses and sexuality. Influence of alcohol and drugs on sexuality		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> 1. Акимова Л. Н. Психология сексуальности/ Л.Н. Акимова- Одесса: СМІЛ, 2005. – 198 с. 2. Дніпрова О.А. Основи медичних знань та сексологія: Навчальний посібник/ О.А.Дніпрова – Д.: Дніпропетровський університет імені Альфреда Нобеля, 2012. – 188 с. 3. Завилянський В.М. Справочник по сексології – 2-е изд., перераб. и доп. В. М. Завилянський, И. В. Блейхер, Л.И. Крук – К.: Вища школа, 1989. – 311 с. 4. Тен Е.Е. Основи медичних знань. Підручник/ Е.Е. Тен – К.: Кондор, 2009. – 256 с. 5. Фрейд З. Три очерка по теорії сексуальності/ З. Фрейд // Психологія бессознательного: Сб.произведений / Сост. М.Г. Ярошевский. – М.: Просвещение, 1989. – 448 с. 6. Ф. Келли Основи сучасної сексології - СПб.: Питер, 2010. - 900 с 7. Діденко С.В., Козлова О.С. <i>Психологія сексуальності: підручник</i> . К.: «Академвидав», 2009. 304 с.		
<p style="text-align: center;">Recommended reading</p> 1. Бабаян Э. А., Гонопольский М. Х. Учебное пособие по наркологи/Э. А. Бабаян, М.Х.		

- Гонопольский — М.: Медицина, 1981. — 304 с.
2. Васильев В. Н. Здоровье и стрессы/ В.Н. Васильев — М.: Знание, 1991. — 160 с.
 3. Ворник Б.М. Расстройства половой идентификации/ Б.М. Ворник – Киев, 1998,-198 с.
 4. Городиловський А. Поширення хвороб, що передаються статевим шляхом, як прояв соціальних проблем в Україні/ Городиловський А.В. // Українська національна ідея: здоров'я нації: Мат. конференції. — Л., 2004. — С. 79–83.
 5. Гульма Б. Л. Сексуальные преступления/ Б.Л. Гульма - Харьков: НМЛ "Рубикон", 1994. — 272 с.
 6. Демографічна криза в Україні. Проблеми дослідження, витоки, складові, напрямки протидії / За ред. В. Стешенко. — К., 2001. — 560 с.
 7. Демографічна криза в Україні. Її причини і наслідки: Зб. матеріалів. — К.: Парламентське вид-во, 2003. — 44 6 с.
 8. Збереження та зміцнення репродуктивного здоров'я підлітків та молоді: потенціал громади: Метод. матеріали до тренінгу / Авт.-упоряд. Н. В. Зимівець; За заг. ред. Г. М. Лактіонової. — К., 2004. — 205 с.
 9. Мастерс У., Джонсон В., Колодни Р. Основы сексологии/ У. Мастерс, В. Джонсон, Р. Колодни – М., 1998.- 384 с.
 10. Келли Гери Ф.. Основы современной сексологии/Келли Гери Ф. – Санкт-Петер., 2000.- 289 с.
 11. Крафт-Эбинг Р. фон. Половая психопатия, с обращением особого внимания на извращение полового чувства. Пер. с нем./Крафт-Эбинг Р. фон – М.: Республика, 1996. - 591 с.
 12. Персональний сайт И.С.Кона <http://sexology.narod.ru/>
 13. Психология и психоанализ сексуальности / Под ред. Д.Я. Райгородского. – Самара, 2002.
 14. Психосексология: Хрестоматия / Сост. К. В. Сельченко / <http://www.myword.ru>
 15. Сайт “Сексология и сексуальное здоровье” <http://autoeros.stealth.ru/>
 16. Freud, Sigmund. (1913). The interpretation of dreams (3rd ed.). (A. A. Brill, Trans.). Originally published in New York by Macmillan. (Original German work published 1900.) [The classic psychoanalytic work on dreams.]
 17. Freud, Sigmund (1914). The psychopathology of everyday life. (A. A. Brill, Trans.). Originally published in London by T. Fisher Unwin. (Original German work published 1901.) [The classic psychoanalytic account of the underlying meaning of slips of the tongue, forgotten names, etc.]
 18. Freud, Sigmund. (1910). The origin and development of psychoanalysis. American Journal of Psychology, 21, 181-218. [Freud's lectures at Clark University; the introduction of psychoanalysis to North America.]
 19. Woolley, Helen Thompson. (1910). A Review of the recent literature on the psychology of sex. Psychological Bulletin, 7, 335-342.
 20. Freud, Sigmund. (1917). The history of the psychoanalytic movement (A. A. Brill, Trans.). Originally published in New York by the Nervous and Mental Disease Pub. Co. (Original German work published 1914.) [Freud's own account of the development of the institutions of psychoanalysis, and of his splits with Adler and with Jung.]

PEDAGOGICS AND EDUCATIONAL PSYCHOLOGY

Language of teaching	Semester/ Duration	ECTS credits/ Type of course (mandatory, elective)	Course Coordinator	Students` workload

Ukrainian	5/14 weeks, 42 hours in class	4,5 / Mandatory	Stanislav Sapozhnykov, Doctor of Science, Full Professor	135 hours (28 h. lectures, 14 h. seminars / practical, 93 h. self-study time)
Course aims: The course is devoted to pedagogical problems analysis of innovative processes in education, training individual methods, organization of educational and cognitive activities, with the help of different forms of educational process organization at school. The course is aimed at mastering the psychological patterns of training and education, psychological characteristics of educational activities, psychological work with the different subjects of the educational process				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) define problems of teaching and upbringing, personal development according to the obtained results while scientific and pedagogical research methods were being used;		Problem lecture, discussion		Participation in the discussion, essay, test (CAS)
2) classify and summarize information, do footnotes and briefly reviews related to problems of professional teaching activity, and the process of organization pupils' teaching and upbringing;		Problem lecture, discussion, case study in small groups		Case study, test (CAS)
3) edit and review texts, make short resume as well;		Problem lecture, self-study activities		Report (AS)
4) use classic and innovative methods of upbringing according to pupils' age peculiarities;		Internet search, self-study activities		Peer small group presentation (CAS)
5) follow the professional-teaching ethics in the professional activity;		Problem lecture, working small group, discussion		Participation in the discussion
6) solve and give basis for choice of pedagogic decisions on use of effective forms and methods of teaching and upbringing;		Problem lecture, case study in small groups		Participation in the discussion, case-study (CAS)
7) form and support the favourable social-psychological climate in the team/group for the successful pedagogical activity;		Problem lecture, discussion, role play		Participation in the discussion, role play (CAS)
8) apply their knowledge of educational psychology to organize activities and communication between children in different age periods, to create conditions conducive to the formation of constructive personality;		Panel discussion Role play,		Participation in the discussion Participation in the role play (CAS)

9) use of psychological mechanisms, patterns of education and training when working with different actors of the educational process;	Seminars, self-study activity, Lecture, practical classes	Essay, test (CAS)
10) to navigate the current approaches and technologies of teaching knowledge and concept formation and skills to implement psychological assistance for constructive development of these processes;	Internet search, self-study activities	Essay, test Presentation (CAS)
11) analyze educational activities of teacher and help him master the psychological methods and techniques of self-improvement and self-regulation;	Problem lecture, discussion	Participation in the discussion, test (CAS)
12) to justify the choice and educational solutions to provide effective forms and methods of training and education;	Problem lecture, case study in small groups	Peer small group presentation (CAS)
13) effectively use methods of educational psychology;	Problem lecture, discussion	Participation in the discussion, case study (CAS)
14) identify relationships between the level of intellectual and personal development and forms, methods of training and education;	Problem lecture, case study in small groups	Peer small group presentation (CAS)
Learning outcomes 1-7		Final exam (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (5 complex written assignments, every task contains test, creative task and theoretical questions) 60% Continuous assessment: 10% Participation in the discussion 20% Test, case-study, role play 10% Essay 20% Presentation (oral, multimedia)		
Contents		
Module 1. General Aspects of Pedagogy 1. Pedagogy in the system of science about the human 2. Methodology and methods of pedagogical research 3. The problem of the personality development and its importance for upbringing 4. Age peculiarities of mental and physical development of personality Module 2. The Theory of Teaching and Upbringing 5. The content of upbringing as a pedagogical process 6. General methods and means of upbringing 7. Didactics as the theory of teaching: content, principles of teaching 8. Methods of teaching 9. The study process as the special process of the personality development 10. Forms of study Module 3. General principles of Pedagogical Psychology: Psychology of Education 11. Object, subject, tasks and methods of Pedagogical Psychology		

12. Psycho-pedagogical content of educational process
 13. Educational activities
 14. Psychological peculiarities and consistent rules of educational process
 15. Spheres of contemporary education development
 16. Psychological theories of learning
 17. Educational Psychology of upbringing schoolchildren personalities
 18. Management of upbringing the child personality and its psychological content
 19. Psychological service at school and its role in optimizing the educational process at school
- Module 4 Psychology of Teaching Activities**
20. General characteristics of pedagogical activities.
 21. Pedagogical orientation: the concept, its structure. Motivation of pedagogical activities
 22. Psychology of pedagogical communication
 23. Psychology of teachers' collaboration and communication
 24. Barriers of pedagogical communication
 25. Teachers' emotional burnout as an indicator of their vocational disadaptation

Literature

Compulsory reading

1. Волкова Н.П. Педагогіка: Навч. посіб. Вид. 2-ге, перероб., доп. – К.: Академвидав, 2012. – 616с.
2. Власова О.І. Педагогічна психологія: Навч. посібник —К.: Либідь, 2005. - 400 с.
3. Євтух М.Б. Педагогічна психологія: Підручник / М.Б. Євтух, Е.В. Лузік, Н.В. Ладогубець, Т.В. Ільїна. - К.: Кондор Видавництво, 2015. - 420 с 3М
3. Зайченко І.В. Педагогіка: підручник / І. В. Зайченко. — 3-те видання, перероблене та доповнене — К.: Видавництво Ліра-К, 2016. — 608 с.
3. Молодцова Н. Г. Практикум по педагогической психологии. – СПб.: Питер, 2007. – 208 с.
4. Педагогическая психология: Учеб. для студ. высш учеб заведений / Под ред. Н.В. Ключевой. - М.: ВЛАДОС-ПРЕСС, 2003. - 400 с.
5. Полат Е. С. Новые педагогические и информационные технологии в системе образования. – М.: Академия, – 2009. – 270 с.

Recommended reading

1. Глоссарий современного образования : [терминолог. слов.-справ. по проблемам соврем. образования] / Нар. укр. акад. ; под общ. ред. канд. филос. наук Е. Ю. Усик; [сост.: Астахова В. И. и др.]. - Харьков : Изд-во НУА, 2014. - 531 с.
2. Загвязинский В. И. Теория обучения: современная интерпретация: учеб.пособие для студ.высш.учеб. заведений/В. И. Загвязинский. – 5-е изд. – М.: Академия, 2008. – 192 с.
3. Малафійк І. В. Дидактика новітньої школи : навч. посіб. для студентів ВНЗ / І. В. Малафійк. - Київ : Слово, 2015. – 630 с.
4. Педагогіка: Навч. посібник /В.М.Галузьяк, М.І.Сметанський, В.І.Шахов. – 3-є вид., випр. і доп. – Вінниця: ДП „Державна картографічна фабрика”, 2006. – 400с.
5. Полат Е. С. Новые педагогические и информационные технологии в системе образования. – М.: Академия, – 2009. – 270 с.
6. De Lorenzo R.A., Battino W. J., Schreiber R.M., Carrio G. Delivering on the Promise: The Education Revolution. – Blumington, In. : Solution Tree Press, 2008.
7. Quality Assurance in Postgraduate Education / A. Bitusikova, J. Bohrer, I. Borosic [et al.]; ENQA Workshop Report 12; ed. By Nathalie Costes and Maria Stalter. – Helsinki : European Association for Quality Assurance in Higher Education, 2010. – 76 p.
8. Trevor W. How to be a Brilliant Trainee Teacher / W. Trevor/ – New York : Routledge, 2009. – 170 p.
9. Jennifer L. Holberg, Marcy M. Taylor Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture,

10. Cros, A. "Teaching by Convincing: Strategies of Argumentation in Lectures." *Argumentation* 15.2.

11. Cameron, C. and Petrie, P. (2009) Social Pedagogy and its Prospects in England's Children's Services, *European Journal of Social Education*, 16/17 49 – 61

12. Services, *European Journal of Social Education*, 16/17 49 – 61

13. Hunt SC (2015) Back To School. On The Battle To Get Greek Lessons Into UK Comprehensive Schools.. pp.32-33.

14. Stompel G. Faculty's Postgraduate Education and Management under Globalization / G. Stompel // *Research Bulletin Sword —Modern scientific research and their practical application. Education, Psychology and Sociology* [Ed. By

15. Shibayev, S. Kuprienko, A. Fedorova]. – 2012. – Vol. 5 J31205 (September). –P. 146–153.

16. Thompson J. Towards a theory of international education'. / J. Thompson // *Journal of Research in International Education*. – 2012. – Vol. 11. Vol 3. – P. 203-204.

PSYCHOLOGY OF MANAGEMENT AND ORGANIZATIONAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5,6/25 weeks, 78 hours in class	8 / Mandatory	Olha Lebid, Doctor of Science, Professor	240 hours (40 h. lectures, 38 h. seminars/practical, 162 h. self-study time)

Course aims:

The aim is to form in students a system of scientific concepts and basic ideas about aspects of professional activity and human activity as a subject of work, acquaintance of students with concepts, principles, methods of organizational psychology, features of psychologist's work in the organization, analysis of professional activity, scientific analysis of individuals' behavior, groups, organizations in order to understand, anticipate and improve the individual performance of tasks and the functioning of the organization as a whole, taking into account the impact of the external environment.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) demonstrate knowledge of psychological features of management, personnel management, features of organization management	Lecture, practical classes, self-study activities, mini cases	Practical skills assessment, oral answers to questions, mini cases (CAS)
2) understand the psychology of personnel policy in management, solving management problems, socio-psychological aspects of management, psychological features of creating the image of the organization and the head	Practical classes, debate, presentation, writing a research paper	Participation in the debates, presentation assessment, written answers to questions (CAS) (CAS)

3) understand the ethical principles of professional activity of a psychologist in the organization	Practical classes, Internet search	Practical skills assessment, report (CAS)
4) to carry out the psychological analysis of administrative activity and its structural elements	Interactive lecture, self-study activities, presentation	Presentation assessment, oral answers to questions, test (CAS)
5) apply methods and techniques of theoretical and applied research for the needs of management psychology	Lecture, practical classes, role play	Participation in the role play, essay (CAS)
6) to be guided in psychology of administrative functions and methods of psychological influence in management systems	Seminar, self-study activities, student reports by individuals	Participation in the seminar, student reports assessment, oral answers to questions (CAS)
7) competently apply the methods of psychological influence in management systems in practice	Lecture, discussion on the basis of lecture materials and students' reading	Participation in the discussion, test (CAS)
8) develop practical recommendations for managers and organizations in order to improve management, business communication, effective management.	Practical classes, debate	Participation in the discussion, practical skills assessment (CAS)
9) successfully work in a team, including taking on different roles	Seminar, self-study activities, student reports by individuals	Participation in the seminar, student reports assessment, oral answers to questions (CAS)
10) demonstrate skills in managing complex actions or projects, responsibility for making decisions in unpredictable conditions	Practical classes, debate	Participation in the debates, practical skills assessment (CAS)
11) make decisions in difficult and unpredictable conditions that require the application of new approaches and forecasting	Seminar, self-study activities, student reports by individuals	Participation in the seminar, student reports assessment, oral answers to questions (CAS)
12) empathically interact, communicate, be tolerant of people with other cultural or gender and age characteristics	Practical classes, Internet search	Practical skills assessment, report (CAS)
5 Semester		
Learning outcomes 1-3		Mid-term control (CAS)
Learning outcomes 4-6		Mid-term control (CAS)
6 Semester		
Learning outcomes 7-12		Mid-term control^ computational exercises, mini case (CAS)
Learning outcomes 1-12		Final exam (FAS)

Assessment

5 Semester

Final grade (final assessment) as a result of 100% continuous assessment:

- 10% Participation in the role play
- 20% Case study presentation
- 25% Mid-term control (computational exercises, mini case)
- 15% Test (multiple choice, computer)
- 15% Answers (oral)
- 15% Presentation (oral, multimedia)

6 Semester

40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

- 15% Test (multiple choice, computer)
- 20% Calculative tasks (written)
- 10% Answers (oral)
- 15% Mid-term control (computational exercises, mini case)

Contents

Thematic structure of the course:

1. General principles of management psychology
2. Psychological features of realization of functions of planning and the organization
3. Psychological mechanisms of motivation of the personnel of the organization
4. Adaptation of employees in the organization
5. Psychological features of the implementation of the functions of control and motivation
6. Psychology of managerial decision making
7. Personality as an object of management
8. Social group as an object of management
9. Power as a regulator of management
10. The nature of conflict and conflict management in the organization
11. Subject, tasks of organizational psychology
12. Psychological bases of organization management
13. Gender and age features of the psyche and their manifestation in the behavior of the organization's staff
14. Psychological foundations of mental health of employees of the organization
15. The main activities of psychologists working with staff

Literature

Compulsory reading

1. Орбан-Лембрик Л.Е. Психологія управління: Посібник. К.:Академвидав, 2003. 568 с.
2. Ходаківський Є.І., Богоявленська Ю.В., Грабар Т.П. Психологія управління. 5-те вид. перероб. та доп. підруч. К.: Центр учбової літератури, 2016. 492 с.

Recommended reading

1. Емельянов С.М. Управление конфликтами в организации. СПб.: «Авалон», 2006. 256 с.
2. Євтушенко О. Н. Психологія управління: [методичні рекомендації до семінарських занять з курсу «Психологія управління» (за кредитно-модульною системою)]. Миколаїв : Вид-во ЧДУ ім. Петра Могили, 2012. 104 с.
3. Лукин, Ю.Ф. Конфликтология : управление конфликтами : учеб. М. : Академический Проект ; Гаудеамус, 2007. 799 с.
4. Мескон М.Х., Альберт М., Хедоури Ф. Основы менеджмента. М.: «Дело», 1992. 702 с.
5. Организационная психология и основы управленческого консультирования : учеб.

посіб. Сост.: М.В. Шамардина, Н.А. Першина. Бийск : АГПУ им. В.М. Шукшина, 2017. 200 с.

6. Фопель К. Команда. Консультирование и тренинг организаций. М.: Генезис, 2005. 395 с.

7. Шрагіна Л.І. Основи організаційної психології, методичні рекомендації з організації самостійної роботи студентів. Одеса: Видавництво Бартенева, 2014

8. **Balzac S.R.** Organizational Psychology for Managers. 2014.

9. Gilbreth L.M. The Psychology of Management. New York, The Macmillan Company. 2005.

10. In S. Sonnentag (Ed.). Psychological Management of Individual Performance. John Wiley & Sons, Ltd., 2002.

11. Sonnentag S. Psychological Management of Individual Performance. John Wiley & Sons, Ltd., 2002.

EXPERIMENTAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/11 weeks, 32 hours in class	4 / Mandatory	Ivan Batrachenko, Doctor of Science, Professor	120 hours (22 h. lectures, 10 h. seminars, 88 h. self-study time)

Course aims:

The course is devoted to giving the students a thorough knowledge of the patterns of organization and conducting their own empirical psychological research, deep understanding of the scientific psychological theories developed by other researchers and their relation to experiment and practice in contemporary psychology.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) identify the main stages of formation and development of experimental psychology;	Lecture, practical classes, discussion	Participation in discussion, answers (oral) (CAS)
2) understand the system of empirical psychological research methods;	Role play	Participation in role play (CAS)
3) analyze the procedures and the essential characteristics of a psychological experiment;	Practical classes, self-study activity	Essay, test (CAS)
4) distinguish between experimental and non-experimental plans for scientific research in psychology;	Lecture, practical classes	Essay, test (CAS)
5) to identify key variables in research and understand the essence of psychological measurement;	Internet search, self-study activities	Presentation (CAS)
6) propose hypotheses and psychological		Participation in

research plan;	Problem lecture, discussion	discussion, answers (oral), test (CAS)
7) form a representative sample for verification of the hypothesis;	Problem lecture, case study in small groups	Peer small group presentation based on case study (CAS)
8) carry out statistical analysis of empirical data and scientific and psychological interpretation of statistical findings.	Problem lecture, discussion (researching problem with software products)	Participation in the discussion, researching problem with software products (CAS)
Learning outcomes - 1-8		Final exam (FAS)

Assessment

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)
40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

15% Test (multiple choice, computer)

15% Case study

10% Answers (oral)

10% Essay (written)

10% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

- 1) Subject, tasks and methods of experimental psychology;
- 2) History of, and prospects of modern experimental psychology;
- 3) Methods of empirical research in psychology;
- 4) The essence of psychological experiment and its place in the system of empirical research. The laws and mechanisms of environmental behaviour of individuals, groups, communities and societies;
- 5) Experimental, quasi-experimental and non-experimental plans of psychological research ;
- 6) Psychological variables, their types, scales and measuring procedures;
- 7) The essence and types of hypotheses in psychology;
- 8) The concept of sampling in psychological research and methods of sample formation;
- 9) Statistical analysis and interpretation of data.

Literature

Compulsory reading

1. Дружинин В.Н. Экспериментальная психология: учебное пособие / В.Н. Дружинин. – [2 изд.] – СПб.: Питер, 2008. – 320 с.
2. Боднар А.М. Экспериментальная психология: курс лекций. – Екатеринбург, 2011. – 238 с.
3. Корнилова Т.В. Экспериментальная психология: учебник для бакалавров / Т.В. Корнилова. – [2-е изд., перераб. и доп.] – М.: Изд-во Юрайт, 2013. – 640 с.
4. Максименко С.Д. Экспериментальна психологія: навчальний посібник/ С.Д. Максименко, Е.Л. Носенко – К.: ЦНЛ, 2008. – 356 с.
5. Эксперимент и квазиэксперимент в психологии: учебное пособие / [под ред. Т.В. Корниловой] – СПб.: Питер, 2014. – 254с.

6. Худяков А.И. Экспериментальная психология в схемах и комментариях / А.И. Худяков. – СПб.: Питер, 2008; 2014. – 320 с.

Recommended reading

1. Ганзен В.А. Теория и методология психологического исследования: практическое руководство / В.А. Ганзен, В.Д. Балин. – СПб.: СПбГУ, 1991. – 74 с.
2. Готтсданкер Р. Основы психологического эксперимента: учебное пособие / Р. Готтсданкер. – М.: МГУ, 1982. – 464 с.
3. Куликов Л.В. Введение в психологическое исследование / Л.В. Куликов. – СПб.: Речь, 2010. – 84 с.
4. Кэмпбелл Д. Модели экспериментов в социальной психологии и прикладных исследованиях / Д. Кэмпбелл. – М.: Прогресс, 1980. – 392 с.
5. Сидоренко Е.В. Методы математической обработки в психологии / Е.В. Сидоренко. – СПб: Питер, 2013. – 350 с
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8. Anne Myers, Christine H. Hansen. (2011). Experimental psychology. 7th edition. Cengage Learning. 640 p.
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LEGAL PSYCHOLOGY AND METHODS OF CONDUCTING PSYCHOLOGICAL EXPERTISE				
Language of teaching	Semester/ Duration	ECTScredits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14weeks, 42hours in class	5 / Mandatory	Tetiana Yermolaieva, Senior Lecturer	150 hours (28 h. lectures, 14 h. seminars/practical, 108 hours self-study time)
<p>Course aims: The course aims at the study of regular connections, phenomena and mechanisms that are found and acted upon in contact with legal and psychological realities. The course is also aims to familiarize students with the main categories and concepts of the section of forensic psychology in legal psychology, to give an idea of forensic psychological expertise as a separate field of psychological and legal knowledge, to acquaint them with the history of its emergence, modern ideas about conducting psychological expertise, its types, with the basic principles and methods of conducting it.</p>				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) analyze psychological peculiarities of legal professional activity of a lawyer aimed at professional burnout prevention and deformations; provide legal system workers with consultations when they are at work; 2) carry out a psychological examination of a criminal; 3) carry out retrospective analysis of a crime situation on the basis of the criminal case - investigation; 4) make a psychological portrait of a suspect; 5) make a psychological characteristics of a victim. 6) analyze complex phenomena in the life of society; 7) react adequately to various social and political, social and economical events; 8) orient to the values based on common human and civilization criteria; 9) carry out examination and provide expert opinion as for social and political, social and economical life		Internet search, self-study activities Lecture, practical classes, discussion Lecture, practical classes Problem lecture, discussion Problem lecture, case study in small groups Lecture, practical classes, discussion Internet search, self-study activities Problem lecture, discussion Problem lecture, case study in small groups		Participation in the discussion (CAS) Essay, test (CAS) Essay, test, mini-case (CAS) Participation in the discussion, test, mini-case (CAS) Peer small group presentation, mini-case (CAS) Essay, test, mini-case (CAS) Participation in the discussion (CAS) Essay, test, role play (CAS) Presentation (CAS) Essay, test (CAS)
Learning outcomes 1-9				Final exam (FAS)

<p>Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes a case and computer multiple choice tests) 60% Continuous assessment: 10% Participation in the discussion 10% Participation in the role play 10% Test (multiple choice, computer) 20% Case study 10% Presentation (oral, multimedia)</p>
<p>Contents</p>
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Introduction to legal psychology 2. Psychology of legal work 3. Forensic psychology 4. Victim psychology 5. Juvenile psychology 6. Psychological issues of a preliminary investigation 7. Psychology of legal proceedings 8. Penitentiary psychology 9. Examination as a particular kind of activity 10. Theoretical grounding for separation of “expert position” 11. Psychological examination in different fields of psychology 12. Expert research into a personality 13. Forensic examination 14. Expert research into the influence of separate social, political, engineering and ecological events on a human
<p>Literature</p>
<p>Compulsory reading</p>
<ol style="list-style-type: none"> 1. Васильев В.П. Юридическая психология/В.П.Васильев – С.-П.: Питер, 2010. – 469 с.; 2. Иншаков С.Н. Зарубежная криминология /С.Н.Иншаков – М.: М-Норма, 1997. – 2280 с.; 3. Прикладная юридическая психология / А.М.Столяренко, М.:ЮНИТИ-ДАНА, 2001. – 1258 с.; 4. Єрмолаєва Т.В. Юридична психологія: Дослідження особистості в судово-психологічній експертизі/ Т.В. Єрмолаєва – Д.: ДУАН, 2018. – електроний посібник 5. Леонтьев Д.А. Экзистенциальные основания экспертной деятельности // Экспертиза в современном мире: от знания к деятельности/ Под ред. Г.В. Иванченко, Д.А. Леонтьева. – М.: Смысл, 2006. 6. Иванченко Г.В., Леонтьев Д.А., Сафуанов Ф.С., Тульчинский Г.Л. К системной методологии комплексной гуманитарной экспертизы // Труды Ярославского методологического семинара. Т.3. Методы психологии. - Ярославль, МАПН, 2005. 7. Панина Г.В. Социокультурная экспертиза инженерной деятельности // Экспертиза в современном мире: от знания к деятельности. - М.: Смысл, 2006. 8. Шепітько В. Ю. Юридична психологія : підручник / В. Ю. Шепітько, В. О. Коновалова. – 3-тє вид., перероб. і допов. – Харків : Право, 2019. – 288 с
<p>Recommended reading</p>
<ol style="list-style-type: none"> 1. Антонян Ю.М. Психология убийства/Ю.М. Антонян – М.: Юрист, 1997. – 369 с.; 2. Антонян Ю.М., Гульдан В.В. Криминальная патопсихология/ Ю.М.Антонян, В.В.

- Гульдун – М.: Наука, 1991. 246 с.;
3. Научно-практический комментарий Уголовного Кодекса Украины от 5 апреля 2001 года /Под ред. Н.И.Мельника, Н.И. Хавронюка. – К.: Каннон; А.С.К., 2002. – 1216 с.;
 4. Елисеев О.П. Практикум по психологии личности/О.П.Елисеев – СПб.: Питер, 2005. – 509 с.
 5. Прикладная юридическая психология: Учеб. Пособие для вузов/ Под ред. проф. А.М. Столяренко. – М.: ЮНИТИ-ДАНА, 2001. – 639 с.
 6. Серийные сексуальные преступления. Учебное пособие./Под ред. Ю.М.Антоняна. М.: Изд-во “Щит-М”, 2000. – 240 с.
 7. Собчик Л.Н. Психология индивидуальности. Теория и практика психодиагностики. – СПб.: «Речь», 2003. – 624 с.
 8. Єрмолаєва Т.В. Посібник до вивчення дисципліни „Судово-психологічна експертиза”. – Д.: РВВ ДНУ, 2005. – 36 с.
 9. Лебедев В. Личность в экстремальных условиях.//Психология экстремальных ситуаций: Хрестоматия. – Мн.: Харвест, 1999. – 480 с.;
 10. Леонтьев А.Н. Потребности, мотивы, эмоции. М., 1971;
 11. Моляко В.А. Особенности проявления паники в условиях экологического бедствия// Психология экстремальных ситуаций: Хрестоматия. – Мн.: Харвест, 1999. – 480 с.;
 12. Пельцман Л. Стрессовые состояния у людей, потерявших работу// Психология экстремальных ситуаций: Хрестоматия. – Мн.: Харвест, 1999. – 480 с.
 13. Экспертиза в современном мире: от теории к деятельности. /П.ред. Леонтьева Д.А. - М.: «Смысл», 2006.
 14. Bandura, Albert, Ross, Dorothea, & Ross, Sheila A. [Transmission of aggressions through imitation of aggressive models](#). *Journal of Abnormal and Social Psychology*, 63, 575-582.
 15. Goddard, Henry Herbert. [The Kallikak family: A study in the heredity of feeble-mindedness](#). [A major influence on the early 20th-century eugenics movement.]
 16. Miller, N., Sears, R.R., Rosenzweig, S., Bateson, G., Levy, D.M., Hartmann, G.W., & Maslow, A.H. [Symposium on the frustration-aggression hypothesis](#). *Psychological Review*, 48, 337-366.
 17. Lorenz, K. *On aggression*. New York: [Bantam Books](#), (p. 437) Hogrefe. (pp. III, 175)
 18. Haney, C. Psychology and legal change. *Law and Human Behavior*, 17, 371-398. (p. 379)
 19. Hans, V. P., & Vidmar. N. (1981). Jury selection. In N. L. Kerr & R. M. Bray (Eds.), *The psychology of the courtroom*. New York: Academic Press, (p. 378)

CLINICAL PSYCHOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 42 hours in class	4,5 / Mandatory	Olha Dniprova, Candidate of Science, Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. self-study time)
Students will have gained comprehensive knowledge about the topic, have an ability to analyses complex data, evaluate theories and concepts, provide solutions to problems in clinical psychology. The students will develop a basic understanding of the theories and concepts necessary to explore clinical disciplines further and to form basic skills of clinical thinking.				

<p style="text-align: center;">Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p style="text-align: center;">Teaching methods, teaching and learning activities</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;</p> <p>2) conduct psychological investigation based on nosology, age-specific and expert tasks;</p> <p>3) plan and organize the psycho diagnostic process;</p> <p>4) interpret the results of psycho diagnostic research; apply basic psycho diagnostic techniques in a clinical setting;</p> <p>5) organize and conduct psychological rehabilitation;</p> <p>6) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>Learning outcomes 1-6</p>	<p>Lecture, practical classes, discussion</p> <p>Practical classes, self-study activity</p> <p>Lecture, practical classes</p> <p>Internet search, self-study activities</p> <p>Problem lecture, Internet search</p> <p>Internet search, self-study activities</p>	<p>Participation in the discussion (CAS)</p> <p>Test (CAS)</p> <p>Presentation (CAS)</p> <p>Participation in the discussion, (CAS)</p> <p>Participation in the discussion, (CAS)</p> <p>Individual task, presentation (CAS)</p> <p>Final assessment (FAS)</p>
<p>Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests) 60% Continuous assessment: 20% Participation in the discussion 30% Test (multiple choice, computer) 10% Presentation (oral, multimedia)</p>		
<p style="text-align: center;">Contents</p>		
<p>Thematic structure of the course:</p> <p>1) Clinical psychology as a science. Practical tasks of clinical psychology .Psychological norms and pathologies.</p> <p>2) Investigative methods in clinical psychology.</p> <p>3) Personality and disease. The internal picture of illness.</p> <p>4) Mental function and disease. Characteristics of the cognitive mental processes.</p> <p>5) Psychosomatic disease, neurotic, somatoform and stress related disorders.</p> <p>6) Psychological characteristics of patients with various illnesses.</p> <p>7) Psychology of deviant behavior.</p> <p>8) Mental disorders of old age. Relationship and sexual disorders.</p> <p>9) Mental health, prophylaxis and rehabilitation.</p>		

Literature

Compulsory reading

1. Перре М. Клиническая психология / М. Перре, У. Бауманн; пер. с нем.– СПб.: Питер, 2006; 2012. – 944 с.
2. Сандберг Н. Клиническая психология / Н. Сандберг, А. Уйанбергер, Д. Таплин; пер. с англ. – СПб.: Прайм-Еврознак, 2007. – 384 с.
3. Сидоров П.И. Введение в клиническую психологию: в 2 т. / П.И. Сидоров, А.В. Парняков. – М.: Академический проект, 2002. – 416 с.
4. *Льїна Н.М. Клінічна психологія: навчальний посібник.* Суми: Університетська книга, 2020. 163 с.

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1. Блейхер В.М. Клиническая патопсихология / В.М. Блейхер, И.В. Крук, С.Н. Боков. – М.-Воронеж: МОДЕК, 2006. – 624 с.
2. Карвасарский Б.Д. Клиническая психология: учебник для вузов / Б.Д. Карвасарский. – СПб.: Питер, 2011, 2013. – 864 с.
3. Клиническая психология. / под ред. Б.Д.Карвасарского. – СПб.: Питер, 2007. – 960 с.
4. Косырев В.Н. Клиническая психология / В.Н. Косырев. – Тамбов: ТГУ им. Г.Р. Державина, 2003. – 451 с.
4. Менделевич В.Д. Клиническая и медицинская психология/ В.Д. Менделевич. – М.: МЕДпресс информ, 2008. – 432 с.
5. [James R. Morrison](#), [Kitty Moore](#). Made Easy: The Clinician's Guide to Diagnosis, The Guilford Press, 1995. 594 pages
6. Diagnostic and Statistical Manual of Mental Disorders American Psychiatric Publishing; 5 edition (May 27, 2013. 991 p
7. People with Mental Illness in the Criminal Justice System: Answering a Cry for Help by Group for the Advancement of Psychiatry, Committee on Psychiatry and the Community, 2016
8. Depressive Disorders: DSM-5(r) Selections by American Psychiatric Association. 2015.
9. Anxiety Disorders: Dsm-5(r) Selections by American Psychiatric Association. 2015.
10. Baldwin, James Mark (1892). [The psychological laboratory in the University of Toronto](#). Science, 19 (no. 475), 143-144. [The first published description of the first experimental psychology laboratory in the British Empire.]
11. Calkins, Mary Whiton. (1906). [A reconciliation between structural and functional psychology](#). Psychological Review, 8, 61-81. [Calkins' APA Presidential Address.]
12. Watson, John B. & Rayner, Rosalie. (1920). [Conditioned emotional reactions](#). Journal of Experimental Psychology, 3, 1-14. [The famous "Little Albert" study.]
13. Calkins, Mary Whiton (1908a). [Psychology as science of self. I: Is the self body Or has it body?](#). Journal of Philosophy, Psychology and Scientific Methods, 5, 12-20.
14. Watson, John B. (1916). [Behavior and the concept of mental disease](#). Journal of Philosophy, Psychology, and Scientific Methods, 13, 589-597.
15. Dewey, John. (1896) [The reflex arc concept in psychology](#). Psychological Review, 3, 357-370. [The article that defined the modern concept of the reflex.]
16. Witmer, Lightner. (1907). [Clinical psychology](#). Psychological Clinic, 1, 1-9. [The source of the phrase "clinical psychology."]
17. Ebbinghaus, Hermann. (1913). [Memory: A contribution to experimental psychology](#) (Henry A. Ruger & Clara E. Bussenius, Trans.). Originally published in New York by Teachers College, Columbia University. (Original German work Über das Gedächtnis published 1885). [The most important work on memory in the 19th century; originated the use of nonsense syllables.]

PATHOPSYCHOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 48 hours in class	5 / Mandatory	Olha Dniprova, Candidate of Science, Associate Professor	150 hours (28 h. lectures, 28 h. seminars/practical, 94h. self-study time)
Course aims: Students will have gained comprehensive knowledge about the topic, have an ability to analyse complex data, evaluate theories and concepts, provide solutions to problems in pathopsychology. The purpose of teaching the pathopsychology is to study changes in psychological activity of patients with pathological conditions of the brain, both in cases of psychological and physical illness.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;		Lecture, practical classes, discussion		Participation in the discussion (CAS)
2) interpret and analyse the current state of development of psychopathology;		Internet search, self-study activities		Test (CAS)
3) understand the basic form of psychological activity in pathological conditions of the brain both in mental and physical illnesses; understand the principles for conducting psychopathological experiments;		Problem lecture, Internet search		Participation in the discussion, Individual task (essay) (CAS)
4) understand the clinical manifestations of psychiatric illness and the methods of their diagnosis;		Problem lecture, discussion		Presentation (CAS)
5) know the psycho diagnostic algorithms in the study of disorders of the cognitive, emotional-volitional and behavioral spheres and also disorders of the consciousness.		Self-study activity, practical classes		Participation in the discussion, Individual task (essay) (CAS)
Learning outcomes 1-5				Final exam (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests) 60% Continuous assessment: 20% Participation in the discussion				

10% Test (multiple choice, computer) 20% Individual task (essay) 10% Presentation (oral, multimedia)
Contents
Thematic structure of the course: 1. Pathopsychology as a science. 2. The practical tasks of pathopsychology. 3. Research methods in pathopsychology. Results of pathopsychological research. 4. Pathopsychological experiments. 5. Disorders of feeling and perception. 6. Disorders of attention and memory. 7. Disorders of thinking. 8. Disorders of the emotional-volitional sphere. 9. Disorder of consciousness. 10. Affective disorder syndromes. 11. Neurotic and psychotic syndromes. 12. Negative psychopathological syndromes.
Literature Compulsory reading
1. Блейхер В.М. Клиническая патопсихология / В.М.Блейхер, И.В. Крук, С.Н. Боков. – М.-Воронеж: МОДЕК, 2002, 2006. – 187 с. 2. Мартинюк І.А. Патопсихологія: навчальний посібник / І.А. Мартинюк. – К.:Центр навчальної літератури, 2008. – 208 с. 3. Зейгарник Б.В. Патопсихология / Б.В. Зейгарник. – М.: Изд-во МГУ, 1986. – 177 с. 4. Дніпрова О.А. Особливості психосоматичних та соматопсихічних співвідношень у хворих при різних формах ішемічної хвороби серця / О.А. Дніпрова. // Науковий вісник кМиколаївського державного університетуім. В.О. Сухомлинського. Серія Психологічні науки. – 2012. – Т. 2. – Вип. 8. – С. 90-93. 5. Дніпрова О.А. Особливості рівня тривожності та агресії людей з алкогольною та наркотичною залежністю / О.А. Дніпрова. // Науковий вісник Миколаївського державного університетуім. В.О. Сухомлинського. СеріяПсихологічні науки. – 2012. – Т. 2. – Вип. 9. – С. 76-80. 6. Дніпрова О.А. Порівняльні особливості емоційно-вольової сфери хворих з простою та параноїдною формами шизофренії / О.А. Дніпрова. // Актуальні досягнення педагогіки и психології в ХХІ веку: матеріали науч.-практ.конф. – Харків: Східноукраїнська організація «Центр педагогічних досліджень», 2012. – 124 с. 7. Основи <i>патопсихології</i> : навчально-методичний посібник / укл. Н. А. П'ясецька – Умань.:АЛМІ, 2015. 232 с. 8. Гейслер Е.В. Психиатрия: конспект лекцій / Е.В.Гейслер, А.А. Дроздов. – М.: Эксмо, 2007. – 160 с. 9. Аршава І.Ф. Психопатологічні симптоми: навчальний посібник / І.Ф. Аршава, В.С. Первий. – Д.: РВВ ДДУ, 2004. – 144 с. 10. Жмуров В.А. Психопатология / В.А. Жмуров. – М.: Мед. книга, 2002. – 280 с. 11. Портнов А.А. Общая психопатология / А.А. Портнов. – М.: Медицина, 2004. – 272 с.
Recommended reading
1. Бизюк А.П. Компендиум методов нейропсихологического исследования / А.П. Бизюк. – СПб.: Речь, 2005. – 400 с. 2. Комер Р. Патопсихология поведения. Нарушения и патологии психики / Р. Комер. [пер.с англ.] – СПб.: прайм–ЕВРОЗНАК, 2005. – 640 с. 3. Перре М. Клиническая психология / М. Перре, У. Бауманн. [Пер. с нем.]– СПб.: Питер, 2006. – 1312 с.

4. Сандберг Н. Клиническая психология / Н. Сандберг, А. Уйанбергер, Д. Таплин. [пер. с англ.] – СПб.: Прайм-ЕВРОЗНАК, 2007. – 384 с.
5. Шиффман Х. Ощущение и восприятие / Х. Шиффман. [Пер. с англ.] – СПб.: Питер, 2003. – 928 с.
6. Програма навчання та виховання розумово відсталих дітей дошкільного віку. – До.: "ТОВ АЛЛ", 2010. – 120 с.
7. Журнал "Світ виховання" (Інститут проблем виховання АПН України).
8. Спеціальна дошкільна педагогіка і психологія: Збірник програм нормативних курсів для вищих учбових закладів./ Під ред В.И.Селиверстова. – М.: ВЛАДОС, 2011. – 336 з.
9. Дитина: Програма виховання і навчання дітей від 3 до 7 років. – До.: Богдана, 2010. – 231с.
10. Дитина: Методичні рекомендації програми виховання і навчання дітей від 3 до 7 років. – До.: Богдана, 2010. – 325.
11. Блейхер В.М. Толковый словарь психиатрических терминов: в 2 т. / В.М. Блейхер, И.В. Крук. – Р н/Д.: Феникс, 1996. – 640 с.
12. Табачников С.И. Фобии: клиника, диагностика, лечение, профилактика: [монография] / С.И. Табачников, В.С. Первый. – Дн-ск.: АРТ-Пресс, 2005. – 348 с.
13. Фрейд З. Психопатология обыденной жизни / З. Фрейд. – М.: Махаон, 2011. – 224 с
14. Watson, John B. & Rayner, Rosalie. (1920). [Conditioned emotional reactions](#). Journal of Experimental Psychology, 3, 1-14. [The famous "Little Albert" study.]
15. Calkins, Mary Whiton. (1906). [A reconciliation between structural and functional psychology](#). Psychological Review, 8, 61-81. [Calkins' APA Presidential Address.]
16. Lange, Carl Georg. (1885). [The mechanism of the emotions](#). Trans. by Benjamin Rand, first appeared in Rand, Benjamin (Ed.)(1912). The Classical Psychologists(pp. 672-684). [The "other" source of the James-Lange theory of emotion.]
17. Dewey, John. (1896) [The reflex arc concept in psychology](#). Psychological Review, 3, 357-370. [The article that defined the modern concept of the reflex.]
18. Watson, John B. (1916). [Behavior and the concept of mental disease](#). Journal of Philosophy, Psychology, and Scientific Methods, 13, 589-597.

SPECIAL PSYCHOLOGY AND THE BASICS OF PSYCHIATRY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 40 hours in class	5 / Mandatory	Olha Dniprova, Candidate of Science, Associate Professor	150 hours (20 h. lectures, 20 h. seminars/practical, 110 h. self-study time)

Course aims:

Students will have gained comprehensive knowledge about the topic, have an ability to analyses complex data, evaluate theories and concepts, provide solutions to problems in special psychology and basics of psychiatry. The aim of teaching this course is to deepen the students' understanding of the main psychological disorders, their structure, stages of development, taking into account the peculiarities of disontogenesis, which is caused by the pathological process or its consequences. Students will also acquire knowledge of modern positions about development of psychiatry; structure of international classification of mental disorders; basic information is about the new forms of psychical pathology, which arise up in the conditions of ecological and social ill-being; legal questions of psychiatry; principles of organization of psychiatric service in Ukraine; clinical displays of psychical diseases and facilities of their diagnostics; principles

of conducting of medical and rehabilitation measures for different categories of mentally ill patients; modern positions about principles of lead through of medico-social, military-psychiatric and legal-psychiatric expertise at disorders of psychical activity.		
Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;	Lecture, practical classes, discussion	Participation in the discussion (CAS)
2) work with the specialized literature introduced in this course; select various methods and forms of study of mental functions and personality traits, relative to the capabilities of "special needs children";	Internet search, self-study activities	Essay, test (CAS)
3) apply basic psychological diagnostic techniques in a clinical setting;	Problem lecture, discussion	Presentation (CAS)
3) correctly, psychotherapeutically intercommunicate with mentally ill patients and their relatives taking into account their personality features;	Practical classes, self-study activity	Test (CAS)
4) recognize psychical disorders for timely direction of patient to the doctor-psychiatrist;	Lecture, practical classes	Presentation (CAS)
5) orient in the questions of mediko-social, military-psychiatric and legal-psychiatric expertise at psychical disorders; retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;	Internet search, self-study activities	Participation in the discussion (CAS)
6) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography.	Self-study activity, practical classes	Participation in the discussion, Individual task (essay) (CAS)
Learning outcomes 1-6		Final exam (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests) 60% Continuous assessment:		

<p>20% Participation in the discussion 10% Test (multiple choice, computer) 20% Individual task (essay) 10% Presentation (oral, multimedia)</p>
Contents
<p>Thematic structure of the cours:</p> <p>13. Special psychology and basics of psychiatry as a science. 14. Subject and tasks of special psychology. 15. Concept of norm an pathology. 16. General characteristics of children with special needs. 17. Children with impaired analytic systems and speech. 18. Children with intellectual disabilities. 19. Delayed mental development 20. Distorted mental development 21. Examination, training and education of abnormal children. 22. Nervous disorders in preschool and preschool age. Problems of mental development in adolescence 23. Object, purpose and task of modern psychiatry. Psychical health. Cultural and ecological features. Question of ethno psychiatry. 24. Ethics and legal norms in psychiatry. Classification of mental disorders. 25. Symptom, syndrome, diagnosis. 26. Table of contents of psychopathology symptoms and syndromes. 27. Schizophrenia. 28. Affect disorders. 29. Neurotically and somatoform disorders. Personality disorders. 30. Child's psychiatry. Mental backwardness. Behavioral disorders. 31. Geriatrics psychiatry. 32. Suicidology. 33. Mental disorders of organic genesis. Epilepsy. 34. Psychiatric aspects of somatopathies. Psychiatric services. Rehabilitation of mentally ill people. 35. Psychical violations at acute and chronic infectious diseases. Psychical violations which develops under act of ionizing radiation.</p>
Literature
Compulsory reading
<p>12. Специальная психология: Учебное пособие для вузов/Под ред. В.И.Лубовского.– 4-е изд., испр.– М.:Академия, 2005, 2007.– 464с. (базовий підручник).</p> <p>13. Основи спеціальної психології: Навчань. допомога для студ. серед. пед. навчань. закладів / Л. В. Кузнецова, Л. І. Переслені, Л. І. Солнцева та ін.; Під ред. Л. В. Кузнецової. – М.: Видавничий центр «Академія», 2002. – 480 с.</p> <p>14. Дніпрова О.А. Особливості рівня тривожності та агресії людей з алкогольною та наркотичною залежністю / О.А. Дніпрова. // Науковий вісник Миколаївського державного університетуім. В.О. Сухомлинського. Серія Психологічні науки. – 2012. – Т. 2. – Вип. 9. – С. 76-80.</p> <p>15. Дніпрова О.А. Порівняльні особливості емоційно-вольової сфери хворих з простою та параноїдною формами шизофренії / О.А. Дніпрова. // Актуальные достижения педагогики и психологии в XXI веке: материалы науч.-практ.конф. – Харків: Східноукраїнськао рганізація «Центр педагогічнихдосліджень», 2012. – 124 с.</p> <p>16. Усанова О. Н. Специальная психология : учебное пособие для студентов вузов / О. Н. Усанова. - М. ; СПб. ; Нижний Новгород : Питер, 2006. - 395 с</p> <p>17. Гейслер Е.В. Психиатрия: конспект лекций / Е.В.Гейслер, А.А. Дроздов. – М.: Эксмо, 2011. – 160 с.</p>

18. Аршава І.Ф. Психопатологічні симптоми: навчальний посібник / І.Ф. Аршава, В.С. Первий. – Д.: РВВ ДДУ, 2004. – 144 с.
19. Коркина М.В. Психиатрия / М.В. Коркина, Н.Д. Лакосина, А.Е. Личко. – М.: Медицина, 2008. – 576 с.
20. Практикум по психиатрии: учебное пособие. / Под ред. проф. М.В. Коркиной. – [5-е изд., испр.] – М.: РУДЪ, 2013. – 306 с.
21. Сонник Г.Т. Психиатрія: підручник. / Г.Т. Сонник, О.К. Напреєнко, А.М. Скрипніков. – К.: Здоров'я, 2003. – 308 с. Hole G. Der Glaube bei Depression. F. Enke Verlag Stuttgart, 1977. 237 s.

Recommended reading

14. Перре М. Клиническая психология / М. Перре, У. Бауманн. [Пер. с нем.]– СПб.: Питер, 2006. – 1312 с.
15. Сандберг Н. Клиническая психология / Н. Сандберг, А. Уйанбергер, Д. Таплин. [пер. с англ.] – СПб.: Прайм-ЕВРОЗНАК, 2007. – 384 с.
16. Шиффман Х. Ощущение и восприятие / Х. Шиффман. [Пер. с англ.] – СПб.: Питер, 2003. – 928 с.
17. Програма навчання та виховання розумово відсталих дітей дошкільного віку. – До.: "ТОВ АЛЛ", 2010. – 120 с.
18. Журнал "Світ виховання" (Інститут проблем виховання АПН України).
19. Спеціальна дошкільна педагогіка і психологія: Збірник програм нормативних курсів для вищих учбових закладів./ Під ред В.И.Селиверстова. – М.: ВЛАДОС, 2011. – 336 з.
20. Дитина: Програма виховання і навчання дітей від 3 до 7 років. – До.: Богдана, 2010. – 231с.
21. Дитина: Методичні рекомендації програми виховання і навчання дітей від 3 до 7 років. – До.: Богдана, 2010. – 325.
22. Блейхер В.М. Толковый словарь психиатрических терминов: в 2 т. / В.М. Блейхер, И.В. Крук. – Р н/Д.: Феникс, 2006. – 640 с.
23. Гавенко В.Л. Психиатрія і наркологія: підручник / [В.Л. Гавенко, В.С. Бітенський, В.А. Абрамов та ін.] – К.: Здоров'я, 2009. – 512 с.
24. Гельдер М. Оксфордское руководство по психиатрии: в 2 т. / М. Гельдер, Д. Гэт, Р. Мейо; пер. с англ. – К.: Сфера, 1999. – 436 с.
25. Психиатрия детского и подросткового возраста /Под ред. К. Гиллберга и Л. Хеллгрена; пер. со шведского. – М.: ГЭОТАР-МЕД, 2004. – 544 с.
26. Руководство по социальной психиатрии /Под ред. Т.Б. Дмитриевой. – М.: Медицинское информационное агентство, 2009. – 544 с.
27. Табачников С.И. Фобии: клиника, диагностика, лечение, профилактика: [монография] / С.И. Табачников, В.С. Первий. – Дн-ск.: АРТ-Пресс, 2005. – 348 с.
28. Фрейд З. Психопатология обыденной жизни / З. Фрейд. – М.: Махаон, 2011. – 224 с

THE BASICS OF PSYCHOLOGICAL COUNSELING

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 42 hours in class	3,5 / Elective	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 63 h. Individual study time)

Course aims:

The course is devoted to problems of giving psychological help through psychological counselling, highlights the requirements for high quality service and professional competence of a clinical psychologist, analyzing the specifics of counselling compared with other methods of providing psychological support, the technology of the counselling process and organization of counselling in practice.

Learning outcomes On completion of the course, students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
1) identify the main stages of formation and development of the theory and practice of counselling;	Lecture, practical classes, discussion	Participation in the discussion (CAS)
2) understand the common and different psychological forms of counselling and psychotherapy compared to other forms of psychological help;	Role play	Participation in the role play (CAS)
3) analyze the main stages of the counselling process;	Practical classes, self-study activity	Essay, test (CAS)
4) differentiate the main approaches to the practice of counselling;	Lecture, practical classes	Essay, test (CAS)
5) to identify the basic requirements for personal and professional potential of a clinical psychologist;	Internet search, self-study activities	Presentation (CAS)
6) understand the strategies to build personal and professional growth of a clinical psychologist through the accumulation of experience and continuous professional education and self-education;	Problem lecture, discussion	Participation in the discussion, test (CAS)
7) organize counselling practice in the work of psychologists in public institutions;	Problem lecture, case study in small groups	Peer small group presentation (CAS)
8) to set up private practice in psychological counselling.	Problem lecture, discussion	Participation in discussion, essay (CAS)
Learning outcomes 1-8		Final assessment (FAS)

Assessment

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)

40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

10% Participation in discussion

10% Participation in role play
10% Test (multiple choice, computer)
20% Essay (written)
10% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

- 1) Subject, tasks and methods of counselling;
- 2) The history of modern psychological counselling and its prospects for further development;
- 3) The main technological approaches to psychological counseling;
- 4) Basic personal qualities, knowledge and skills of a psychological counsellor and strategy for development of these qualities ;
- 5) The main stages and elements of the counselling process in psychology;
- 6) Ethical aspects of counselling;
- 7) Types of psychological counselling;
- 8) The specificity of counselling different categories of clients;
- 9) Organization of counselling practice.

Literature

Compulsory reading

1. Кочюнас Р. Психологическое консультирование и групповая психотерапия / Р. Кочюнас. – М.: Академический Проект: Гаудеамус, 2009. – 480 с.
2. Лагутін В.А. Практична психологія: основи психологічного консультування / В.А. Лагутін, О.П. Ілларіонова. – Д.: ДУЕП ім.Альфреда Нобеля, 2011. – 160 с.
3. Панок В. Г. Психологічне консультування: теорія та практика : навч.-метод. посіб. / В. Г. Панок, І. М. Зварич, Я. В. Чаплак, О. М. Чернописький; ред.: І. М. Зварич, В. Г. Панок, В. М. Радчук; Чернів. нац. ун-т ім. Ю. Федьковича. - Чернівці : Рута, 2011. - 272 с.
4. Булах І. С. Консультативна психологія : навч. посіб. / І. С. Булах, І. М. Бушай, В. У. Кузьменко, Е. О. Помиткін, Ю. А. Алексеева; Нац. пед. ун-т ім. М.П. Драгоманова. - К., 2012. - 458 с

Recommended reading

1. Бондаренко А.Ф. Психологическая помощь: теория и практика: учебное пособие для студентов старших курсов психологических факультетов и отделений университетов / А.Ф. Бондаренко. – К.: Укртехпрес, 1997. – 216 с.
2. Васьківська С.В. Основи психологічного консультування / С.В. Васьківська. – К.: Четверта хвиля, 2004 – 256 с.
3. Кочюнас Р. Основы психологического консультирования / Р. Кочюнас; пер.с лит. –М.: Академический Проект, 2000. – 220 с.
4. Шевченко Н. Ф. Індивідуальне психологічне консультування : навч. посіб. для студентів ВНЗ / Н. Ф. Шевченко; Запоріз. нац. ун-т. - Запоріжжя : ЗНУ, 2014. - 197 с.
5. Акименко Ю. Ф. Дистанційна психологічна допомога: філософія взаємин консультанта і клієнта / Ю. Ф. Акименко // Проблеми соц. роботи: філософія, психологія, соціологія. - 2016. - № 1. - С. 7-14.
6. Титаренко Т. М. Кризове психологічне консультування / Т. М. Титаренко. - К. : ГЛАВНИК, 2004. - 96 с.
7. Gelso, C.J., Williams, E.N. & Fretz, B. (2014). *Counseling Psychology* (3rd ed.). Washington, D.C.: American Psychological Association
8. Moodley, Gielen, & Wu (2013). *Handbook of Counseling and Psychotherapy in an International Context*. New York: Routledge.

THE BASICS OF PSYCHOTHERAPY. PSYCHOLOGY OF TRAUMA				
Language of teaching	Semester/ Duration	ECTScredits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 40 hours in class	5 / Mandatory	Tetiana Yermolaieva, Senior Lecturer	150 hours (20 h. lectures, 20 h. seminars/practical, 110h. self-study time)
Course aims: The aim of the discipline: to form in students a set of basic concepts of the theoretical foundations of psychotherapeutic practice, concepts and theories for further study of the discipline in this area, to form elementary skills of psychotherapeutic thinking.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) compile and implement a program of psychoprophylactic and educational activities, psychological assistance measures in the form of lectures, talks, round tables, games, trainings, etc., in accordance with the request;		Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue, problem-solving, seminar-solution of situational problems analysis of specific situations (case-study)		Participation in discussions (seminars, debates, brainstorming, etc.), essays (CAS)
2) demonstrate the ability to measure individual and psychological indicators of personality;		Seminar-dialogue, problem-solving, work in microgroups, seminar-solution of situational problems analysis of specific situations (case-study), presentations, project work, Internet search		Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)
3) assess changes in the development of the psyche and correct them;		Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project		Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)

<p>4) use psychotherapeutic techniques and techniques aimed at influencing consciousness and behavior;</p> <p>5) use theoretical knowledge for the development, implementation and use of new methods of psychodiagnostics, correction, counseling;</p> <p>6) apply innovative approaches to solve professional problems of psychodiagnostics and psychological counseling;</p> <p>7) find appropriate solutions with a clear definition and use of psycho-correctional and developmental methods and techniques;</p> <p>8) collect and interpret information and choose methods and tools for solving professional problems of psychological care and correctional and developmental work</p> <p>Learning outcomes 1, 2, 4, 5</p> <p>Learning outcomes 1-8</p>	<p>work, Internet search, tests</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Simulation methods, presentations, project work, Internet search,</p> <p>Presentations, role-playing games, work in microgroups</p> <p>Independent work, presentations, project work, search on the Internet. The decision of problem situations, work in microgroups.</p> <p>Solving problem situations, working in microgroups. Simulation methods, presentations, project work, Internet search</p>	<p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation, evaluation of practical skills (CAS)</p> <p>Research project, evaluation of the presentation (individual presentation) (CAS)</p> <p>Mid-term control: Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of student reports (CAS)</p> <p>Final assessment (FAS)</p>
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Assessment

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)
40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

- 10% Participation in a discussion
- 20% Presentation (oral, multimedia)
- 30% Case study presentation

Contents

Thematic structure of the course:

MODULE 1. GENERAL PSYCHOTHERAPY

1. Subject and tasks of psychotherapy. History of development. Organization of psychotherapeutic service.
2. Ethical and legal aspects of psychotherapeutic practice.

MODULE 2. MAIN PSYCHOTHERAPEUTIC DIRECTIONS

3. Suggestive psychotherapy.
4. Rational psychotherapy.
5. Psychoanalytic psychotherapy.
6. Transactional analysis and neurolinguistic programming.
7. Client-centered psychotherapy. Cognitive-behavioral psychotherapy.
8. Gestalt therapy.
9. Group psychotherapy.

MODULE 3. FUNDAMENTALS OF INJURY THERAPY

10. Features of psychotherapeutic and psychocorrectional work in case of loss and injury

Literature

Compulsory reading

1. Александров А.А. Современная психотерапия / А.А. Александров. – СПб.: Академический проект, 2004. – 335 с.
2. Вайнер И. Основы психотерапии/ И. Вайнер; пер. с англ. – СПб.: Питер, 2002. – 288 с.
3. Глива Є., Вступ до психотерапії: Навчальний посібник. – Острог-Київ.: Кондор, 2009. – 530 с.
4. Каліна Н.Ф. Психотерапія: підручник / Н.Ф. Каліна. – К.: Академія, 2010. – 288 с.
5. Паттерсон С. Теории психотерапии / С. Паттерсон, Э. Уоткинс; пер. с англ. – СПб.: Питер, 2003. – 544 с.
6. Глива Є. Вступ до психотерапії / Є. Глива. – Острог-Київ.: Кондор, 2009. – 530 с.
7. Карвасарский Б.Д. Психотерапия: учебник для вузов / Б.Д. Карвасарский. – СПб.: Питер, 2012. – 672 с.
8. Клузман Р. Справочник по психотерапии/ Р. Клузман; пер. с нем. – СПб.: Питер, 2004. – 367 с.
9. Коттлер Д. Психотерапевтическое консультирование / Д. Коттлер, Р. Браун; пер. с англ. – СПб.: Питер, 2001. – 464 с.
10. Урсула Виртц Йогр Цобели Жажда смысла. Человек в экстремальных ситуациях. Пределы психотерапии. Серия «Современная психотерапия. - М.: Когито-Центр, 2015. - 169 с.
11. Ван дер Харт. Призраки прошлого. Структурная диссоциация и терапия последствий хронической психической травмы. - М.: Когито-Центр, 2013. — 496 с.

Recommended reading

1. Айви А. Психологическое консультирование и психотерапия / А. Айви, М. Айви, Л. Саймэн-Даунинг; пер. с англ. – М.: Психотерапевтический колледж, 1999. – 487 с.
2. Бьюдженталь Д. Искусство психотерапевта / Д. Бьюдженталь; пер. с англ. – СПб.:

- Питер, 2001. – 301 с.
3. Вайсс Д. Как работает психотерапия: Процесс и техника / Д. Вайсс; пер. с англ. – М.: Класс, 2001. – 240 с.
 4. Коттлер Д. Совершенный психотерапевт / Д. Коттлер; пер. с англ. – СПб.: Питер, 2002. – 352 с.
 5. Крамер Ч. Мастерство психотерапии. Как стать творческим и эффективным психотерапевтом / Ч. Крамер; пер. с англ. – СПб.: Питер, 2003. – 240 с.
 6. Менегетти Антонио. *Novafrondavirescit*. Основы онтопсихологической психотерапии: инструменты и области применения: в 3 т. / Антонио Менегетти; пер. с итал. – М.: БФ «Онтопсихология», 2008. – 139 с.
 7. Нельсон-Джоунс Р. Теория и практика консультирования / Р. Нельсон-Джоунс; пер. с англ. – СПб.: Питер, 2001. – 464 с.
 8. Роут Ш. Психотерапия: искусство постигать правду / Ш. Роут; пер. с англ. – М.: Когито-Центр, 2002. – 240 с.
 9. Файн С. Первичная консультация: Установление контакта и завоевание доверия / С. Файн, П. Глассер; пер. с англ. – М.: Когито-Центр, 2010. – 240 с.
 10. Фицджеральд Р. Эклектическая психотерапия / Р. Фицджеральд; пер. с англ. – СПб.: Питер, 2001. – 320 с.
 11. Ялом И. Дар психотерапии / И. Ялом; пер. с англ. – М.: Эксмо, 2008. – 352 с.

<i>THEORY AND PRACTICE OF SOCIAL AND PSYCHOLOGICAL TRAINING</i>				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 40 hours in class	5 /Mandatory	Tetiana Yermolaieva, Senior Lecturer	150 hours (10 hours practical classes, 30 hours seminars/practical, 110 hours self-study time)
Course aims: The aim of the discipline: mastering by students of scientific theoretical bases of planning, development of programs of social and psychological trainings, their carrying out and an estimation of efficiency, and also working out of basic practical skills of carrying out training				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) plan and create programs of social and psychological training;		Lecture, problem lecture, lecture-reflection, seminar, seminar-dialogue, seminar-solution of situational problems analysis of specific situations (case-study)		Participation in the discussion (seminar, debate, brainstorming etc.), presentation (CAS)

<p>2) have modern effective approaches and methods of socio-psychological training;</p> <p>3) to be guided in the field of active methods of group social and psychological work;</p> <p>4) competently apply the acquired knowledge in practice.</p> <p>Learning outcomes 1-4</p>	<p>Solving problem situations, working in microgroups, seminar-solving situational problems.</p> <p>Independent work, presentations, project work, Internet search. Work in microgroups, game technologies,</p> <p>Project work. Game technologies, presentations, project work, Internet search</p>	<p>Participation in the role-playing game (CAS)</p> <p>Participation in the role-playing game (CAS)</p> <p>Presentation in small groups, evaluation of students' training programs (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>10% Participation in the discussion</p> <p>10% Presentation (oral, multimedia)</p> <p>30% Individual tasks</p> <p>60% Final assessment (training program defense, conduction of mini-training)</p>		
<p style="text-align: center;">Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1) Introduction to the theory of socio-psychological training. 2) Theoretical basics of socio-psychological training development and conduct. 3) Theoretical basics of socio-psychological group work. 4) The components of training and their psychological basics. 5) Psychological basics of effective training. 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Большаков В.Ю. Психотренинг. Социодинамика, упражнения, игры.- СПб.: Социально-психологический центр, 1996 г. 2. Вачков И.В. Психология тренинговой работы: Содержательные, организационные и методические аспекты ведения тренинговой группы – М.: Эксмо, 2007. – 416 с. 3. Кларин М.В. Корпоративный тренинг от А до Я: Науч.-практ. Пособие.- 2-е изд., испр. и доп.- М.: Дело, 2002.-224 с. 4. Марасанов Г.И. Социально-психологический тренинг. 4-е изд., испр. и доп. – М.,”Когито-Центр”, 2001.-251 с. 5. Сидоренко Е.В. Технологии создания тренинга. От замысла к результату. – СПб.: Речь, 2007. – 336 с. 6. Фопель К. Технология ведения тренинга. Теория и практика. Пер. с нем.- 2-е изд.-М.: Генезис, 2004.-267 с.- (Все о психологической группе.) 7. Яценко Т.С. Психологічні основи групової психокорекції: Навч. Посібник.- К.: Либідь, 1996.- 264 с. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Васильев Н.Н. Тренинг преодоления конфликтов.- СПб.: Речь, 2002.- 174с. 2. Меграбян А. Психодиагностика невербального поведения.-СПб: Речь. 2001.-256 с. 		

3. Сидоренко Е.В. Мотивационный тренинг.- СПб.: Речь, 2001.- 234 с.
4. Klaus W.Vopel Handbuch für Gruppenleiter/innen Zur Theorie und Praxis der Interaktionsspiele iskopress, Salzhausen 2000
5. Lichtenstein, S., & Fischhoff, B. Training for calibration. *Organizational Behavior and Human Performance*, 26, 149-171. (p. 103)

PSYCHOLOGICAL FOUNDATIONS OF SELF-DEVELOPMENT OF PERSONALITY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 42 hours in class	6 / Elective	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 14 h. seminars/practical, 138 h. self-study time)

Course aims:

The aim of the discipline is to create conditions for social, cultural and professional self-determination of the individual by raising the level of psychological culture, awareness of their own individuality and mastery of the mechanisms of self-knowledge, self-development and self-realization.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) know modern theories and concepts of self-knowledge and self-development of the individual;	Problem solving, case-study analysis, simulation methods, Webquest (educational web-quest)	Participation in imitation prayer, problem solving, work with Internet information resources (CAS)
2) understand the importance of self-knowledge and self-development in human life;	Lecture with elements of training, discussion of lecture materials and studied literature sources, seminar-debate, problem solving, analysis of specific situations (case-study),	Participation in the discussion, work in a training group, solving problem situations (CAS)
3) know the main areas of self-knowledge and self-development;	Work in microgroups, seminar-solution of situational problems (case-study), project work, parable analysis	Oral answers to questions, solving situational problems and discussing parables (CAS)
4) know the ways of professional self-knowledge and creating conditions for career	Meditation, work in microgroups, Mind	Participation in meditation, oral answers to questions, creation of

<p>success;</p> <p>5) understand the motives, methods, whole mechanisms of self-knowledge and self-development;</p> <p>6) know the socio-psychological approaches and diagnostic methods of self-knowledge and self-development;</p> <p>7) understand the importance of the psychologist's activities to increase potential resources and adaptive capabilities of man;</p> <p>8) be able to identify and analyze the determinants of changes in mental states, mental phenomena, behavioral manifestations of personality in different life situations;</p> <p>9) to determine the personal components of the ways of self-knowledge and self-development;</p> <p>10) be able to carry out diagnostic measures to interpret the manifestations of personality;</p> <p>11) to carry out complex psychological measures for the development of personal strategies of self-knowledge, self-development, self-realization</p>	<p>Mapping</p> <p>5) Role play, solving situational problems, working in pairs to solve problems</p> <p>Information maze (basketball method), frame technology</p> <p>Brainwriting, collective design, "Fishbone"</p> <p>Facilitation methods, seminar-dialogue, problem solving, project work, Internet search, group work</p> <p>Problem lecture, discussion on lecture materials and seminar-dialogue, problem solving, work in microgroups, presentations</p> <p>Solving problem situations, seminar-solving situational problems, analysis of specific situations (case-study), simulation methods</p> <p>Protection of projects, solving situational problems (case-study), presentations</p>	<p>mental maps (CAS)</p> <p>Participation in a role play, solving problems using software, participation in discussions in small groups (CAS)</p> <p>Participation in the information maze, filling and analysis of slots (CAS)</p> <p>Exchange of ideas during Brainwriting, participation in collective design, graphic research of problem situations (CAS)</p> <p>Participation in facilitation technologies, participation in seminar-dialogue, problem solving, research project, evaluation of group presentations (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)</p> <p>Participation in imitation play, problem solving (problem situations) (CAS)</p> <p>Protection of creative projects, solving situational problems, group work with</p>
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	Graphic facilitation	graphics cards (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion 20% Problem solving, work in training group 30% Creative project 20% Presentation (oral, multimedia)		
Contents		
Thematic structure of the course: Module I. Theoretical aspects of the problem of personal self-development 1. Theoretical approaches to the problem of personal self-development in the system of human sciences. Topic 2. Psychological determinants of personal self-development and the formation of the subject of self-development 3. Self-assessment and regulatory operations in self-development. 4. Formation of readiness for change and self-development. 5. Destructive attitudes and their impact on the process of self-development. 6. Means of forming personal reality in the process of self-development: positive programming, mental cleansing, visualization techniques, affirmations. 7. Psychological principles of personal self-development Module II. Practically-oriented technologies of personal self-development 8. Basic techniques of personal self-development. 9. Self-management as the main component of personal self-development. 10. Goal formulation - the path to successful self-organization and self-development. 11. The concept of motivation and its role in shaping the ability of the individual to self-development. 12. Punctuality and its significance in the system of personal values. 13. Assessment of the individual's attitude to time. 14. Basic principles and technologies of time management.		
Literature		
Compulsory reading		
9. Олійник І.В. Психологічні основи саморозвитку особистості (конспект лекцій). – Д.: УАН, 2020 р. 2. Безпалько О, Савич Ж. Спілкуємось та діємо: навчально-методичний посібник. - К.: Навчальна книга, 2002.		
Recommended reading		
1. Зеер З.Ф., Рудей О.А. Психология профессионального самоопределения в ранней юности. - М.: МПСИ / Воронеж: МОДЭК, 2008. - 256с 2. Игры - обучение, тренинг, досуг. На пути к совершенству. Искусство экспромта /под ред. Петрусинского В.В. - М.: Новая школа, 1995. - 96с. 3. Козлов Н.И. Лучшие психологические игры и упражнения. - Переиздание. - Екатеринбург: Изд-во АРД ЛТД, 1997. - 144 с. 4. Кон И.С. В поисках себя. Личность и самосознание. - М.: Политиздат, 1984. - 336с. 5. Крайг Г. Психология развития. - СПб: Питер, 2000. - 992с. 6. Максименко Ю.Б., Ильина Т.Б. Некоторые техники социально-психологического тренинга. - Донецк, 1994. - 18 с. 7. Методичні рекомендації по проведенню тренінг - курсу для підлітків- лідерів з питань просвітницької роботи щодо здорового способу життя. Програма міністерства освіти і науки		

України /ПРООН/ЮНЕЙДС “Сприяння просвітницькій роботі “рівний - рівному” серед молоді України щодо здорового способу життя” / Автори упорядники С.О.Свириденко, Г.Г.Ковганич. - К.: 2001. - 57 с.

8. Общая психодиагностика. - (Методические указания). /Автор- составитель О. В. Белова. - Новосибирск: Научно-учебный центр психологии НГУ, 1996.

9. Пинт А.А. Самоисследование - ключ к высшему Я. Понимание себя. - М.: Ин-т психотерапии, 2001. - 256с.

10.Практическая психология в тестах, или как научиться понимать себя и других. - М.: АСТ-ПРЕСС Книга, 2003. - 400 с.

11.Профессиональная самореализация личности в современном обществе /под ред. Федосенко Е.В. - СПб: Речь, 2009. – 128 с.

12.Смит Мануэль Дж. Тренинг уверенности в себе. - СПб.: ООО «Речь», 2001. - 244 с. - (Серия «Психологический тренинг»).

13.Франкл В. Человек в поисках смысла. - М.: Прогресс, 1990. - 368с.

14.Харин С.С. Искусство психотренинга. Заверши свой гештальт. - Мн.:

15.Цзен Н.В., Пахомов Ю.В. Психотренинг: игры и упражнения. - М., 1988.

16. Linman D. Self-Management Skills for Employees, or How to Be a Productive Employee [Electronic resource]. – Access mode: <http://www.mymanagementguide.com/self-management-skills-for-employees-or-how-to-be-a-productive-employee>.

17.How to Get Control of Your Time and Your Life // Перевод Ю. Емельянов, Н. Емельянова. Редактор и корректор А. Медведев. – М. : Агентство «ФАИР», 1996 // [Электронный ресурс] : – Режим доступа : <http://skyfamily.ru/books/alan/>

18.Robertson, I. T. and Smith, M. (2001). Personnel Selection, Journal of Occupational and Organisational Psychology, vol. 74. no. 4, pp. 441–72.

PHILOSOPHY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 42 hours in class	6 / Elective	Hanna Shcholokova, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 14 h. practicals, 138 h. self-study time)
Course aims: The course's aim is to facilitate the development of students' coherent worldview system encompassing problems of the human existence, man's relationship with nature and society and methods of discovering objective truth.				
Learning outcomes On completion of the course, students will be able to:			Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
1) understand the origins, structure and civilizational role of various traditions of philosophical thought;			Lecture, practical classes, Internet search, guided self-study activity	Participation in the discussion, essay (CAS)
2) evaluate and compare main stages and traditions			Problem lecture,	Participation in the

in the evolution of philosophical thought;	practical classes, Internet search, guided self-study activity	discussion, essay (CAS)
3) analyze sources of philosophical thought and critically perceive various philosophical ideas;	Problem lecture, practical classes, Internet search, guided self-study activity	Participation in the discussion, essay (CAS)
4) apply acquired knowledge of philosophical ideas and doctrines to solving practical problems (both general and narrowly professional) in the rational and ethically acceptable ways.	Problem lecture, Internet search, self- study activity, workshop	Participation in the discussion, solving problems (CAS)
5) develop and defend one's own ideas and suggestions regarding the most important issues of human life and social development.	Problem lecture, practical classes, Internet search, self- study activity, panel discussion	Participation in the discussion, essay, solving problems (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

25% Participation in the discussion

25% Test

25% Essay (written)

25% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

Module 1. History of philosophy.

1. What is philosophy? (Introduction).
2. Philosophy of the Ancient world.
3. Medieval philosophy.
4. Philosophy of the Renaissance and Early Modern period.
5. Philosophy of the Modern and Contemporary Era.

Module 2. Theory of philosophy.

6. Ontology.
7. Epistemology.
8. Philosophical anthropology
9. Social and political philosophy.
10. Philosophy of science.

Literature

Compulsory reading

1. Братаніч Б.В. Концепт «сталого розвитку» та його освітня складова у контексті філософської проблематики / Б.В. Братаніч // Гілея. – 2019. – Вип. 151. – С. 20 – 24.
2. Киричок О.Б. Філософія: Підручник для студентів вищих навчальних закладів / О.Б. Киричок. – Полтава: РВВ ПДАА, 2010. – 381 с.
3. Кривуля О.М. Філософія: навчальний посібник / О.М. Кривуля. – Х.: ХНУ імені В.Н. Каразіна, 2010. – 592 с.
4. Осипов А.О. Філософія: Навчально-методичний посібник для студентів денної та

заочної форми навчання / А.О. Осипов. – Д.: Видавництво Дніпропетровського університету ім. А. Нобеля, 2014. – 60 с.

5. Осипов А.О. Філософія науки (методи та форми наукового пізнання): Навчально-методичний посібник для самостійної роботи / А.О. Осипов. – Д.: Видавництво Дніпропетровського університету ім. А. Нобеля, 2014. – 196 с.

6. Причепій Є.М. Філософія: Конспект лекцій / Є.М. Причепій. – К.: Академія, 2009. – 592 с.

7. Рождественська І.В. Взаємодія суспільства і держави у філософських працях Арістотеля / І.В. Рождественська // Державне управління та місцеве самоврядування. – 2019. – Вип. 1. – С. 34 – 38.

Recommended reading

1. Кулик О.В. Філософія: Навчальний посібник / О.В. Кулик. – Д.: Моноліт, 2013. – 692 с.

2. Глинська Л. Феномен толерантності в соціально-філософських інтерпретаціях / Л. Глинська, Р. Склярів // Соціологічні студії. – 2019. – № 2. – С. 42 – 47.

3. Філософія: підручник для студентів вищих навчальних закладів / кол. авторів; за ред. Л.В. Губерського. – Харків: Фоліо, 2013. – 510 с.

4. The Stanford Encyclopedia of Philosophy [Electronic resource]. – Access mode:

<https://plato.stanford.edu/index.html>

SOCIOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 42 hours in class	6 / Elective	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 14 h. practicals, 138 h. self-study time)

Course aim:

The course's aim is to develop a system of knowledge about main forces and trends of social life and methods of empirical research and transform various social objects (social communities, institutes, relations and processes).

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) understand the origins and nature of empirical sociology as a crucial dimension of social studies;	Problem lecture, Internet search, guided self-study activity, tutorials	Participation in the discussion, essay (CAS)
2) analyze and assess main directions and tasks of empirical sociological research;	Lecture, Internet search, guided self-study activity, tutorials	Participation in the discussion, essay (CAS)
3) choose adequate methods and technologies of sociological research;	Problem lecture, Internet search, guided	Participation in the discussion, practical

<p>4) conduct (both independently and as a member of a group) local sociological researches and use their results in practical activity;</p> <p>5) obtain and use information from appropriate sources (textbooks, newspapers, business magazines and selected journals, websites, databases);</p>	<p>self-study activity, workshop</p> <p>Problem lecture, self-study activity, workshop</p> <p>Lecture, tutorials, Internet search, self-study activity, workshop</p>	<p>skills assessment (CAS)</p> <p>Solving problems, practical skills assessment (CAS)</p> <p>Solving problems, practical skills assessment (CAS)</p>
<p>Assessment 100% Final assessment as a result of 100% Continuous assessment 25% Participation in the discussion 25% Essay 25% Solving problems 25% Practical skills assessment</p>		
<p>Contents</p>		
<p>Thematic structure of the course: Module 1. Theoretical sociology 1. Sociology as a science of society, its subject, structure and functions. 2. Society and its structure. 3. Social institutions. 4. Social processes. Module 2. Applied sociology 5. Family and the individual in the social structure. 6. Social relations and social policy. 7. Social motivation and regulation of work behavior. 8. Middle-range sociological theories. 9. Methods of sociological research.</p>		
<p style="text-align: center;">Literature Compulsory reading</p> <ol style="list-style-type: none"> 1. Городяненко В.Г. Соціологія: Підручник [Текст] / В.Г. Городяненко. – К.: Академія, 2008. – 544 с. 2. Вербець В.В. Соціологія: Навчальний посібник [Текст] / В.В. Вербець. – К.: Кондор, 2009. – 550 с. 3. Піча В.М. Соціологія: Підручник [Текст] / В.М. Піча. – Л.: Магнолія, 2009. – 293 с. 4. Полторак В.А. Соціологія політики [Текст] / В.А. Полторак. – К.: Видавництво Європейського університету. – В 2-х тт. – 2010. 5. Соціологія [Текст] : курс лекцій для студентів усіх спец. ден. та заоч. форм навчання / Є. В. Болотіна, В. Б. Мішура ; Донбас. держ. машинобуд. акад. (ДДМА). - Краматорськ : ДДМА, 2016. - 109 с. 6. Полторак В.А. Соціологія політики: Хрестоматія [Текст] / В.А. Полторак– К.: Видавництво Європейського університету. – В 2-х тт. – 2010. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Білоус В.С. Соціологія у визначеннях, поясненнях, схемах, таблицях [Текст] / В.С. Білоус. – К.: КНЕУ, 2002. – 140 с. 2. Кузьменко Т.В. Соціологія: Підручник [Текст] / Т.В. Кузьменко. – К.: ЦУЛ, 2010. – 320 с. 3. Лукашевич М.П., Туленков М.В., Яковенко Ю.І. Соціологія. Основи загальної, 		

спеціальної і галузевих теорій: Підручник. – К. : Каравела, 2008. – 544 с.

4. Barkan S. Sociology: Understanding and Changing the Social World [Electronic resource]. – Access mode: <http://catalog.flatworldknowledge.com/catalog/editions/barkan-sociology-understanding-and-changing-the-social-world-comprehensive-edition-1-0>

CONFLICTOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/14 weeks, 42 hours in class	6 / Elective	Oxana Bayer, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 14 h. seminars/practical, 138 h. self-study time)
Course aims: The aim is to acquaint higher education seekers with the essence, structure and typology of conflict as a social phenomenon; formation of skills in them to diagnose, predict, resolve and prevent various conflict situations (industrial, domestic, socio-labor, socio-economic, marital, etc.); mastering by future specialists methods of psychological protection and emotion management in conflict.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) know the object and subject of conflictology; the essence of the conflict and its structure; dynamics and causes of conflict; types of conflicts in society and their features; know the features of intrapersonal, interpersonal and intergroup conflicts; psychological features of the mechanism of conflicts; theories of personality behavior in conflict; conflict management technologies; psychological conditions for conflict prevention and resolution 2) assess the place of conflict in the system of special human sciences; use technologies of effective communication and rational behavior in conflict; identify the mechanism and causes of social conflicts		Lecture, problem lecture, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, problem solving, seminar-solution of situational problems analysis of specific situations (case-study) Problem lecture, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, problem solving, seminar-solution of situational problems analysis of specific situations (case-study), search on the Internet	Participation in a discussion (seminar, debate, debate, brainstorming, etc.), essay (CAS) Oral answers to questions, problem solving (problem situations), explanation of problem solving (CAS)	

3) identify the stages of the conflict in order to further resolve it; recognize intra-personal conflict; identify the main stages of the negotiation process; identify ways to resolve conflicts in management	Lecture, problem lecture, "round table" on the topic of independent search work, seminar-dialogue, problem solving, seminar-solution of situational problems (case-study), Internet search, tests	Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)
4) use the acquired knowledge to prevent and resolve conflicts	Project work, Internet search	Participation in a role play (business game) (CAS)
5) show respect for various national and ethnic communities, cooperate with the bearers of various historical, political, religious, cultural, family and personal values	Presentations, project work, Internet search	Participation in a role play (business game), evaluation of the presentation, evaluation of practical skills (CAS)
6) use the acquired knowledge in conducting scientific discussions on conflict issues	Lecture, problem lecture, "round table" on the topic of independent search work, seminar-dialogue, problem solving, seminar-solution of situational problems (case-study), Internet search, tests	Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)
7) perform individual research tasks on relevant issues, identify independence and social responsibility, civic and patriotic virtues in the performance of functional duties.	Project work, Internet search	Research project, evaluation of the presentation (individual presentation) (CAS)
Learning outcomes 1-4: 5-7		Mid-term control (computational exercises, mini case) (CAS)

Assessment

Final assessment as a result of Continuous assessment (100%)

- 15% Participation in a discussion
- 15% Test (multiple choice, computer)
- 20% Individual tasks (written)
- 10% Answers (oral)
- 20% Presentation (oral, multimedia)
- 20% Mid-term control (computational exercises, mini case)

Contents

Thematic structure of the course:

1. Conflictology as a science

2. History of conflict development
3. Conflict as a social phenomenon
4. Classification and types of conflicts
5. Psychology of conflict
6. The dynamics of the conflict and the mechanisms of its occurrence
7. Conflict management process
8. Methods and forms of conflict management
9. Conflict prevention and regulation
10. Conflict resolution strategy
11. Alternative approaches to conflict resolution
12. The role of the leader in conflict management.
13. Areas of conflict development

Literature

Compulsory reading

1. Конфліктологія [Текст]: підручник / [Є. Д. Скулиш та ін.]. - Київ: Артєк, 2015. - 373 с.
2. Луцишин Г.І. Конфліктологія та теорія переговорів [Текст]: навч. посіб. / Г. І. Луцишин; Нац. ун-т "Львів. політехніка". - Львів: Вид-во Львівської політехніки, 2015. - 199 с.
3. Конфліктологія [Текст]: навч. посіб. / [М. П. Гетьманчук та ін.; за заг. ред. М. П. Гетьманчука]; Львів. держ. ун-т внутр. справ. - Львів: Львів. держ. ун-т внутр. справ, 2016. - 343 с

Recommended reading

1. Гуменюк Л.Й. Соціальна конфліктологія [Текст]: підручник / Л. Й. Гуменюк; Львів. держ. ун-т внутр. справ. - Львів: ЛДУВС, 2015. - 563 с.
2. Свидрук І.І. Психологія управління та конфліктологія [Текст] : підручник / Свидрук І. І., Миронов Ю. Б. ; Центр. спілка спожив. т-в України, Львів. торг.-екон. ун-т. - Львів : Вид-во Львів. торг.-екон. ун-ту, 2017. - 319 с.
3. Штифурак В. Є. Психологія управління та конфліктологія [Текст] : навч. посіб. / В. Є. Штифурак; Київ. нац. торг.-екон. ун-т, Вінниц. торг.-екон. ін-т. - Вінниця : ВТЕІ КНТЕУ, 2017. - 252 с.
4. Конфліктологія та медіація [Текст]: навч. посіб. / уклад. В. І. Докаш; Чернів. нац. ун-т ім. Юрія Федьковича. - Чернівці: ЧНУ: Рута, 2018. - 247 с.
5. Galtung J. Theories of conflict. Definitions, Dimensions, Negations, Formations. University of Hawai'i 1973.
6. Pammer W.J., Killian J. (Eds.) Handbook of Conflict Management. New York: Marcel Dekker, Inc., 2003. 272 p.
7. [Sandole](#) Dennis J.D., [Byrne](#) S., [Sandole-Staroste](#) I., [Senehi](#) J. & [Pruitt](#) Dean G. Handbook of Conflict Analysis and Resolution, 2008.
8. De Dreu C.K., Gelfand V.J. (eds.) The Psychology of Conflict and Conflict Management in Organizations. USA: New York; Taylor & Francis Group, 2013. 506 p.
9. OECD. Managing Conflict of Interest in the Public Service. Guidelines and country experiences. France: Paris; OECD Publications, 2004. 249 p.
10. Thomas, Kenneth W., Conflict and Conflict Management, in M. Dunnette (Ed.), Handbook of Industrial and Organizational Psychology, Chicago: Rand McNally, 1976.

CAREER MANAGEMENT				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/14 weeks, 42 hours in class	6 / Elective	Serhii Dubinskyi, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 14 h. seminars/practical, 138 h. self-study time)
Course aims: the formation of students' theoretical and practical knowledge and skills, the foundations of career management, especially in the unstable factors of the external market environment. Mastering the methods and mechanisms of building a career in enterprises and organizations of various forms of ownership and types of economic activity.				
Learning outcomes		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
On completion of the course, students will be able to:				
1) mastering the basics of theory and practice of career management;		Lecture, practical classes, discussion	Participation in the discussion, essay, test (CAS)	
2) mastering modern techniques and tools for building and developing an optimal career;		Lecture, practical classes, panel discussion	Practical skills assessment, report, case study (CAS)	
3) determination of the necessary external and personal factors necessary for building a career;		Problem lecture, case study in small groups Self-study activities	Practical skills assessment, essay, case study (CAS)	
4) to adapt the skill of building a career in the conditions of Ukraine and other states, taking into account the national characteristics of building a career.		Problem lecture, discussion, solving calculative tasks	Practical skills assessment, report, individual presentation (CAS)	
Assessment 100% Final assessment as a result of 100% Continuous assessment 25% Essay 25% Reports 25% Presentation 25% Case study				
Contents				
Thematic structure of the course: Theoretical aspects of career management. Career: basic concepts, structure, content. Classification and typology of career. Career management as a component of the personnel management system. Career as an effective motivational tool. Factors and Values Influencing Career Development ender approach in building a career. Alternative approaches to a career.				

Literature

Compulsory reading

1. Веснин В. Менеджмент / В. Веснин [3-е изд., перераб. и доп.] – М.: ТК Велби, Проспект, 2006. — 504 с.
2. Веснин В. Практический менеджмент персонала / В.Веснин– М.: ИздательствоЮристъ, 2001. – 496 с.
3. Виханский О. Стратегическоеуправление: Учеб.— / О.Виханский[2-е изд. перераб.]. — М.: ФирмаГардарика, 1999.— 296 с.
4. ВиссемаХ. Менеджмент в подразделенияхфирмы (предпринимательство и координация в децентрализованнойкомпании) [пер. с англ.] / Х.Виссема — М.: ИНФРА, 1996.— 288 с.
5. Друкер П. Практика менеджмента: уч. пос. / П.Друкер: [пер. с англ.]. — М.: Издательскийдом «Вильямс», 2000. — 398 с.
6. Савельева В.С. Управління діловою кар'єрою / В.С. Савельєва, О.Л. Єськов – Навч. пос. – К.: Центр учбової літератури, 2007. – 176с.

Recommended reading

1. Дубінський С.В., Особливості управління кар'єрою на промислових підприємствах / С.В. Дубінський // Європейський вектор економічного розвитку . Збірник наукових праць. — Вип. 1 (14), 2013. — С. 72 — 79.
2. Управление персоналом организации / под ред. Кибанова А.Я. – М.: ИНФРА – М, 1998. – 397с.
3. Управление персоналом. [учеб. пособ.] / под ред. Базарова Т., Еремина Б. – М.: «Банки и биржи», 1998. – 421с.
4. Управління персоналом: Л. Балабанова / Л. Балабанова, О. Сардак : [навч. посіб.] – К.: ВД. «Професіонал», 2006. – 358с.
5. Управління персоналом: [навч. посіб.] / М.Виноградський, С.Беляєва, А.Виноградська, О. Шаханова – К.: Центр навчальної літератури, 2006. – 482с.

BUSINESS COMMUNICATIONS				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/14 weeks, 42 hours in class	6 / Elective	Olena Lytvynenko, Ph.D.(Candidate of Science), Associate Professor	180 hours (28 h. lectures, 14 h. seminars/practical, 138 h. self-study time)
Course aims: Formation of a system of students ' systematic understanding of business communications as a means of cooperation, interaction, ensuring the achievement of goals, teach the necessary rules of business ethics and standards of behavior adopted in the professional community, which is necessary for their successful future professional activities.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	

<p>1) demonstrate knowledge of the General rules of business communication, forms and means of verbal and non-verbal communication; 2) know the techniques and methods of using business interaction technologies in practice 3) demonstrate knowledge of scientific literature and the specifics of national-cultural speech and non-verbal communication; 4) based on the study of information sources, it forms the main components of a business person's image, as well as ethical norms and principles of business communication; 5) apply the acquired theoretical knowledge to use verbal and non-verbal means of communication, as well as to recognize the intentions of partners using these means; 6) have the skills to overcome communication barriers; 7) apply innovative approaches to public speaking, dispute management, discussion, polemics, and self-presentation; 8) flexibly adapt to any team, plays various social roles in the team; 9) demonstrate skills in the use of ethics in business communication; 10) adhere to social norms and rules in cooperation with partners, rules of business etiquette in business interaction; 11) respect diversity and cross-cultural characteristics in business communication, reflects the interests, values, and quality of life of various social strata and groups; 12) have the skills of written and oral General communication in the state and foreign languages, as well as the proper use of professional terminology; 13) act in a socially responsible and socially conscious manner based on ethical considerations based on safety principles; 14) establish a friendly atmosphere during communication with business partners.</p> <p>Learning outcomes 1-6</p>	<p>Lectures, seminars, brainstorming sessions/ Problem lectures, seminars, discussions Lectures, brainstorming sessions, business games Problem lectures, seminars, presentations Lectures, business games. Lectures, seminars, discussions Problem lectures, business games, Lectures, seminars, discussions Lectures, presentations and discussions Lectures, seminars, Problem lectures, seminars, Problem lectures, discussions Lectures, Writing essay, presentation in small groups Lectures, presentations and discussions</p>	<p>Test, oral answers to questions, exercise (CAS) Participation in a discussion (CAS) Participation in a business game (CAS) Assessment of practical skills (CAS) Presentation in small groups (CAS) Case study presentation (CAS) Tests, problem solving (CAS) Oral answers to questions (CAS) Written answers to questions (CAS) Participation in a discussion (CAS) Assessment of practical skills (CAS) Case study presentation (CAS) Presentation in small groups (CAS) Presentation in small groups Mid-Term control</p>
<p>Assessment Final score as a result of 100% continuous assessment: 40% - writing a Mid Term assignment 15% - writing a research paper (abstract) 10% - participation in the discussion 10% - participation in a role-playing game 10% - case study, test, problem solving 15% - presentation (oral, multimedia)</p>		
<p>Contents</p>		

Module 1. Essence and features of business communications

Topic 1. Introduction to the basics of business communications

Topic 2. Professional ethics and etiquette in business communications

Topic 3. Forms of business communications

Module 2. Practical application specifics of business communications

Topic 4. Features of business correspondence

Topic 5. Difficulties and features of business communications

Topic 6. Features of intercultural communication

Literature

Compulsory reading

1. **Володіна, Л. В.** Ділове спілкування та основи теорії комунікації / Л. В. Володіна, О. К. Карпухіна. - М., 2008.
2. Коноваленко, М. Ю. Деловые коммуникации [Текст]: учебник для бакалавров. Гриф МО РФ / М. Ю. Коноваленко, В. А. Коноваленко. - М.: Юрайт, 2014. - 468 с.
3. **Бороздіна, Г. В.** Психологія ділового спілкування / Г. В. Бороздіна. - М.: ПФР-М, 2006. - 224 с.
4. Mary Ellen Guffey, Dana Loewy. Essentials of Business Communication, 11th Edition. Cengage, 2019. – 608 p.
5. Business Communication for Success Publisher: University of Minnesota Libraries Publishing, 2015. – 632 p.

Recommended reading

6. Коноваленко, М. Ю. Методи діагностики обману в діловому спілкуванні / М. Ю. Коноваленко. - М.: РГТЕУ, 2010. – 209 с.
7. Панфілова, А. П. Ділова комунікація у професійній діяльності / А. П. Панфілова. - СПб. : Знання, ІВЕСЕП, 2001. - 496 с.
8. Сидоров, П. И. Деловое общение [Текст] : учебник для вузов. / П. И. Сидоров, М. Е. Путин, И. А. Коноплева. - 2-е изд., перераб. - М. : ИНФРА-М, 2012. – 148 с.
9. Шавкун І.Г. Бізнес-комунікація як тип соціального зв'язку. // Збірник матеріалів Всеукраїнської науково-практичної конференції «Проблеми управління економічним потенціалом регіонів» Запоріжжя: ЗНУ, 2010. – С. 274-276.
10. Шавкун І.Г. Сутність та атрибути комунікації в умовах глобалізації. // Гілея: науковий вісник. Збірник наукових праць. – К.: ВІР УАН, 2010. – Вип. 35. - С. 260 - 268.
11. Mary Ellen Guffey, Dana Loewy. Essentials of Business Communication, 11th Edition. Cengage, 2019. – 608 p.
12. Business Communication Today by Courtland L. Bovee, John V. Thill, Barbara E. Schatzman: 730 pages, Publisher: Prentice Hall
13. Business Communication for Success Publisher: University of Minnesota Libraries Publishing, 2015. – 632 p.
14. Business Communication Today by Courtland L. Bovee, John V. Thill, Barbara E. Schatzman: 730 pages, Publisher: Prentice Hall
15. Business Communication for Managers : An Advanced Approach by John M. Penrose, Robert W. Rasberry, Robert J. Myers: 480 pages, Publisher: South-Western College
16. Communicating for Managerial Effectiveness by Phillip G. Clampitt, 304 pages, Publisher: SAGE Publications
17. Business Communication: Building Critical Skills by Kitty O. Locker, Stephen Kyo Kaczmarek: 637 pages, Publisher: Irwin/McGraw-Hill

PSYCHOLOGY OF LEADERSHIP AND EMOTIONAL INTELLIGENCE				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/12 weeks, 34 hours in class	5,5 / Elective	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	165 hours (22 h. lectures, 12 h. seminars/practical, 131 h. self-study time)
Course aims: Educate students in the appropriate attitude to leadership, the main function of which is the protection of social values; to form in students skills of formation of receptions of development of emotional intelligence and leadership.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) substantiate their own position, make independent conclusions based on the results of their own research and analysis of literature sources;		Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and studied literature sources, seminar-debate, seminar-dialogue, problem solving, seminar-solution of situational problems analysis of specific situations (case-study), business game.		Participation in a discussion (seminar, debate, business game) (CAS)
2) analyze and explain mental phenomena, identify psychological problems and suggest ways to solve them;		Problem lecture, lecture-reflection, discussion on lecture materials and studied literature sources, seminar-debate, seminar-dialogue, work in microgroups, seminar-solution of situational problems analysis of specific situations (case-study), presentations, project work, search on the Internet .		Oral answers to questions, problem solving (problem situations, case study), evaluation of the presentation (CAS)

<p>3) understand the patterns and features of development and functioning of mental phenomena in the context of professional tasks;</p>	<p>Lecture, problem lecture, seminar-debate, seminar-dialogue, problem solving, work in microgroups, presentations, tests</p>	<p>Oral answers to questions, problem solving, test results (CAS)</p>
<p>4) demonstrate the ability to measure individual and psychological indicators of personality - the ability to assess changes in mental development and adjust them;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play (business game), evaluation of the presentation (CAS)</p>
<p>5) use psychotherapeutic techniques and techniques of directed influence on consciousness and behavior;</p>	<p>Simulation methods, presentations, project work, Internet search</p>	<p>Participation in a role play (business game), evaluation of a presentation, evaluation of practical skills (CAS)</p>
<p>6) use theoretical knowledge for the development, implementation and use of new methods of psychodiagnostics, correction, counseling;</p>	<p>Problem lecture, lecture-reflection, discussion on the materials of the lecture and the studied literature sources, seminar-debate, independent work, presentations, search on the Internet</p>	<p>Oral answers to questions, problem solving, presentation evaluation (CAS)</p>
<p>7) apply innovative approaches to solve professional problems of psychodiagnostics and psychological counseling; find appropriate solutions with a clear definition and use of psycho-correctional and developmental methods and techniques;</p>	<p>Presentations, role-playing games, work in microgroups</p>	<p>Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of student reports (CAS)</p>
<p>8) collect and interpret information and choose methods and tools for solving professional problems of psychological assistance and correctional and developmental work;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play (business game), evaluation of the presentation (CAS)</p>
<p>9) to formulate an opinion logically, accessible, to discuss, to defend one's own position, to modify utterances according to the cultural peculiarities of the interlocutor;</p>	<p>Problem lecture, lecture-reflection, discussion on the materials of the lecture</p>	<p>Oral answers to questions, problem solving, presentation</p>

<p>10) effectively perform various roles in the team in the process of solving professional tasks, including demonstrating leadership qualities;</p> <p>11) know, understand and adhere to the ethical principles of professional activity of a psychologist.</p> <p>Learning outcomes 1-6</p>	<p>and the studied literature sources, seminar-debate, independent work, presentations, search on the Internet</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Lecture, problem lecture, seminar-debate, seminar-dialogue, problem solving, work in microgroups, presentations, tests</p>	<p>evaluation (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Oral answers to questions, problem solving, test results (CAS)</p> <p>Mid-term control (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 10% Participation in the discussion
- 10% Participation in the role play
- 20% Case study presentation
- 25% Mid-term control (problem solving, mini case)
- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 10% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

1. Theoretical foundations of the psychology of emotional intelligence and leadership
2. Emotional intelligence of leaders
3. Leadership skills
4. The identity of the leader
5. Criteria for psychological assessment of leadership

Literature

Compulsory reading

1. Гоулман Д. Эмоциональное лидерство: Искусство управления людьми на основе эмоционального интеллекта : [пер. с англ.] / Дэниел Гоулман, Ричард Бояцис, Энни Макки. – 2-е изд. – М. : Альпина Бизнес Букс, 2007. – 301 с.
2. Дафт Р. Л. Уроки лидерства / Р. Л. Дафт при участии П. Лейн ; [пер. с англ. А. В. Козлова ; под ред. проф. И. В. Андреевой]. – М. : Эксмо, 2006. – 480 с.
3. Дилтс Р., Дириг Э., Рассел Дж. Альфа(лидерство / Р. Дилтс, Э. Дириг, Дж. Рассел. — СПб.: ЕВРОЗНАК, 2004. — 256 с.
4. Кете де Врис М. Мистика лидерства. Развитие эмоционального интеллекта : [пер. с англ.] / М. Кете де Врис. – Альпина : Бизнес Букс, 2004. – 311 с.
5. Карапетрова О.В. Соціальна психологія: навчальний посібник для студентів вищих навчальних закладів. Бердянськ: БДПУ, 2019 – 199 с
6. Менегетти А. Психология лидера / А. Менегетти // Перевод с итальянского ННБФ

"Онтопсихология". Изд. 4(е, дополненное. — М.: ННБФ "Онтопсихология", 2004. — 256 с.

7. Носенко Е.Л., Коврига Н.В. Емоційний інтелект: концептуалізація феномену, основні функції.- К., 2003.- 180 с.

8. Шалагинова Я. В. Психология лидерства / Я. В. Шалагинова. – СПб.: Речь, 2007. – 494 с.

Recommended reading

1. Бояцис Р. Резонансное лидерство: Самоусовершенствование и построение плодотворных взаимоотношений с людьми на основе активного сознания, оптимизации и эмпатии : [пер. с англ.] / Ричард Бояцис, Энни Макки. – М. : Альпина Бизнес Букс, 2007. – 300 с.

2. Романовський О. Г., Серета Н. В. Особистість сучасного керівника в аспекті теорії духовного лідерства. / О. Г. Романовський, Н. В. Серета // Теорія і практика управління соціальними системами: – № 3. – 2013. – С. 20–27.

3. Романовський О.Г., Михайличенко В.Є. Філософія досягнення успіху / О.Г. Романовський, В.Є. Михайличен(ко). — Харків: НТУ "ХПІ", 2003. — 691 с.

4. Филонович С. Р. Лидерство: реальная проблема или популярный лозунг / С. Р. Филонович // Бизнес-образование. – 2003. – № 1. – С. 31–34.

5. Daniel Goleman, Richard E. Boyatzis, Annie McKee Primal Leadership, With a New Preface by the Authors: Unleashing the Power of Emotional Intelligence. Harvard Business Press, 2013. 306 p.

6. Sharma R. The Leader Who Had No Title: A Modern Fable on Real Success in Business and in Life. Hardcover, 2010. 224 p.

7. T. Bradbarry & j. Greaves Emotional intelligence 2.0. TalentSmart. 2009. 280 p.

8. John C. Maxwell The 21 irrefutable laws of leadership. follow them and people will follow you. Published in Nashville, Tennessee, by Thomas Nelson, Inc. 1998. 135 p.

9. Stephen Covey The 7 Habits of Highly Effective People. Archived from the original on October 7, 2012. URL: <https://blog.hubspot.com/sales/habits-of-highly-effective-people-summary>

HEALTH AND SAFETY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/11 weeks, 34 hours in class	5,5 / Elective	Serhii Dubinskyi, Ph.D.(Candidate of Science), Associate Professor	165 hours (22 h. lectures, 12 h. practical classes, 131 h. self-study time)
Course aims: The course is geared towards helping students study the role of personal and collective safety in professional activity.				
Learning outcomes On completion of the course, students will be able to:			Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)

1) assess habitat of personal safety, collective society; monitor dangerous situations and justify the main approaches and means of preserving life, health and protection of workers in terms of threats and hazardous and emergency situations;	Lecture, practical classes	Participation in the discussion (CAS)
2) decide on security within his/her powers;	Lecture, discussion	Oral answers to questions (CAS)
3) navigate the main methods and systems of technogenic safety, choose devices, systems and methods of human and environmental protection from hazards;	Practical classes, self-study activity	Essay, test (CAS)
4) justify and implement a set of works on the subject of disasters' prevention, localization and liquidation of their consequences;	Lecture, practical classes	Essay (CAS)
5) navigate the main legal acts in the field of security;	Internet search, self-study activities	Written answers to questions (CAS)
6) identify hazards of natural and man-caused environment, to find ways of their destructive activity using structural and logical models.	Case study in small groups	Peer small group presentation (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 30% Participation in the discussion
- 20% Participation in the business play
- 20% Case study presentation
- 10% Essay (written)
- 20% Presentation (oral, multimedia)

Contents

- 1) A production environment and its influence on a human. Object and task of course.
- 2) Working conditions on manufacture, their classification and setting of norms.
- 3) Production harmfulness, methods of human defence from its negative influence
- 4) Analysis and prophylaxis of professional illnesses and occupational traumatism
- 5) Bases of accident prevention
- 6) Legal and normative adjusting of occupational safety
- 7) State administration of occupational safety in Ukraine
- 8) Organization of occupational safety on manufacture
- 9) Economic aspects of occupational safety

Literature

Compulsory reading

1. Основи охорони праці : підручник / М. С. Одарченко, А. М. Одарченко, В. І. Степанов, Я. М. Черненко. – Х. : Стиль-Издат, 2017. – 334 с.
2. Чеберячко С. І. Удосконалення системи управління охороною праці на підприємствах лісового господарства [Електронний ресурс] / С. І. Чеберячко, О. В. Дерюгін, В. В. Гільперт // Збірник наукових праць Національного гірничого університету. - 2019. - № 59. - С. 144-155.
3. Чернега Р. Т. Практичні проблеми у сфері правового забезпечення охорони праці в Україні [Електронний ресурс] / Р. Т. Чернега // Соціальне право. - 2019. - № 2. - С. 93-101.
4. Бочковський А. П. Шляхи комплексної реалізації процесу управління ризиками в системах управління охороною праці підприємств [Електронний ресурс] / А. П. Бочковський, Н. Ю. Сапожнікова // Вісник Львівського державного університету безпеки

життєдіяльності. - 2019. - № 20. - С. 41-52.

Recommended reading

5. Богданюк І. В. Деякі питання дослідження причинно-наслідкового зв'язку при виконанні комплексних судових інженернотехнічних експертиз у галузі охорони праці та електротехнічних експертиз [Електронний ресурс] / І. В. Богданюк, О. В. Бублик, В. Ф. Чернюк, В. С. Супрун // Теорія та практика судової експертизи і криміналістики. - 2019. - Вип. 19. - С. 524-538.
6. Проблеми та перспективи розвитку охорони праці: Матеріали ІХ Всеукраїнської науково-практичної конференції курсантів, студентів, аспірантів та ад'юнктів – Л.: ЛДУ БЖД, 2019. – 188 с.
7. Albert Alex, Hallowel Matthew R. Revamping Occupational Safety and Health Training: Integrating Andragogical Principles for the Adult Learner. // Australasian Journal of Construction Economics & Building. 2013, Vol. 13 Issue 3, p. 128-140.
8. Valerio De Stefano. Introduction: Automation, Artificial Intelligence, and Labour Protection. Comparative Labor Law & Policy Journal, Vol. 41, No. 1, 2019
9. Schmitz, Christopher J. Global Enterprises and the World Economy New York and London, 2010. – 256 p.
10. S. Cheberichko, Y. Cheberichko, D. Radchuk, D. Pustovoi (2020). Experimental Research of dust power of filtering materials for anti-dust respirators. Labour Protection Problems in Ukraine, 36(1), 12-17.
11. Albert Alex, Hallowel Matthew R. Revamping Occupational Safety and Health Training: Integrating Andragogical Principles for the Adult Learner. // Australasian Journal of Construction Economics & Building. 2013, Vol. 13 Issue 3, p. 128-140.
12. Kruzhilko, O., & Lysyuk, M. (2019). Investigations of the global problems impact on occupational safety and health in Ukraine. Labour Protection Problems in Ukraine, 35(2), 3-7.

LOGIC				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/11 weeks, 34 hours in class	5,5 / Elective	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor	165 hours (22 h. lectures, 12 h. practical classes, 131 h. self-study time)
Course aims: The course's aim is to provide students with basic theoretical knowledge of logics as a science of principles of correct thought as well as develop students' skills in such fields as data collecting, analysis, debate, proving.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) understand the nature of logic as a science of correct thought and its place in solving theoretical and practical problems of various type and scale;		Lecture, Internet search, self-study activity, practical classes		Participation in the discussion, essay (CAS)

2) know and apply basic laws (principles) of correct thought;	Lecture, self-study activity, practical classes	Participation in the discussion, essay (CAS)
3) conduct operations with notions;	Lecture, guided self-study activity, practical classes	Participation in the discussion, test, practical skills assessment (CAS)
4) conduct operations with propositions;	Lecture, guided self-study activity, practical classes	Participation in the discussion, test, practical skills assessment (CAS)
5) operate with main methods of logic of reasoning;	Lecture, debate, business game	Participation in the discussion, practical skills assessment (CAS)
6) adequately apply principles of correct argumentation;	Practical classes, debate, business game	Participation in the discussion, practical skills assessment (CAS)

Assessment

100% Final assessment as a result of Continuous assessment (100%)

100% Continuous assessment:

40% Participation in the discussion

20% Test (written form)

20% Essay

20% Practical skills assessment

Contents

Thematic structure of the course:

1. Logic as the science: its subjects, methods, language and ways of application in the sphere of economic activity

2. Basic laws (principles) of correct thought

3. Logic of notions and logical operations with notions

Module 2. Main forms of thought

4. Logic of propositions. Main logical operations with propositions.

5. Logic of reasoning

6. Logical foundations of argumentation

Literature

Compulsory reading

1. Бартун М.П. Логіка: Практикум, правила та вправи [Текст] / М.П. Бартун. – Д.: Дніпропетровський університет економіки та права, 2008 – 92 с.

2. Конверський А.Є. Логіка: підручник. – 2-ге вид., виправлене / А. Є. Конверський. – К.: ВПЦ "Київський університет", 2017. – 391 с.

3. Кириллов В.М. Логика [Текст] / В.М. Кириллов. – М.: «Луч», 2010. – 381 с.

4. **Логіка. Підручник** для студентів вищих навчальних закладів / Олег Шепетяк. – Київ: Фенікс, 2015. – 256 с.

5. Хоменко І.В. Логіка: Теорія та практики [Текст] / І.В. Хоменко. – К.: ЦУЛ, 2010. – 400

c.

6. DeLancey C. A Concise Introduction to Logic [Electronic resource]. – Access mode: <http://pressbooks.opensuny.org/concise-introduction-to-logic/>

7. Teller P. A Modern Formal Logic Primer [Electronic resource]. – Access mode: <http://tellerprimer.ucdavis.edu/>

Recommended reading

1. Конверський А.Є. Логіка (традиційна та сучасна): Підручник [Текст] / А.Є. Конверський. – К.: Центр навчальної літератури, 2004. – 535 с.

2. Мозгова Н.Г. Логіка: Навчальний посібник [Текст] / Н.Г. Мозгова. – К.: «Каравела», 2008. – 248 с.

3. Introduction to Logic [Electronic resource]. – Access mode: <http://www.zweigmedia.com/RealWorld/logic/logicintro.html>

4. Introduction to Logic [Electronic resource]. – Access mode: <http://www.zweigmedia.com/RealWorld/logic/logicintro.html>

5. Slaney J. The Logic Note. Online course [Electronic resource]. – Access mode: <http://users.cecs.anu.edu.au/~jks/LogicNotes/>

PROFESSIONAL LANGUAGE OF A SPECIALIST				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 42 hours in class	5,5 / Elective	Iryna Oliinyk, Ph.D. (Candidate of Science), Associate Professor	165 hours (28 h. lectures, 14 h. seminars/practical, 123 h. self-study time)
Course aims: The aim of discipline is: teaching the theoretical and practical foundations of the culture of oral and written speech as part of the intellectual and professional development of applicants; formation of motivation to increase the general speech culture; formation of the concept of language norms of oral and written forms of literary language; development of skills and abilities of effective speech behaviour in accordance with the situation of communication and communicative intentions of the speaker; equipping with a system of basic concepts and terminology of socio-psychological disciplines and pragmatic units of the speech level; enrichment of background knowledge with encyclopedic and intellectual and cultural information about the specialty; development of skills of writing a qualifying work; development of business and educational-scientific speech in dialogic, monologue, oral and written forms.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) know the basics of business speech; structure and means of communication; communicative aspect of communication; main categories of professional terminology; techniques for the development of		1) Solution of communicative situations, analysis of specific situations (case-study),		1) Participation in imitation modelling, solving communicative situations, working

<p>communicative competence in professional activities.</p> <p>2) have a culture of written scientific and business communication; draw up the results of scientific activities; carry out annotations, abstracts of scientific sources</p> <p>3) to form the first impression and establish contact; understand and use non-verbal means of communication.</p> <p>4) choose the basic theoretical concepts of communicative, interactive and perceptual aspects of communicative competence in practical psychological activities</p> <p>5) to form knowledge about psychological problems of communication;</p> <p>6) to develop communicative competence in practical psychological activities; use their own non-verbal repertoire to convey professionally oriented information</p> <p>7) use knowledge of the state language in order to effectively address professional issues</p>	<p>simulation methods, Webquest (educational web-quest)</p> <p>Registration of business documents and reference and information documentation in psychological and pedagogical practice.</p> <p>Compilation of communication algorithms, maintaining professional documentation</p> <p>Information maze (basketball method), frame technology</p> <p>Business game, solving communicative problems, working in pairs to solve problems</p> <p>Student-centered, contextual, problem-oriented learning, dialogue-discussion, research cases</p> <p>Problem lecture-dialogue, search of Internet information, essay (on the topic of individual practical task)</p>	<p>with Internet information resources (CAS)</p> <p>Participation in the preparation of business documents and reference and information documentation in psychological and pedagogical practice. (CAS)</p> <p>Demonstration of skills of drawing up algorithms of communication, conducting professional documentation (CAS)</p> <p>Participation in the information maze, filling and analysis of slots (CAS)</p> <p>Participation in a business game, solving problems using software, participation in discussions in small groups (CAS)</p> <p>Participation in the discussion, the method of brainstorming, solving research situational problems (CAS)</p> <p>Participation in the discussion, self-esteem, mutual evaluation (CAS)</p>
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8) predict the positive and negative consequences of decisions	"Round table" on the topic of independent search work, work in small groups, project method (projects using ICT training)	Oral and written interviews, presentations, defense of projects (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion, brainstorming 20% Solving problems 30% Essay (written) 20% Presentation (oral, multimedia)		
Contents		
Thematic structure of the course: 1. Business communication as a tool of professional activity 2. Fundamentals of Ukrainian language culture 3. Subject and main categories of terminology 4. Business papers as a means of written professional communication 5. Scientific communication as a component of professional activity 6. Registration of results of scientific activity 7. Rhetoric and the art of presentation		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> 1. Гриценко Т.Б. Українська мова за професійним спрямуванням. Навчальний посібник. Вид. ЦУЛ, 2019 р., 624 с. 2. Шевчук СВ., Клименко І.В. Українська мова за професійним спрямуванням : підр. - 2-ге вид., виправ і доповнен -К Алерта, 2019 -640 с. <p style="text-align: center;">Recommended reading</p> 1. Глушик С.В. Сучасні ділові папери: Навч. посіб. / С.В. Глушик, О.В. Дияк, С.В. Шевчук - К.: А.С.К., 2002. - 400 с. 2. corp.ulif.org.ua/dictua/ ("Словники України") 3. sum.in.ua/ (Великий тлумачний словник сучасної української мови) 4. litopys.org.ua/ukrmova/um.htm (Українська мова : Енциклопедія) 5. Hurn B. J. Cross-Cultural Communication / B. J. Hurn, B. Tomalin : Palgrave Macmillan, 2013. – 328 p. 6. McLean S. Business Communication for Success / S. McLean : Flat World Knowledge, Inc., 2010. – 408 p. 7. Miller K. Organizational Communication: Approaches and Processes / K. Miller : Cengage Learning, 2008. – 336 p		

COMMUNICATIVE COMPETENCE OF A SPECIALIST				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 42 hours in class	5,5 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	165 hours (28 h. lectures, 14 h. seminars/practical, 123 h. self-study time)
<p>Course aims: development of students' knowledge about psychological problems of communication and development of communicative competence in practical psychological activity; mastering system of knowledge about forms, types and functions of communication; expand the skills of effective communicative interaction in social environment of students by increasing competence regarding techniques and methods of effective communication.</p>				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
<p>1) know the concepts, types and functions of communication; structure and means of communication;</p> <p>2) know communicative aspect of communication; interactive aspect of communication; perceptual aspect of communication;</p> <p>3) know methods of developing communicative competence in professional field;</p> <p>4) better understand communication partner; listen to the interlocutor correctly;</p> <p>5) conduct purposeful conversation and negotiations; influence and defend against attack and manipulation in a civilized manner;</p> <p>6) form the first impression and establish contact;</p>		<p>1) lecture by guest speaker, practical classes, discussion;</p> <p>2) practical classes, self-study activity, role play;</p> <p>3) discussion based on lecture materials and students' reading, role play;</p> <p>4) the Internet search, self-study activities;</p> <p>5) case study in small groups, role play;</p> <p>6) lecture discussion, seminar, work in small groups, analysis of specific situations</p>		<p>1) participation in discussion (CAS);</p> <p>2) participation in role play, test, (CAS)</p> <p>3) participation in discussion (seminar, debates, brainstorming etc.), participation in the role play (business game); (CAS)</p> <p>4) presentation (CAS);</p> <p>5) case study (case study presentation), participation in role play (business game) (CAS);</p> <p>6) independent work, oral answers to questions, case presentation (CAS);</p>

7) Understand and use non-verbal means of communication.	(case-study); 7) reports of students – individual and in groups, presentation, project work, search in the Internet.	7) oral answers, case study (case study presentation), assessment of presentations (CAS).
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 15% Test (multiple choice, computer) 15% Answers (oral) 15% Participation in the discussion 15% Participation in the role play 10% Presentation (oral, multimedia) 10% Participation in the brainstorming 20% Case study presentation		
Contents		
Thematic structure of the course: MODULE 1. COMMUNICATIVE ASPECT OF COMMUNICATIVE COMPETENCE OF A PSYCHOLOGIST 1. Communication as a basic category of psychology: concept of communication, its psychological content. Communication and activities; types and functions of communication. 2. Features of information exchange in the process of communication. 3. Reflexive and non-reflexive listening. Ability to ask yourself and others. 4. Metamodel of language in NLP. 5. Statements as a unit of communication. Types of statements. MODULE 2. INTERACTIVE AND PERCEPTIVE ASPECTS OF THE PSYCHOLOGIST'S COMMUNICATIVE COMPETENCE 6. Structure of interaction in communication process. 7. Means of mutual influence in communication process: suggestion, infection, imitation, persuasion. 8. Theories of dyadic interaction. 9. Transactional analysis of communication. 10. Concept of social perception. 11. Attraction. 12. Means of perception: identification, empathy, reflection. 13. Theory of causal attribution. Attribution errors. 14. Formation of the first impression.		
Literature Compulsory reading 1. Аминов И.И. Психология делового общения: Учебник / И.И. Аминов. – М.: Юнити, 2018. – 270 с. 2. Гаркуша І.В. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник. Дніпро: Університет імені Альфреда Нобеля, 2019. 144 с 3. Болотова, А.К. Социальные коммуникации. Психология общения: Учебник и практикум для СПО / А.К. Болотова, Ю.М. Жуков, Л.А. Петровская. - Люберцы: Юрайт, 2016. - 327 с. 4. Болотова, А.К. Социальные коммуникации. Психология общения: Учебник и практикум для академического бакалавриата / А.К. Болотова, Ю.М. Жуков, Л.А. Петровская. - Люберцы: Юрайт, 2016. - 327 с. 5. Бордовская, Н.В. Психология делового общения (для бакалавров) / Н.В. Бордовская;		

под ред. С.Н. Костромина. - М.: КноРус, 2018. - 439 с.

6. Бордовская, Н.В. Психология делового общения. практикум (для бакалавров) / Н.В. Бордовская и др. - М.: КноРус, 2018. - 384 с.

7. Бороздина, Г.В. Психология делового общения: Учебник / Г.В. Бороздина. - М.: Инфра-М, 2017. - 224 с.

8. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. / І.В. Гаркуша. – Д.: РВВ ДНУ, 2008. – 88 с.

9. Гаркуша І.В. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник / І.В. Гаркуша. – Дніпро: Університет імені Альфреда Нобеля, 2019. – 144 с.

10. Ефимова, Н.С. Психология общения. Практикум по психологии: Учебное пособие / Н.С. Ефимова. - М.: Форум, 2018. - 288 с.

11. Розенберг М. Язык жизни. Ненасильственное общение.София, 2018. 288 с.

Recommended reading

12. Берн Э. Игры, в которые играют люди. Люди, которые играют в игры / Э. Берн. – М. ЭКСМО, 2012. – 576 с.

13. Бороздина Г.В. Психология и этика делового общения: учебник. Под общ. ред. Г.В. Бороздиной. Москва: Юрайт, 2014. 463 с.

14. Дерябо С.Д. Гроссмейстер общения: иллюстрированный самоучитель психологического мастерства / С.Д. Дерябо, В.А. Ясвин. – М.: Смысл, 2008. – 160 с.

15. Ивин А.А. Теория и практика аргументации: учебник для бакалавров / А.А. Ивин. – [2-е изд., перераб. и доп. и доп.] – М.: Изд-во Юрайт, 2013. – 300 с.

16. Литвак М.Е. Психологическое айкидо: учебное пособие / М.Е. Литвак. – Ростов-на-Дону: Феникс, 2013. – 217 с.

17. Мунин, А.Н. Деловое общение: курс лекций. Москва: Флинта: Наука, 2010. 376 с. Режим доступа <http://ibooks.ru/>

18. Назаришин В. Власть убеждения. Запорожье: «Провіта», 2014. 194 с.

19. Одинцова М.А. Многоликость «ЖЕРТВЫ», или Немного о ВЕЛИКОЙ МАНИПУЛЯЦИИ Издательство: Флинта. 2010. 256 с..

20. Парійчук Р.І. РИТОРИКА: Навчально-методичний посібник з курсів «Основи риторики» та «Професійна риторика». Укл. Гузенко І.І. Львів, 2014. 328 с.

21. Поташев М., Левандовский М. Век клиента. ООО «Издательство АСТ»; Москва; 2015. 320 с.

22. Румельт Ричард. Хорошая стратегия, плохая стратегия. В чем отличие и почему это важно. Москва: Манн, Иванов и Фербер, 2013. 448 с.

23. Тимофеев М.И. Деловые коммуникации [Электронный ресурс]: учеб. Пособие. М.: Риор: ИНФРА-М, 2011. 120 с. Режим доступа: <http://znanium.com/>

24. Ефимова, Н.С. Психология общения. Практикум по психологии: Учебное пособие / Н.С. Ефимова. - М.: Форум, 2017. - 128 с.

25. Жарова, М.Н. Психология общения: Учебник / М.Н. Жарова. - М.: Академия, 2018. - 208 с.

26. Сидоренко Е.В. Тренинг влияния и противостояния влиянию. – СПб.: Речь, 2009. – 256 с.

27. Communication Psychology: manual. In 2 parts. Part. comp. V.I. Ponomaryov, A.A. Osypenko, Ia.K. IagniuK. Kh.: V.N. Karazin Kharkiv National University, 2016. 156 p.

28. Dave Kerpen. The art of people: 11 simple people skills that will get you everything you want. Currency. 2018. 288 p.

29. Charles Covey, Dale Manson. (2019). Communication Psychology: THIS BOOK INCLUDES: 4 BOOKS IN 1 - Practical guide for increase your conversation skills and stop procrastinating with 12 ... communication using emotional intelligence. Independently published. 2019. 253 p.

30. Phil M. Jones. Exactly What to Say: The Magic Words for Influence and Impact. Box of

Tricks Publishing. 2017. 148 p.

31. Vanessa Parson (2019). Study and Communication Skills for Psychology. OUP Oxford. 2019. 224 p.

32. Robert M. Krauss. The Psychology of Verbal Communication. Columbia University. 2002.

33. Geoffrey Beattie, Andrew W Ellis. The Psychology of Language and Communication. Routledge. 2017. 292 p.

34. Adam N. Joinson, Katelyn Y. A. McKenna, Tom Postmes, and Ulf-Dietrich Reips. The Oxford Handbook of Internet Psychology. University of Zurich. 2012

35. Steve Nakamoto (2019). Talk Like A Winner!: 21 Simple Rules For Achieving Everyday Communication Success Kindle Edition. Java Books. 2019. 242 p.

36. Marshall B. Rosenberg (2018). Nonviolent Communication: A Language of Life, 3rd Edition. PuddleDancer Press. 2018. 264 p.

METHODS AND ORGANIZATION OF ACADEMIC RESEARCH IN PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 42 hours in class	4 / Elective	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	120 hours (28 h. lectures, 14 h. seminars/practical, 78 h. self-study time)

Course aims:

The course deals with the analysis of the problems of organizing and conducting scientific research in psychology in the educational and professional format, selection of students' research work in psychology as their future profession and the relationship between educational and practical work and scientific research.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) identify the main stages of development of psychology as a science and justify that the discipline belongs to science;	Lecture, practical classes, discussion	Participation in discussion, answers (otal) (CAS)
2) understand basic and complex psychological science and distinguish between practical psychology and the teaching of psychology;	Role play	Participation in role play (CAS)
3) analyze the specifics of psychology as a science in an interdisciplinary context;	Practical classes, self-study activity	Essay, test, answers (otal) (CAS)
4) differentiate basic formats of research in modern psychology;	Lecture, practical classes	Essay, test, answers (otal) (CAS)
5) to isolate the basic requirements	Internet search, self-	Presentation (CAS)

<p>undergraduate coursework, Master's research and other forms of student research work;</p> <p>6) understand the specifics of professional scientific research in psychology and requirements of a psychologist and researcher;</p>	<p>study activities</p> <p>Problem lecture, discussion</p>	<p>Participation in discussion, test, individual task (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>15% Participation in the discussion</p> <p>15% Participation in the role play</p> <p>20% Individual task presentation</p> <p>15% Test (multiple choice, computer)</p> <p>20% Answers (oral)</p> <p>15% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1) The essence of psychology and projects for its transformation into science; 2) Current debate about scientific psychology; 3) The major forms of research at the academic and professional level; 4) Basic requirements of academic research works of students; 5) Common and less usual academic research work of students and professional activity of scientists in the field of psychology; 6) Scientific work as a matter of life and professional choice of students; 7) Psychology and the technology of scientific work in psychology; 8) Modern "schism" between academic and applied psychology; 9) The unity of scientific psychology and psychological practice. 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Основи наукових досліджень : навч. посіб. / уклад.: Н. П. Кравець; Нац. пед. ун-т ім. М.П. Драгоманова, Ін-т корекц. педагогіки та психології. - К., 2009. - 77 с. 2. Бейлін М. В. Основи наукових досліджень : навч.-метод. посіб. / М. В. Бейлін; Харк. держ. акад. фіз. культури. - Х. : ХДАФК, 2012. - 183 с. 3. Бочелюк В. Й. Методика та організація наукових досліджень з психології : навч.-метод. посіб. / В. Й. Бочелюк, В. В. Бочелюк, І. Є. Жигаренко, Н. Є. Завацька; Східноукр. нац. ун-т ім. В. Даля. - 2-ге вид., перероб. і допов. - Сєверодонецьк : Ноулідж, Сєверодонец. від-ня, 2015. - 311 с. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 4. Дротянко Л. Г. Феномен фундаментального і прикладного знання. Постнекласичне дослідження) / Л. Г. Дротянко; Київ. нац. ун-т ім. Т.Шевченка. - К. : Вид-во Європ. ун-ту фінансів, інформ. систем, менеджменту і бізнесу, 2000. - 424 с. 5. Штанько В. І. Філософія і методологія науки : Навч. посіб. для магістрантів та аспірантів вищ. навч. закл. / В. І. Штанько; Харк. нац. ун-т радіоелектрон. - Х. : ХНУРЕ, 2002. - 298 с. 6. Steven G. Rogelberg Handbook of Research Methods in Industrial and Organizational Psychology . London: Routledge–2010.– 450p 7. Gerard P. Hodgkinson, J. Kevin Ford International Review of Industrial and Organizational Psychology London ; Thousand Oaks, California : Sage, 2005. – 525 p. 8. Geiger R.L. Research and Relevant Knowledge. American Research Universities since World War II. N.Y., Oxford, 1999-320p 9. Campbell D.T. and Stanley J.C. (1966). Experimental and Quasi-Experimental Designs for 		

Research, 84 p.

10. Chow S.L. (1992). *Research Methods in Psychology: A Primer*, 320 pp. Calgary: Detselig.

11. Manicas P.T. and Secord P.F. (1983). *Implications for psychology of the new philosophy of science*. American

12. Meehl P.E. (1967). *Theory testing in psychology and in physics: A methodological paradox*. *Philosophy of Science* 34, 103–115.

13. 5. *Journal of Chemical Education*". 6. 10 (1929), 1619. ACS Publications (accessed November 28, 2010).

14. 6. Geiger R.L. *To Advance Knowledge. The Growth of American Research Universities, 1900- 1940*. Fourth printing 2009. Geiger R.L. *Research and Relevant Knowledge. American Research Universities since World War II*. N.Y., Oxford, 1993

GENDER PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 42 hours in class	4 / Elective	Alina Yudina, Lecturer	120 hours (28 h. lectures, 14 h. seminars/practical, 78 h. self-study time)

Course aims:

The aim of the discipline: to acquaint students with the basics of gender psychology; to promote the formation of psychological knowledge, skills, abilities, which are necessary for students in their future professional activities.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
to know:		
1) basic patterns of gender individual development ;	1) lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, the analysis of specific situations (case-study)	1) participation in a discussion, essay (CAS)
2) the features of man and woman socialization and consequences of violation of gender identity, gender behavior;	2) a problem lecture, a debate seminar, a seminar dialogue, the solution of problem situations, work in micro groups;	2) oral answers, solutions of tasks, explanations and solution of tasks, (CAS)
3) characteristics of gender stereotype as a socio-psychological phenomenon; negative consequences of gender stereotypes and their overcoming in socio-therapeutic practice;	3) lecture, "a round table" on the topic of independent search work, a seminar dialogue, a seminar of	3) oral answers to questions, participation in role-playing game (CAS)

<p>4) content and features of gender as socio-psychological phenomenon;</p> <p>5) main directions of research of gender differences, concepts and perspectives of research gender identity;</p> <p>6) basic factors of individual gender socialization;</p> <p>7) methods of research gender aspects of individual and social development;</p> <p>8) will be able to consist personal psychological characteristic taking gender aspects;</p> <p>9) will be able to use effective gender approach in counseling, psycho-prophylactic and psycho-correctional practice.</p>	<p>the solution of situational tasks (case-study),</p> <p>4) game technologies, the presentations, a project work;</p> <p>5) a problem lecture, a debate seminar, a seminar dialogue, a project work;</p> <p>6) a problem lecture, a debate seminar, a seminar dialogue independent work, the presentations, a project work;</p> <p>7) a problem lecture, a debate seminar, presentations, role-playing games, work in micro groups;</p> <p>8) a lecture reflection, a seminar, a debate seminar, a seminar of the solution of situational tasks;</p> <p>9) a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references.</p>	<p>4) participation in a discussion, assessment of the presentation (CAS)</p> <p>5) participation in role-playing game, assessment of the presentation (CAS)</p> <p>6) research project, assessment of the presentation (CAS)</p> <p>7) presentation in small groups, assessment of the presentation mini case presentation (CAS)</p> <p>8) participation in a discussion (seminar, dispute, debate, brainstorming session), mid-term control, tests,</p> <p>9) oral answers, solutions of tasks, mini case presentation.</p> <p>Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of Continuous assessment (100%) 30% Participation in the discussion 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1) Subject, tasks and purpose of gender psychology. 2) History of gender psychology 3) Theories and concepts of gender psychology. 4) Biological aspects of sexual differentiation. Anthropometric measurements of heterosexuality. 5) Concepts and perspectives of gender identity research. 		

- 6) Gender identity of individual. Gender characteristics of individual at different stages of age development.
- 7) General problems of gender socialization.
- 8) Theoretical problems of research of gender stereotypes.
- 9) Gender stereotypes as a socio-psychological phenomenon.
- 10) Psychology of gender relations. Gender differences in communication.
- 11) Gender features of personality's self-actualization.
- 12) Gender features of marital and family relations.
- 13) Gender features of different types of professional activity.

Literature

Compulsory reading

1. Щотка О.В. Гендерна психологія: навчальний посібник. Ніжин, 2019. 358 с.
2. Ильин Е.П. Дифференциальная психофизиология мужчины и женщины / Е.П. Ильин. – СПб.: Питер, 2006. – 544 с.
3. Ильин Е. П. Особенности общения, связанные с полом. Взаимоотношения мужчин и женщин // Пол и гендер / Е. П. Ильин. — СПб. : Питер, 2010. —С. 244-274
4. Ильин Е. П. Мужчины и женщины в семье // Пол и гендер / Е. П. Ильин. — СПб. : Питер, 2010. —С. 356-417
5. Ильин Е. П. Способности мужчин и женщин // Пол и гендер / Е. П. Ильин. — СПб. : Питер, 2010. —С. 188-222.
6. Ильин Е. П. Мода как специфическая форма поведения и пол // Пол и гендер / Е. П. Ильин. — СПб. : Питер, 2010. —С. 290-295.
7. Ткалич М.Г. Гендерна психологія/ Маріана Ткалич. – К.: Академвидав, 2016. – С.7- 41
8. Гендер і сексуальність: хрестоматія / В. Гайденок (ред.). — Суми : Університетська книга, 2009. — С.14-20 с

Recommended reading

1. Бендас Т.В. Гендерная психология. Учеб. пособие. - СПб.: Питер, 2005. - 431с.
2. Введение в гендерные исследования: Учеб. пособие / Под общ. ред. И.В. Костиковой. - М.: Аспект Пресс, 2005. - 255 с.
3. Женщина. Гендер. Культура / Под ред. З.Хоткиной, Н.Пушкаревой, Е. Трофимовой. - М.: МЦГИ, 1999. - 368 с.
4. Мужчина и женщина. Часть 1. Похожие, но разные // Десмонд Моррис // ВВС/
<https://www.youtube.com/watch?v=5PbayLZ3Q7k>
5. Мужчина и женщина. Часть 1. Человеческая сексуальность // Десмонд Моррис // ВВС/
<https://www.youtube.com/watch?v=0bCcKZYZOos>
6. Мужчина и женщина. Часть 3. Секрети стосунків // Десмонд Моррис // ВВС/
<https://www.youtube.com/watch?v=0bCcKZYZOos>
7. Жінка як об'єкт у рекламі/ bbc/ https://www.youtube.com/watch?v=H_f9iC54hdw 5. Мид М. Культура и мир детства / М. Мид. — М. : Наука, 1988. — С.116-135 6. Малюки/
<http://www.tvcok.ru/film/malyishi.html>
8. Wilkinson, S. (1997). Feminist psychology. In D. Fox & I. Prilleltensky (Eds), Critical psychology. An introduction (pp. 247-264). London: Sage Publication

PSYCHOLOGY OF HEALTH				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/14 weeks, 42 hours in class	5 / Elective	Olga Kramar, Lecturer	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)
Course aims: The aim of the discipline is to teach students the basic psychological factors of health and methods of its positive development, theoretical health problems, the unity of the main components of health: spiritual, social, mental and psychological.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) know the history of formation and current state of Health Psychology as a science;		Lecture, seminar, discussion	Participation in the discussion (CAS)	
2) know the definition of health and its components (spiritual, social, mental and psychological);		Lecture, seminar, self-study activity	Participation in the discussion, oral answers to questions (CAS)	
3) know the factors that affect health;		Lecture, lecture-discussion, practical classes, Internet search	Participation in the discussion, essay, test (CAS)	
4) know the psychological aspects of the HIV / AIDS epidemic, drug addiction and alcoholism;		Lecture, lecture-discussion, practical classes, Internet search	Participation in the discussion, essay (CAS)	
5) know the psychological aspects of occupational health;		Lecture, lecture-discussion, practical classes, Internet search	Participation in the discussion, essay (CAS)	
6) know the psychological aspects of aging and longevity;		Lecture, lecture-discussion, practical classes, Internet search	Participation in the discussion, oral answers to questions (CAS)	
7) be able to apply their knowledge in practice;		Problem lecture, discussion	Participation in the discussion, presentation (CAS)	
8) explain the causes of health disorders;		Lecture, seminar Internet search, self-study activities	Participation in the discussion, essay (CAS)	

<p>9) be able to use methods of positive health development;</p> <p>10) be able to assess their health</p>	<p>Lecture, seminar Internet search, self-study activities</p> <p>Problem lecture, discussion</p>	<p>Participation in the discussion, presentation (CAS)</p> <p>Participation in the discussion (CAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Subject, tasks of health psychology as a branch of psychological science 2. Basic ideas about a healthy personality 3. Internal picture of health and general idea of mental health disorders. 4. Psychological protection of the individual 5. Personality and stress. 6. Psychology of personal confidence. 7. Psychology of professional longevity. 8. Professional activity of a psychologist in health psychology 9. Ways to maintain mental health. 10. Formation of a person's value attitude to his health. 11. Psychological bases of primary prevention of addictions. 		
<p style="text-align: center;">Literature Compulsory reading</p> <ol style="list-style-type: none"> 1. .Ананьев В. А. Введение в психологию здоровья: Учеб. пособ. / В.А. Ананьев. -СПб.: Балтийская пед. акад., 2008.- 148 с. 2. Васильева О. С. Психология здоровья человека: эталоны, представления, установки: Учеб. пособ. для студ. высш. уч. Заведений / О. С. Васильева,Ф. Р. Филатов. - М.: Академия, 2010.- 352 с. 3. Галецька І. Психологія здоров'я: теорія і практика / І. Галецька, Т. Сосновський. -Л.: Вид. центр ЛНУ ім. І. Франка, 2006.- 338 с. 4. Загальна теорія здоров'я та здоров'язбереження : колективна монографія / за заг. ред. проф. Ю. Д. Бойчука. – Харків: Вид. Рожко С. Г., 2017. – 488 с 5. Коцан І. Я. Психологія здоров'я людини – Луцьк: РВВ “Вежа” Волин. нац. ун-ту ім. Лесі Українки, 2011.– 316 с. 6. Ложкин Г.В. Психология здоровья человека / Г. В. Ложкин, О. В. Носкова, И. В. Толкунова / Под ред. В. И. Носкова. - Севастополь: Вебер, 2003.- 257 с. 7. Психология здоровья: Учеб. для вузов / Под ред. Г.С. Никифорова. - СПб.: Питер, 2003.- 607 с. 8. Психология здоровья / [Г. С. Никифоров, В. А. Ананьев, И. Н. Гуревич и др.]; под ред. Г. С. Никифорова. - СПб.: Изд-во С.-Петербур. ун-та, 2008.- 504 с. 9. Психосоматика: взаємозв'язок психики и здоровья. Хрестоматія / Сост. К. В. Сельченко.- М.: АСТ; Мн.: Харвест, 2001.- 604 с. 10.Ржевська-Штефан З.О. Психологія здоров'я: навч.-метод. посібник / З.О. Ржевська-Штефан. – Кіровоград: «Імекс ЛТД», 2010. – с. 134. <p style="text-align: center;">Recommended reading</p>		

11. Амосов М. М. Характеристики здоров'я / М.М. Амосов. - К.: ДСГ, 2005.- 120 с
12. Ананьев В.А. Практикум по психологии здоровья. Методическое пособие по первичной специфической и неспецифической профилактике / В.А. Ананьев. -СПб.: Речь, 2010. - 320с.
13. Бондаренко А. Ф. Психологическая помощь: теория и практика / А.Ф. Бондаренко. - М.: Изд-во Ин-та психотерапии, 2008. - 368 с.
14. Гурвич И. Н. Социальная психология здоров'я / И.Н. Гурвич. - СПб.: Изд-во С.-Петербург. ун-та, 1999.- 1021 с.
15. Корнієнко О. В. Підтримання психосоматичного здоров'я практично здорових людей: Навч. посіб. / О.В. Корнієнко. - К.: Вид. центр "Київський університет", 2009
16. Лісова О. С. Проективний метод психодіагностики "внутрішньої картини здоров'я" // Соціальна робота в Україні: теорія і практика: Посіб. для підвищення кваліфікації психологів центрів соціальних служб для молоді. - 5-та ч. / За ред. А. Я.Ходорчук. - К.: ДЦССЛЬ, 2003.- С. 137-141.
17. Максименко С. Д. Генезис существования личности / С.Д. Максименко - К.: Изд-во ООО "КММ", 2006. - 240 с.
18. Психологические методы обретения здоровья: Хрестоматия / Сост. К. В.Сельченко. - М.: АСТ, 2010.- 720 с.
19. Психосоматика: взаимосвязь психики и здоровья: Хрестоматия / Сост. К. В.Сельченко. - М.: АСТ, 2001; 2008.- 604.
20. Титаренко Т. М. Життєвий світ особистості: у межах і за межами буденності / Т.М. Титаренко. - К.: Либідь, 2013.- 376 с.
21. Taylor Shirley E. Health psychology. McGraw-Hill Edition, 2018. 465 p.

POLITICAL PSYCHOLOGY AND ETHNOPSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5/14 weeks, 56 hours in class	6,5 / Elective	Liubov Boiko, Associate Professor	195 hours (28 h. lectures, 28 h. seminars/practical, 139 h. self-study time)
Course aims: The aim of teaching the discipline is to provide students with systematic knowledge of the general patterns of mental phenomena, the peculiarities of their manifestations in the political dimension and equipping students with skills necessary for practical work in psychological political consulting, as well as research in political psychology.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1. Analyze and explain mental phenomena, identify mental problems and suggest ways to solve them.		Lecture, problem lecture, seminar, discussion on the materials of the lecture and studied literature	Participation in discussion, test, participation in role play (CAS)	

<p>2. Search for information from various sources, etc. including the use of information and communication technologies to solve professional problems;</p> <p>3. To substantiate one's own position, to draw conclusions based on the results of one's own research and analysis of literary sources;</p> <p>4. To formulate an opinion logically, accessible, to discuss, to defend one's own position, to modify utterances according to the cultural peculiarities of the interlocutor;</p> <p>5. Interact, communicate, be clear, be tolerant of people with other cultural or gender differences;</p> <p>6. Take a responsible approach to professional self-improvement, training and self-development</p>	<p>sources, seminar-dialogue, problem solving, analysis of specific situations (case-study) work in microgroups presentations, project work, Internet search, role (business) games</p>	<p>Participation in discussion, solution of professional situations, group task (project work in small groups), (CAS)</p> <p>Participation in discussion, solution of professional situations, group task (project work in small groups), (CAS)</p> <p>Participation in discussion, solution of professional situations, participation in role play (CAS)</p> <p>Participation in discussion, solution of professional situations, participation in role play (CAS)</p> <p>Participation in discussion, solution of professional situations, participation in role play (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 20% Participation in the discussion
- 20% Participation in the role play
- 20% Project work in small groups
- 20% Tests (multiple choice, computer)
- 20% Case study presentation

Contents

Thematic structure of the course:

1. Ethnopsychology. Basic tasks and functions.
2. Socialization, inculturation and acculturation.
3. Interethnic conflicts. Reasons, solutions.
4. Political psychology as a branch of psychological science
5. Methods of political and psychological research
6. The main categories of political and psychological analysis.
7. Psychological aspects of political socialization and political leadership.

8. The personality of a political leader
9. Psychology of the electorate
10. Psychology of small and large groups in politics
11. Psychotechnologies of election campaigns

Literature

Compulsory reading

1. Головатий М.Ф. Політична психологія: підручник/ М.Ф. Головатий – [2-ге видання.] – К.: ЦНЛ, 2012. – 400 с.
2. Ольшанский Д.В. Политическая психология / Д.В. Ольшанский. – СПб.: Питер, 2008. – 240 с.
3. Крысько В.Г. Этническая психология: учебное пособие / В.Г. Крысько. – М.: МОДЭК, 2012. – 240 с.
4. Янів В. Нариси до історії української етнопсихології – К.: Знання, 2011. – 341 с.

Recommended reading

5. Гозман Л.Я. Политическая психология / Л.Я. Гозман, Е.Б. Шестопап. – Р н/Д.: Феникс, 2006. – 220 с.
6. Дилигентский Г. Социально-политическая психология / Г. Дилигентский. – М.: Новая школа, 2006. – 180 с.
7. Иванов В. Политическая психология/ В. Иванов. – М.: Наука, 2000. – 210 с
8. Одайник В. Психология политики / В. Одайник. – СПб.: Питер, 2006. – 210 с.
9. Ольшанский Д.В. Политическая психология / Д.В. Ольшанский. – СПб.: Питер, 2012. – 240 с.
10. Юрьев.А.И. Введение в политическую психологию / А.И. Юрьев. –СПб: Питер, 2012. – 140 с.
11. Авторханов А. Технология власти / А. Авторханов. – М.: Наука, 2000. – 148 с.
12. Каверин С.Б. Потребности власти / С.Б. Каверин. – М.: Наука, 2001. – 132 с.
13. Крамник В.В. Социально-психологический механизм политической власти/ В.В. Крамник. – Л.: Панорама, 2007. – 98 с.
14. Халипов В.Ф. Введение в науку о власти / В.Ф. Халипов. – М.: Наука, 2013. – 170 с.
15. Хекхаузен Х. Мотивация и деятельность: В 2 т. / Х. Хекхаузен. – М. Наука, 2006. – 164 с.
16. Юрьев А.И. Психология власти / А.И. Юрьев. – СПб.: Питер, 2005. – 198 с
17. Петерский С.В. Введение в социальную работу. – М. 2000. – 260 с.
18. Технологии социальной работы: Учебник для студ. вузов, обуч. по направлению и спец. «Социал. работа» /Т.В. Шеляг, П.Д. Павленюк, В.Ц. Худовердян и др.; Под. Общ. Ред. Е.И. Холостовой – М: ИНФРА – М, 2003. – 400 с.
19. Martha L. Cottam, Elena Mastors, Thomas Preston, Beth Dietz Introduction to political psychology. Psychology Press, 2010.
20. Margaret G. Hermann. [Advances in Political Psychology. Elsevier, 2004 - 171 p.](#)
21. Linda E. Shepherd. Political psychology. Barbara Budrich, 2006 - 168 p.
22. Sharyl Attkisson. The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote, 2017.

PSYCHOLOGY OF CREATIVITY AND TALENT				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5/14 weeks, 42 hours in class	6.5 / Elective	Iryna Oliinyk, Ph.D. (Candidate of Science), Associate Professor	195 hours (28 h. lectures, 14 h. seminars/practical, 153 h. self-study time)
<p>Course aims: The purpose of teaching the discipline is to provide students with systematic knowledge about the psychological patterns of the creative process and the peculiarities of the creative personality, the development of skills and abilities of methods of activating creative thinking.</p>				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1. know the basic scientific and methodological approaches to the problems of creativity in psychology.		Lecture, problem lecture	Participation in practical classes, independent work (CAS)	
2. know the general psychological patterns of structure, regulation and development of creative activity		Lecture, mini lecture, discussion	Participation in the discussion of theoretical issues, independent work, answers (oral) (CAS)	
3. to master modern methods of research and practical work in the field of psychology of creativity.		Lectures, master classes, webinars	Participation in the discussion, execution of individual task (CAS)	
4. practically apply methods of activating creative activity		Lectures, mini lectures, round table	Performing a creative task (CAS)	
5. use psychodiagnostic and corrective methods with gifted children		Lecture, round table	Participation in the discussion, participation in practical classes, per small group presentation (CAS)	
6. to realize creativity in themselves and be able to realize their own creative potential.		Lecture, master class, webinar	Performing individual task (CAS)	

Assessment**Final grade (final assessment) as a result of 100% continuous assessment:**

- 30% Participation in the discussion
- 20% Answers (oral)
- 30% Creative (individual) task
- 20% Presentation (oral, multimedia)

Contents**Thematic structure of the course:**

1. Definition of creativity.
2. Basic theories of creativity.
3. The concept of reduction of creativity to intelligence. The concept of creativity ..
4. Development of creative abilities.
5. Problems of giftedness research
6. Practical diagnosis of creativity.
7. Psychological features of the artist's personality. Psychological and acmeological approach to the study of creative personality. Age dynamics of creative activity.
8. Life strategies of creative personality
9. Psychological mechanisms of the creative process. The problem of the ratio of the creative process and the creative product.
10. Intuition in the creative process. The role of creative imagination in the creative process
11. Psychological features of artistic talent.
12. Technologies of creative thinking. Methods of art therapy. TRIZ method.

Literature**Compulsory reading**

1. Роменець В. А. Психологія творчості: Навч. посібник. 2-ге вид., - К.: Либідь, 2011.
2. Богоявленская Д.Б. Психология творческих способностей: Учеб. Пособие для студ. высш. учеб. заведений. – М.: Издательский центр «Академия», 2012.
3. Гройсман А.Л. Основы психологии художественного творчества: Учебное пособие. – М., «Когито-Центр», 2003
4. Карпенко В.А. Психологія творчості: навчальний посібник. Львів, 2016. 156 с.
5. Психология одаренности: от теории к практике \ под ред. Д.В. Ушакова. М.: ИП РАН, 2010.
6. Психология одаренности детей и подростков: Учеб. пособие для студ. высш. и сред. пед. учеб. заведений / Ю.Д. Бабаева, Н.С.Лейтес, Т.М.Марютина и др.; Под ред. Н.С. Лейтеса.. – М.: Издательский центр «Академия», 2010.
7. Явланська С.П. Психологія творчості: навчальний посібник. Полтава, 2014. 180 с.

Recommended reading

1. Бодалев А.А., Руткевич Л.А. Как становятся великими и выдающимися? – М.: Изд-во Института психиатрии, 2003
2. Клепиков О. И., Кучерявий І. П., Основы творчості особи . – К.: Вища шк., 1996.
3. Пономарев Я.А. Психология творчества и педагогика. – М.: «Педагогика», 1976.
4. Просецкий П. А., Семиченко В. А. Психология творчества: Учебное пособие. – М.: Издательство «Прометей», 1989.
5. Ротенберг В.С. Психофизиологические аспекты изучения творчества. – Л., Наука, 1982
6. Amabile, T. M. (1983). The social psychology of creativity. New York: Springer-Verlag.
7. Albert, R. S. (1996). Some reasons why childhood creativity often fails to make it past puberty into the real world. New Directions for Child Development, 72, 43–56.
8. Erickson, J. G. (1977). A study of the verbal productive humor of preschool children. Dissertation Abstracts International, 38(10-A), 5999. (UMI No. 7803984).
9. Ali-el-din, M. T. (1978). Torrance indicators of creative thinking: A developmental study

(Doctoral dissertation, University of Georgia, 1978), Dissertation Abstracts International, 1979, 39 (7-a), 4129 (University Microfilms No. 70-10, 151).
 10. Ali-el-din, M. T. (1982). Humor production of highly creative children. Gifted Education International, 1, 129–134.

PSYCHOLOGY OF PERSONALITY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/11 weeks, 54 hours in class	6 / Elective	Viktorii Bykova, Ph.D. (Candidate of Science), Associate Professor	180 hours (32 h. lectures, 22 h. seminars/practical, 126 h. self-study time)

Course aims: to form a system of knowledge about the specifics and content of theories of personality in different psychological approaches, features of the modern metasystemic approach to understanding the phenomena of personality in psychology.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) know the main directions in the theory of personality; 2) know the content and issues of approaches to human nature in various psychological theories of personality; 3) know the basic criteria of approaches in the psychology of personality; 4) know the ideas about the structure of personality in different theories of personality; 5) know the development trends and issues of the current state of the study of personality psychology; 6) know the content and issues of studying self-awareness, self-reflection and self-presentation of personality; 7) know the basic concepts of personality in communication, activity and in all spheres of its existence; 8) know the problematic of psychological safety, personal health and psychological	1. storytelling; 2. "open-ended discussion"; 3. debriefing; 4. interactive discussions; 5. Psychotechnical exercises, 6. Intellectual games, business and role games, 7. Paired and group types of work, 8. presentations, 9. discussions, 10. solution of situational, socio-pedagogical problems, trainings, 11. project work using Internet resources, 12. testing; 13. conversation; 14. oral examination; 15. written survey; 16. control work; 17. certification;	1) Participation in the discussion (CAS) 2) Participation in the role play, test (CAS) 3) Case study presentation, test (CAS) 4) Presentation (CAS) 5) Participation in the discussion, participation in the role play, test (CAS) 6) Peer small group presentation (CAS) 7) solution of situational, socio-pedagogical problems, trainings (CAS) 8) Intellectual games, business

<p>assistance.</p> <p>9) to formulate and substantiate their own position on human nature, taking into account the experience of world and modern psychology of personality; 10) distinguish concepts and approaches to the structure of personality in different psychological areas;</p> <p>11) to determine the specifics of the manifestations of personalities in the context of its existence and co-existence;</p> <p>12) to determine the signs of a healthy personality and the factors of psychological health of the individual.</p>	<p>18. colloquium; 19. offset; 20. exam; 21. Rector's control work</p>	<p>and role games (CAS) 9) Paired and group types of work, presentations, (CAS) 10) discussions, solution of situational, socio-pedagogical problems, trainings, (CAS) 11) presentations, discussions, solution of situational, socio-pedagogical problems, trainings 12) presentations, discussions, solution of situational, socio-pedagogical problems, trainings</p>
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Assessment

100% Final assessment as a result of Continuous assessment (100%)

- 20% Test (multiple choice, computer)
- 20% Solving cases
- 20% Answers (oral)
- 20% Essays
- 20% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

1. Introduction to the psychology of personality
2. Freudianism, neo-Freudianism, ego-psychology and related areas in the theory of personality
3. Dispositional, behavioral, socio-cognitive and cognitive directions in the theory of personality
4. Humanistic, phenomenological and trans personal directions in the theory of personality
5. The modern goal is a systematic approach to understanding personality in psychology. Personality in the context of its existence and existence.
6. Self-awareness, self-reflection, self-presentation of personality. Personality and communication.
7. Personality in the professional. family and extreme situations. Psychological security and psychological assistance of the individual.

Literature

Compulsory reading

1. Ліфарева Н.В. Психологія особистості: навчальний посібник / Н.В.Ліфарева. – К.: ЦНЛ, 2013. – 240 с.
2. Бикова В.О. Сутність, структура та діагностика рівня сформованості конкурентоздатності майбутнього фахівця: навчально-методичний посібник /

- В.О. Бикова. – Дніпропетровськ: Дніпропетровський університет імені Альфреда Нобеля, 2012. – 88 с.
3. Варій М.Й. Психологія особистості : навч. посіб. / М.Й.Варій. – К. :Центр учбової літератури, 2008. – 592 с.
4. Ермаков П.Н. Психология личности. Учебное пособие / под ред. П.Н. Ермакова, В.А. Лабунской. – М.: ЭКСМО, 2015. – 653с.
5. Ананьев Б.Г. Человек как предмет познания. – СПб.: Питер, 2011. – 280 с.
6. Москалец В.П. Психологія особистості : навч. посіб. / В.П.Москалец – К. : Центр учбової літератури, 2013. – 262 с.
7. Мельничук О.Б. Психологія особистості: хрестоматія: навч. посіб./ О.Б.Мельничук, Р.Ф. Пасічняк, Л.М. Вольнова та ін. – К.: НПУ імені М.П. Драгоманова, 2009. – 532 с.
8. Немов Р.С. Психология: учебное пособие: в 3-х кн.– М.: ВЛАДОС, 2006. – Кн.1: Общие основы психологии. – 2006. – 687 с.

Recommended reading

1. 8. Хьелл Л. Теории личности / Л. Хьелл, Д. Зиглер. – [3-е изд.] – СПб.: Питер Пресс, 1997. – 606 с.
2. 4. Асмолов А.Г. Психология личности / А.Г.Асмолов. – М.: МГУ, 1990. – 437 с.
3. Адлер А. Понять природу человека/ А. Адлер.. – М.: Наука, 1997. – 379 с.
4. Ассаджоли Р. Психосинтез / Р. Ассаджоли. – М.: Прогресс, 1997. – 316 с.
5. Берн Э. Игры, в которые играют люди. Люди, которые играют в игры / Э. Берн. – Екатеринбург: Литур, 2001. – 572 с.
6. Берн Э. Введение в психиатрию и психоанализ для непосвященных. – СПб.: Питер, 1995. – 427 с.
7. Бернс Р. Я-концепция и воспитание / Р. Бернс. – М.: Наука, 1997. – 303 с.
8. Божович Л.И. Избранные психологические труды / Л.И. Божович. – М.: Наука, 1995. – 204 с.
9. Братусь Б.С. Психологические аспекты нравственного развития личности / Б.С. Братусь. – М.: Прогресс, 1997. – 289 с.
- 10.Кон И.С. В поисках себя / И.С. Кон. – М.: Наука, 1995. – 367 с.
- 11.Леонград К. Акцентуированные личности / К. Леонград. – М.: МГУ, 1985. – 374 с.
- 12.Леонтьев А.Н. Деятельность. Сознание. Личность / А.Н. Леонтьев. – М.: Наука, 1977. – 182 с.
- 13.Маслоу А. Психология бытия / А. Маслоу. – М.: МГУ, 1997. – 300 с.
- 14.Наранхо К. Гештальттерапия / К. Наранхо. – Воронеж: МОДЭК, 1995. – 319 с.
- 15.Перлз Ф. Опыт психологии самопознания / Ф. Перлз. – М.: Наука, 1993. – 239 с.
- 16.Психология личности. Тексты. – М.: Прогресс, 1982. – 345 с.
- 17.Роджерс К. Клиентоцентрированная терапия / К. Роджерс. – М.: МГУ, 1997. – 417 с.
- 18.Стреляу Я. Роль темперамента в психологическом развитии / Я. Стреляу. – М.: Прогресс, 1992. – 289 с.
- 19.Франкл В. Человек в поисках смысла / В. Франкл. – М.: Наука, 1990. – 366 с.
- 20.Фрейд З. Введение в психоанализ: Лекции / З. Фрейд. – СПб.: Питер, 2008, 2012. – 384 с.
- 21.Фрейд З. Психология бессознательного / З. Фрейд. – СПб.: Питер, 2012. – 608 с.
- 22.Фромм Э. Психоанализ и этика / Э. Фромм. – М.: Наука, 1993. – 414 с.
- 23.Фромм Э. Бегство от свободы / Э. Фромм. – М.: Прогресс, 1990. – 267 с.
- 24.Хорни К. Невротическая личность нашего времени. Самоанализ. / К. Хорни – М.: Наука, 1993. – 478 с.
- 25.Эриксон Э. Детство и общество / Э. Эриксон. – СПб.: Питер, 1996. – 588 с.
- 26.Юнг К.Г. Психологические типы / К.Г. Юнг. – М.: МГУ, 1996. – 714 с.
- 27.Юнг К.Г. Аналитическая психология / К.Г. Юнг. – М.: МГУ, 1995. – 219 с.
- 28.Ялом И. Экзистенциальная психотерапия / И. Ялом. – М.: ЭКСМО, 2007. – 517 с.

29. Maslow A. H. Motivation and Personality / Abraham Maslow. – N.-Y., Harper and Brothers, 1954. – 411 p.
 30. Rosenberg M. Society and the adolescent self-image / Morris Rosenberg. Princeton, NJ: Princeton University Press., 1965. – 326 p.

PSYCHOLOGY OF CRISIS AND EXTREME SITUATIONS. SOCIAL AND PSYCHOLOGICAL ASSISTANCE TO MILITARY PERSONNEL AND THEIR FAMILIES

Language of teaching	Semester/ Duration	ECTScredits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 70hours in class	6 / Elective	Tetiana Yermolaieva, Senior Lecturer	180 hours (42 h. lectures, 28 h. seminars/practical, 110h. self-study time)

Course aims:

The aim of the discipline: to form in students a set of basic concepts and skills to determine the need for psychological assistance, assess the scope of this assistance, determine the direction and conditions of its provision, forces and means necessary to prevent harm to humans in connection with it is located, and minimize the consequences of harm, to form basic skills of psychotherapeutic way of thinking and working with traumatized people.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) effectively solve quite complex practical problems in the organization of psychological activities in professional fields, where there is an increased risk of extreme and crisis situations, as well as with people affected by extremes.	Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue, problem-solving, seminar-solution of situational problems analysis of specific situations (case-study)	Participation in discussions (seminars, debates, brainstorming, etc.), essays (CAS)
2) to have techniques and methods of managing the motivation of a person who found himself in emergency conditions, methods of regulation of mental states, methods of psychocorrection and psychotherapy of the negative consequences of traumatic effects of extreme situations.	Seminar-dialogue, problem-solving, work in microgroups, seminar-solution of situational problems analysis of specific situations (case-study),	Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation

<p>3) to develop strategies for psychological support of professional activity of specialists working in extreme conditions. independently carry out psychodiagnostics of crisis states;</p>	<p>presentations, project work, Internet search</p> <p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests</p>	<p>evaluation (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p>
<p>4) analyze the data obtained and develop a strategy for psychotherapeutic work with people who are unable to solve existential problems;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play (business game), evaluation of the presentation (CAS)</p>
<p>5) to carry out psychotherapeutic work;</p>	<p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests, Simulation methods, presentations, project work, Internet search, Seminar-solution of situational problems (case-study),</p>	<p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p>
<p>6) use psychotherapeutic techniques and techniques aimed at influencing consciousness and behavior;</p>	<p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests</p>	<p>Research project, evaluation of the presentation (individual presentation) (CAS)</p>
<p>7) collect and interpret information and choose methods and tools for solving professional tasks of psychological assistance and correctional and developmental work</p>	<p>Independent work, presentations, project work, Internet search.</p>	<p>Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of</p>

		student reports (CAS)
Assessment 100% Final assessment as a result of Continuous assessment (100%) 10% Participation in a discussion) 20% Presentation (oral, multimedia) 30% Individual tasks (research project) 40% Mid-term control (reports, essays)		
Contents		
Thematic structure of the course: MODULE 1. THEORETICAL FUNDAMENTALS OF PSYCHOLOGY OF CRISIS AND EXTREME STATES 1. Introduction to the psychology of crisis and extreme conditions 2. Crisis situations 3. Psychology and psychophysiology of stress 4. Trauma and consequences of trauma MODULE 2. FEATURES OF PSYCHOTHERAPEUTIC AND PSYCHO CORRECTIONAL WORK WITH MILITARY SERVANTS AND MEMBERS OF THEIR FAMILIES 5. Psychological features of servicemen participating in hostilities 6. Diagnosis of the consequences of participation in hostilities 7. Principles, tasks and stages of psychological rehabilitation of servicemen and veterans of hostilities		
Literature		
Compulsory reading		
1. Александровский Ю., Лобастов О., Спивак И. и др. Психогении в экстремальных ситуациях. – М., 1991 2. Василюк Ф.Е. Психология переживания. М.: МГУ, 1984 3. Водопьянова И. Синдром выгорания. – М., 2005 4. Корекційна робота психолога // упоряд. О. Главник. – К.: Шкільний світ, 2002. – 112 с. 5. Моховиков А. Н., Дыхне Е. А. Кризисы и травмы. - М. - 2007 6. Попова Р.Р. Психологическая помощь в кризисных и чрезвычайных ситуациях: Учебное пособие. – Казань: Издательство Казанского ун-та, 2013. 7. Психология экстремальных ситуаций: Хрестоматия / сост. А.Е. Сельченко/. – М.: АСТ, Мн.: Харвест. – 2002. – 480 с. 8. Титаренко Т.М. Життєві кризи: технології консультування. Перша частина. – К.: Главник, 2007. – 144 с. 9. Титаренко Т.М. Життєві кризи: технології консультування. Друга частина. – К.: Главник, 2007. – 176 с. 10. Яценко Т.С. Основи глибинної психокорекції: феноменологія, теорія і практика: Навч. Посібник. – К.: 2006. – 254 с. 11. Урсула Виртц Йогр Цобели Жажда смысла. Человек в экстремальных ситуациях. Пределы психотерапии. Серия «Современная психотерапия. - М: Когито-Центр, 2015. - 169 с. 12. Ван дер Харт. Призраки прошлого. Структурная диссоциация и терапия последствий хронической психической травмы. - М.: Когито-Центр, 2013. — 496 с.		
Recommended reading		
1. Короленко Ц.П. Психология человека в экстремальных условиях. – Л.: Наука, 1978.		

2. Лоренсо Луис Алексис. Психологічні основи міжнародних реабілітаційних програм для потерпілих від крупномасштабних критичних інцидентів // автореф. дисс. на здобуття наукового ступеня канд. психол. наук. – Харків, 2000
3. Луппо С. Е. Стратегії подолання психічної травми // Соціальна психологія. – Київ: Український центр політичного менеджменту, 2004. - № 5 (7), с.25-35.
4. Луппо С.Є. Методи психологічного консультування та психотерапії посттравматичних станів. // Сучасні напрямки психологічного консультування в системі освіти. – Збірник матеріалів конференції. – Київ: КМПУВ ім. Б. Грінченка, 2001.
5. Тарабрина Н.В. Практикум по психологии посттравматического стресса. – СПб: Питер, М.- Харьков- Минск, 2001. – 27
6. Устінова Т., Глазкова А., Донець Ю. Батьки повертаються з війни: Розповідь про сімейне відновлення. – К.: 2020. – 64 с.
7. Hunger Nach Sinn. Menschen in Grenzsituationen. Grenzen der Psychotherapie. Wirtz Ursula, Zöbeli Jürg, 1995.

ENVIRONMENTAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 28 hours in class	3 / Elective	Ivan Batrachenko, Doctor of Science, Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
Course aims:				
The aim of the discipline: to form an idea of the nature of the impact of different types of natural and artificial environment on the functioning and development of the mental, as well as the impact of the mental on the transformation of the environment; to highlight the patterns of interaction of natural and artificial components in the process of cultural and historical development of the human psyche; show the significant role of environmental factors in the emergence of psychopathologies and reveal the possibilities of using plants, animals and natural landscapes for psychotherapeutic purposes; to form elementary ecopsychotherapeutic and ecopsychopedagogical skills and abilities of future psychologists.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) know the basic concepts and objectives of environmental psychology. key trends and directions of development of ecological psychology and sphere of practical application of ecopsychological laws;		Lecture, seminar, discussion on the materials of the lecture and the studied literature sources		Participation in the discussion, oral answers to questions (CAS)
2) understand the structure of ecological consciousness and the factors influencing its formation, individual and age characteristics of the formation and adjustment of ecological		Lecture-discussion, seminar, work in small groups,		Oral answers, case study (case study presentation), presentation

consciousness;		evaluation (CAS)
3) understand the features of environmental human behavior in different situations and mechanisms for managing such behavior, assess it in terms of the consequences of such activities for the environment;	Student reports - individual and in groups, presentations, project work, Internet search	Individual work, oral answers to questions, (case study presentation (CAS)
4) apply knowledge of psychological patterns of ecological consciousness and human behavior to analyze specific eco-social situations and problems;	case-study	Oral answers to questions, problem solving (problem situations), (CAS)
5) provide psychological assistance in preventing and overcoming environmental crises.	role play, situational training	problem solving (problem situations), (CAS)
6) use plants, animals and natural landscapes for psychotherapeutic and psychopedagogical purposes;	Independent work, Case study in small groups, presentations, Internet search	Oral answers to questions, problem solving (problem situations)
7) to form demand for eco-goods, ecological services, eco-psychotherapy and commitment to eco-rational ways of life	project work, Internet search	project evaluation and presentations (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 10% Participation in the discussion
- 10% Participation in the role play
- 20% Case study presentation
- 25% Mid-term control (computational exercises, mini case)
- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 10% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

1. Subject, tasks, history and prospects of ecopsychology
2. Psychological features of the impact on the psyche of different types of man-made and natural environment
3. Mental as a factor in the formation of the environment, biosphere and geosphere in the psychozoic era
4. Mental factor as a change in human nature: a transhumanist dilemma
5. The main features of eco-conserving and eco-destructive consciousness and behavior
6. Status and prospects of eco psychopedagogy
7. Status and prospects of eco psychotherapy
8. Status and prospects of development of eco-business psychology and eco-political psychology

Literature

Compulsory reading

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ORGANIZATION OF ACTIVITY OF PSYCHOLOGICAL SERVICES				
Language of teaching	Semester/ Duration	ECTS credits / Type of course	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 42hours in class	5 / Elective	Tetiana Yermolaieva, Senior Lecturer	150 hours (28h. lectures, 14h. seminars/practical, 108h. self-study time)
Course aims: The aim the discipline is to promote the formation of professional competence of future psychologists by familiarizing themselves with the specifics of the organization of psychological services as the main link in maintaining the mental health of citizens of Ukraine				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) know the basic concepts of the discipline; modern idea of the subject of psychological service;		Lectures, practical classes with the use of information technology: Explanatory - illustrative methods. Interactive methods: micro-teaching, inversions, empathy, incident. Solving psychological problems.	Answers (oral), participation in a discussion (CAS)	
2) know the provisions of the psychological service in Ukraine;			Answers (oral), participation in a discussion (CAS)	
3) to know about the accumulated experience of psychological service both in Ukraine and abroad; the state of development and current trends in psychological services of various social institutions			Answers (oral), participation in a discussion (CAS)	
4) know the structure and content of the psychological service in various fields;			Answers (oral), participation in a discussion (CAS)	
5) know the main directions of practical activities of a psychologist within the psychological service;			Answers (oral), participation in a discussion (CAS)	
6) know the methods of diagnosis and correction of psychological problems.			Practical tasks, solving problems (CAS)	
7) apply the acquired knowledge and skills for the possibility of independent psychological activity;			Discussion, solving problems (CAS)	
8) use modern methods and forms of organization of psychological practice;			Creative individual task (CAS)	
9) professionally plan their work in the			Creative individual	

<p>psychological service;</p> <p>10) interact with all substructures of the psychological service.</p> <p>11) directions and types of professional activity of a practical psychologist;</p> <p>12) requirements for the personality and professional activity of a practical psychologist.</p> <p>Learning outcomes 1-5</p> <p>Learning outcomes 6-10</p>		<p>task (CAS)</p> <p>Participation in a discussion, solving problems (CAS)</p> <p>Answers (oral), participation in a discussion (CAS)</p> <p>Answers (oral), participation in a discussion (CAS)</p> <p>Mid-term control: modular test tasks (CAS)</p> <p>Mid-term control: Creative individual tasks presentation (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Participation in the discussion, role play
- 15% Solving problems
- 25% Creative individual task presentation
- 25% Mid-term control (test, task)
- 15% Answers (oral)
- 15% Presentation (oral, multimedia)

Contents

- Module I. General issues of development and formation of psychological services
1. Psychological service as a social phenomenon. History of development of psychological services in Ukraine
 2. National system of social and psychological services of Ukraine and foreign countries
- Module II. The main areas of psychological service
3. Organization and content of psychological services in the education system
 4. The system of psychological support for the activities of the State Border Guard Service
 5. The system of psychological support for the activities of the State Emergency Service
 6. Service of psychological support of activity of divisions of internal affairs
 7. Psychological support service in health care facilities
 8. Psychological service in the organization. Work with staff.

Literature

Compulsory reading

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Recommended reading

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ENGINEERING PSYCHOLOGY AND LABOR PSYCHOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5/14 weeks, 56 hours in class/	6,5 / Elective	Viktoriiia Bykova, Ph.D. (Candidate of Science), Associate Professor	195 hours (48 hours lectures, 48 h. seminars/practical, 139 self-study time)
Course aims: The course is geared towards helping students study the role familiarization with the basic psychological concepts of employment, forming an overview of the main methods of psychology of work, forming initial skills reflect his own future work, the formation of students' knowledge about the peculiarities of the exchange of information in human-machine systems.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continous assessment CAS, final assessment FAS)	
1) Professionally influence the level of development of the professional and personal sphere of the individual;		Lecture, seminars, discussion	Participation in the discussion (CAS)	
2) analyze work activity and career;		Practical classes, self-study activity	Peer small group presentation, Report (CAS)	
3) choose methods of psychological research work;		Lecture, Debate	Report (CAS)	
4) carry out psychological study of professional activity operator;		Practical classes	Practical skills assessment, test (CAS)	
5) determine operator's professional skills;		Panel discussion, Case study in small groups	Participation in the discussion, Peer small group presentation (CAS)	
6) conduct engineering expert psychological assessment equipment;		Practical classes, Individual presentation, Mini cases, Small group presentation	Practical skills assessment, Presentation assessment (individual presentation assessment) (CAS)	
7) carry out studies of the functional state of the operator;		Case study in small groups	Peer small group presentation (CAS)	
Learning outcomes 1-7			Final assessment (FAS)	
Assessment 100% Final assessment as a result of Continuous assessment (100%)				

20% Discussion
20% Test (multiple choice, computer)
20% Report
20% Presentation (oral, multimedia)
20% Mid-term control (computer multiple choice tests, mini case)

Contents

Thematic structure of the course:

- 1) General terms of labor psychology peculiarities
- 2) Cultural and historical foundations of psychological knowledge on labor
- 3) Labor as a socio-psychological reality
- 4) The issue of profession choice
- 5) Human's development in Professional life.
- 6) Stresses and conflicts in professional activity.
- 7) Basics of Professional Education.
- 8) Basics of Professional self-determination.
- 9) Psychological aspects of labor organization and personal development
- 10) Introduction into Engineering Psychology
- 11) Patterns of information exchange in human's system.
- 12) Physiological characteristics of adoption phase information
- 13) Psycho physiological characteristics stage of processing, storage, and operator decision
- 14) Organization of control movements of the operator in Human Machine
- 15) Factors affecting the results of professional activity of operator.
- 16) Means of reliability in service
- 17) Errors in the operator causes and analysis
- 18) Human interaction with the computer. Psychological requirements for interface applications and databases Interface as a means of interaction between man and computer.

Literature

Compulsory reading

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Recommended reading

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6. Schultz, Duane P. Schultz, Sydney Ellen (2010). Psychology and work today : an introduction to industrial and organizational psychology (10th ed.). Upper Saddle River, N.J.: Prentice Hall. p. 384. ISBN 978-0205683581.

7. James, Jeremy; Houser; Leslie; Decker; Stergioub, Nicholas (2008), Steppin over the obstacles of different heights and varued shoe traction alter the kinetic strategy and leading limb., p. 1847

THE WORK OF A PSYCHOLOGIST WITH DIFFERENT AGE GROUPS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5/14 weeks, 42 hours in class	6,5 / Elective	Nataliia Hrysenko, Ph.D. (Candidate of Science), Associate Professor	195 hours (28 h. lectures, 14 h. seminars/practical, 153 h. self-study time)

Course aims:

The aim of the course is to acquaint students with the peculiarities of the psychologist's work with clients from different age groups, taking into account the patterns of development of the human psyche at different ages and understanding the specifics of the process of psychological counseling and mechanisms of personality development within psychotherapeutic influence.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
At the end of the course students will be able to:		
1) to analyze and explain mental phenomena, identify psychological problems and suggest ways to solve them	Lecture, seminar, self-study activities	Test (CAS)
2) to compile and implement a program of psychoprophylactic and educational activities, psychological assistance measures in the form of lectures, talks, round tables, games, trainings, etc., according to the request.	Practical classes, Guided self-study activities	Participation in the discussion, essay, presentation (CAS)
3) to use psychotherapeutic techniques and techniques of targeted influence on consciousness and behavior.	Interactive lecture, Problem lecture, discussion	Presentation, essay (CAS)
4) to apply innovative approaches to solve professional tasks of psychodiagnostics and psychological counseling; find appropriate solutions with a clear definition and use of psycho-correctional and developmental	Practical classes, Guided self-study activities	Participation in the discussion, essay, presentation (CAS)

<p>methods and techniques</p> <p>5) to use methods of psychological diagnosis in the process of assessing the problems, needs, specific features and resources of clients.</p> <p>6) to know, understand and adhere to the ethical principles of professional activity of a psychologist</p> <p>Learning outcomes 1-3; 4-6</p>	<p>Lecture, seminar, self-study activities</p> <p>Practical classes, Guided self-study activities</p>	<p>Test (CAS)</p> <p>Presentation, essay (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>10% Participation in the discussion</p> <p>20% Essay</p> <p>20% Case study presentation</p> <p>25% Mid-term control (tests, mini case)</p> <p>15% Test (multiple choice, computer)</p> <p>10% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. The concept of age. Periodization of age development. 2. Features of human development in different age periods. 3. The essence and technology of psychological counseling. 4. Preparation and conduct of psychological counseling, its stages and procedures. Technology of conducting a conversation. 5. Features of psychological work with children of early and preschool age. 6. Features of psychological work with children of primary school age. 7. Features of psychological work with adolescents and young people. 8. Features of psychological work with clients of mature age. 9. Features of psychological work with elderly clients. 10. Features of psychological counseling couples. 11. Features of psychological counseling parents and children 12. Group methods of work with clients of different age groups 		
<p>Literature</p> <p>Compulsory reading</p>		
<ol style="list-style-type: none"> 1. Васьківська С.В. Соціально-психологічний супровід клієнтів: Технологія ведення консультативного діалогу. – К.: В. Главник, 2016. – 268 с. 2. Вашека Т.В. Основи психологічної практики: навч. посіб. / Т.В. Вашека. – К.: Вид-во Нац. авіац. ун-ту «НАУ-друк», 2009. – 200 с. 3. Венгер А.Л., Цукерман Г.А. Психологическое обследование младших школьников. – М.: Владос-Пресс, 2003.- 160 с. 4. Возрастно-психологический подход в консультировании детей и подростков: Учебное пособие для студ. высш. учеб. заведений / Г.В. Бурменская, Е.И. Захарова, О.А. Карбанова. – М.: «Академия», 2012. 5. Игумнов С.А. Психотерапия и психокоррекция детей и подростков. – М.: Изд-во Института психотерапии, 2010. – 316 с. 6. Федоренко Р. П. Психологічний практикум з консультування: зміст, прийоми, технології : [навчальний посібник для студентів вищих навчальних закладів III - IV рівнів 		

акредитації] / Раїса Петрівна Федоренко, Катерина Іванівна Шкарлатюк. – Луцьк : Східноєвроп. Нац. Ун-т ім. Лесі Українки, 2012. – 237 с.

7. Цимбалюк І. М. Психологічне консультування та корекція. — Навч. посібн. Модульно-рейтинговий курс. випр. і доп. - К., 2007 – 326 с.

Recommended reading

1. Дмитриева Е.Е. Проблемные дети. Развитие через общение: Пособие для педагогов, психологов-практиков, родителей. – М.: АРКТИ, 2005. – 215 с.
2. Елизаров А.Н. Психологическое консультирование семьи: Учебное пособие. – 2-е изд., перераб. и доп. – М.: «Ось-89», 2005. – 286 с.
3. David R. Shaffer, Katherine Kipp (2010) *Developmental Psychology: Childhood and Adolescence*, Eighth Edition. Wadsworth, Cengage Learning.
4. K Warner Schaie Sherry Willis. (2015) *Handbook of the Psychology of Aging* 8th Edition. USA: Academic Press.
5. Gelso, C.J., Williams, E.N. & Fretz, B. (2014). *Counseling Psychology* (3rd ed.). Washington, D.C.: American Psychological Association.
6. Longino, C. F. (2005) 'The future of ageism: baby boomers at the doorstep', *Generations*, vol. 29, no. 3, pp. 79–83.
7. Gavrilov, L. A.; Gavrilova, N. S. (2006), "Reliability Theory of Aging and Longevity", pp. 3–42 in *Handbook of the Biology of Aging*, ed. Masoro E. J. and Austad S. N, Academic Press, San Diego, CA.
8. Gielen, U. P., Fish, J. M., & Draguns, J. G. (Eds.). (2004). *Handbook of culture, therapy, and healing*. Mahwah, NJ: Lawrence Erlbaum.

ADVERTISING AND PR PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/11 weeks, 54 hours in class	6 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	180 hours (32 h. lectures, 22 h. seminars/practical, 126 h. self-study time)

Course aims:

The aim of the discipline is to provide systematic knowledge of advertising and PR psychology theoretical foundations as a branch of psychological science, its history and prospects, technology, regulation of advertising activity; understanding the goals, objectives of the advertising psychology, the place of advertising in the system of marketing communications; study of the mechanisms of advertising influence on the personality and the effectiveness of this influence.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) Demonstrate an understanding of the patterns and features of the development and functioning of mental phenomena in the	1. A lecture, a seminar, discussion on the materials of the lecture	1. Participation in a discussion, oral answers to

context of professional tasks;	and the studied literature sources	questions (CAS)
2) Use the basic psychological principles of advertising and PR activities;	2. Problem lecture, dialogue seminar, presentations, role-play games	2. Individual work, oral answers to questions (CAS)
3) Know the mechanisms of socio-psychological influence of advertising on consumer behavior;	3. A dialogue lecture, "a round table" on results of individual work, cases	3. Individual work, solution of cases (CAS)
4) Analyze the methods of psychological influence on people;	4. Lecture, seminar, implementation of projects	4. Individual work, oral answers to questions, estimations to project work (CAS)
5) Offer own ways for decision of psychological problems and problems in the course of professional activity;	5. A discussion lecture, a seminar, work in small groups, the analysis of particular situations (case-study)	5. Individual work, oral answers to questions, case presentation (CAS)
6) Know methods for evaluating the effectiveness of advertising;	6. Reports of students individually and in groups, presentation, project work, research in the Internet	6. Oral answers to questions, solutions of tasks (problem situations), estimations of projects and presentation (CAS)
7) Demonstrate knowledge and apply theoretical principles and practical skills in building advertising and PR campaigns;	7. Case study in small groups, presentation, work in pairs to solve problems	7. Peer small group presentation, Case study presentation, Presentation assessment (CAS)
8) Demonstrate the ability to use psychological advertising technologies in the professional activities of psychologists, in political and election processes, advertising management and in the field of PR activities;	8. Panel discussion, brainstorming	8. Participation in the discussion (seminar, debates, brainstorming etc.) (CAS)
9) Make and prove own decisions for problem solving;	9. Work in pairs to solve problems	9. Practical skills assessment (CAS)
10) Demonstrate teamwork skills in the process of solving professional tasks.	10. Individual work, work in small groups, presentations, research in the Internet	10. Oral answers, case presentation in groups, estimations of the presentation

	(CAS)
Assessment 100% Final assessment as a result of continuous assessment (100%) 20% Answers (oral) 20% Participation in the discussion 20% Presentation (oral, multimedia) 20% Participation in the brainstorming 20% Case study presentation	
Contents	
Thematic structure of the course: MODULE 1. THEORY OF ADVERTISING PSYCHOLOGY 1. Advertising as a phenomenon of psychology. 2. Positioning of the advertising product. 3. Behavioural component of advertising. 4. Cognitive component of advertising. 5. The emotional component of advertising. 6. Psychotechnologies in advertising. 7. The problem of psychological effectiveness in advertising. MODULE 2. PSYCHOLOGY OF ADVERTISING AND PR-TECHNOLOGIES 8. General psychological bases of PR-activity. 9. Psychology of propaganda and advertising in the media. 10. The essence and concept of PR-technologies. 11. Principles and technologies of anti-crisis PR. 12. PR and advertising in various fields. 13. Presentation and self-presentation as a form of PR-activity. 14. General characteristics of modern political technologies. 15. Manipulative technologies in the political sphere. 16. Political technologies of the election campaign. Psychotechnologies of political image creation.	
Literature Compulsory reading	
1. Антипов К.В. Основы рекламы: учебник / К.В. Антипов. – [2-е изд.] – М.: Дашков и Ко, 2012. – 257 с. 2. Богданов Е. Психологические основы «Паблик рилейшнз» / Е. Богданов, В. Зазыкин. – СПб.: Питер, 2003. – 208 с. 3. Богомолова Н.Н. Социальная психология печати, радио, телевидения / Н.Н. Богомолова. – М.: МГУ, 1991. – 126 с. 4. Войтасик Л. Психология политической пропаганды / Л. Войтасик. – М.: Прогресс, 1981. – 280 с. 5. Дмитриев А.В. Неформальная политическая коммуникация / А.В. Дмитриев, В.В. Латынов, А.Т. Хлопьев. – М.: РОССПЭН, 1997. – 197 с. 6. Краско Т.И. Психология рекламы / Т.И. Краско; Под ред. Е.В. Ромата. – Харьков: Студцентр, 2006. – 216 с. 7. Лебедев-Любимов А.Н. Психология рекламы / А.Н. Лебедев-Любимов. – СПб.: Питер, 2008. – 384 с. 8. Панкратов Ф.Г. Основы рекламы: учебник / Ф.Г. Панкратов, Ю.К. Баженов, В.Г. Шахурин. – [14-е изд.] – М.: Дашков и Ко, 2013. – 540 с. 9. Щепилова Г.Г. Основы рекламы: учебник для бакалавров / Г.Г. Щепилова, К.В. Щепилов. – М.: Издательство Юрайт, 2013. – 521 с.	
Supplementary reading	
1. Королько В.Г. Основы паблик рилейшнз / В.Г. Королько. – К.: Ваклер, 2000. – 528 с.	

2. Лурия А.Р. Речь и мышление / А.Р. Лурия. – М.: Изд-во МГУ, 1975. – 384 с.
3. Лурия А.Р. Язык и сознание / А.Р. Лурия. – Р-нД.: «Феникс», 1998. – 416 с.
4. Мельник Г.С. Mass-media: психологические процессы и эффекты / Г.С. Мельник. – СПб.: Изд-во СПбУ, 1996. – 160 с.
5. Основы теории коммуникации: учебник/ под ред. М.А. Василика. – М.: Гардарики, 2006. – 615 с.
6. Почепцов Г.Г. Паблик рилейшнз / Г.Г. Почепцов. – [6-е изд.] – К.: Ваклер, 2005. – 624 с.
7. Почепцов Г.Г. Имиджмейкер. Паблик рилейшнз для политиков и бизнесменов / Г.Г. Почепцов. – СПб.: Алтейя, 2001. – 256 с.
8. Почепцов Г.Г. Паблик рилейшнз, или как успешно управлять общественным мнением / Г.Г. Почепцов. – М.: Центр, 1996. – 349 с.
9. Почепцов Г.Г. Символы в политической рекламе / Г.Г. Почепцов. – К.: Принт-сервис, 1997. – 332 с.
10. Психология и психоанализ рекламы / Под ред. Райгородского Д.Я. – Самара: Изд. Дом «Бахрах-М», 2007. – 752 с.
11. Шуванов В.И. Психология рекламы / В.И. Шуванов. – Р-нД.: «Феникс», 2006. – 320 с.
12. Эрик дю Плесси. Психология рекламного влияния. Как эффективно воздействовать на потребителей / Эрик дю Плесси – СПб.: Питер, 2007. – 272 с.
13. Donald W. Jugenheimer, Larry D. Kelley, Jerry Hudson, Samuel Bradley. (2014) Advertising and Public Relations Research. Routledge; 2 edition. 384 p.
14. Jon Steel. (2008) Truth, Lies, and Advertising: The Art of Account Planning (Adweek Magazine Series Book 3) 1st Edition, Kindle Edition. Wiley. 320 p.
15. Karen Freberg (2018) Social Media for Strategic Communication: Creative Strategies and Research-Based Applications. SAGE Publications. 333 p.
16. Ellen Gunning (2018). Public Relations (3rd Edition) A Practical Approach. Red Globe Press. 276 p.
17. Kelleher, T. (2018). Public Relations (1st ed.). New York, NY: Oxford University Press
18. Al Ries, Laura Ries. (2004) The Fall of Advertising and the Rise of PR. Harper Paperbacks. 320 p.
19. Bob M. Fennis (2015). The Psychology of Advertising 2nd Edition. Routledge. 450 p.
20. Fennis, B.M, and Wolfgang Stroebe. The Psychology of Advertising. 2d ed. London: Routledge, Taylor & Francis Group, 2016.

ART THERAPY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 70 hours in class	6 / Elective	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	180 hours (42 h. lectures, 28 h. seminars/practical, 110 h. self-study time)

Course aims:

The aim of the course is to familiarize students with the approaches in the field of art therapy, used in domestic and foreign psychology, with the basic forms and methods of work; with the technology of psychotherapeutic and psychocorrectional processes associated with the creative self-expression of the client.

<p align="center">Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p align="center">Teaching methods, teaching and learning activities</p>	<p align="center">Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1. Ability to operate with the categorical-conceptual apparatus of art-therapeutic training in psychology</p> <p>2. Ability of retrospective analysis of domestic and foreign experience in understanding the nature of origin, ideas about art therapy as a method of psychological work</p> <p>3. Ability to perform diagnostic activities, use methods and techniques of Art therapy</p> <p>4. Ability to consult, develop and conduct psychological correction using methods of Art therapy with different categories of the population.</p> <p>5. Ability to use knowledge in the field of Art Therapy for practical professional activities: development and implementation of psychodiagnostic programs, correctional and counseling work, self-development training; cooperation with experts in other fields.</p>	<p>Lectures, mini lectures</p> <p>Lecture, Online webinars, master classes</p> <p>Online webinars, master classes</p> <p>Master class, lecture, problem lecture</p> <p>Lecture, mini lecture, webinar, master class. Training</p>	<p>Work in practice, discussion of theoretical issues, independent work (CAS)</p> <p>Participation in a practical lesson, independent work. (CAS)</p> <p>Participation in discussion of a problem, independent work (CAS)</p> <p>Individual creative work, independent work(CAS)</p> <p>Independent work, discussion of problems, problem solving(CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>25% Participation in the discussion, dispute, debate, role-playing games</p> <p>25% Individual creative work presentation</p> <p>25% Answers (oral)</p> <p>25% Presentation (oral, multimedia)</p>		
<p align="center">Contents</p>		
<p>Thematic structure of the course:</p> <p>1 Art therapy as a direction of psychotherapy, history of development, directions</p> <p>2. Current trends in the development of art therapy</p> <p>3. Factors of psychotherapeutic influence in art therapy, art-therapeutic space and materials</p> <p>4 Imaging therapy, the meaning of color, the main stages and methods of projective drawing.</p> <p>5. Features of perception of products of creativity of clients in image therapy</p> <p>6. Mandala, the technique of creating a mandala</p>		

7. Algorithm for creating mandalas, color, color systems and symbols in the mandala.
8. Mascotherapy, history of creation, methods and functions of mascotherapy
9. Makeup therapy as a kind of mascotherapy
10. Fairy tale therapy, the subject of fairy tale therapy and stages of its development
11. Structure, methods and functions of fairy tale therapy
12. Genres, typology of fairy tales and algorithms for their creation
13. Basic principles of puppet therapy, the importance of dolls in the history of development and socialization of the individual
14. Age features and restrictions on the use of dolls in the work of a psychologist
15. Typology of dolls types of dolls
16. Definition of phototherapy, photo-art therapy and therapeutic photography
17. Areas of application and mechanisms of corrective action of phototherapeutic classes
18. Therapy with metaphorical associative projective maps (MAC)
19. The scheme of psychological counseling with the help of IAC
20. Sand therapy, organization of work, techniques and principles
- 21 Key characteristics of objects location in the sandbox

Literature

Compulsory reading

1. Васьківська С.В. Основи психологічного консультування: підручник. Київ, 2011 – 423 с
2. Ільченко І.С. Арт-терапія: навч. посібн. для студ. Умань, 2013.
3. Колпакчи О.С. Арт-терапія: курс лекцій: навчальний посібник – Бердянськ.: БДПУ, 2017–322с

Recommended reading

1. Бетенски, Мала Гитлин. Что ты видишь? [Электронный ресурс]: новые методы арттерапии: [пер. с англ.]. Москва: Эксмо-Пресс, 2002 — 251с.
2. Копытин А. И. Диагностика в арт-терапии. Метод «мандала». Санкт-Петербург : Речь, 2003. 144 с.
3. Лебедева Л.Д. Практика арт-терапии подходы, диагностика, система занятий. СПб.: Речь, 2003. 256 с.
4. Вознесенська О., Мова Л. Арт-терапія в роботі практичного психолога : використання арт-технологій в освіті. Київ, 2007. 120 с.
5. Введение в музыкотерапию / Г.-Г. Декер-Фойгт. Санкт-Петербург : Питер, 2003. 208 с.
6. Грегг М. Ф. Тайный мир рисунка. Исцеление через искусство. Санкт-Петербург : Деметра, 2003. 165 с.
7. Айви А.Е., Айви М.Б., Саймэн-Даунинг Л. Психологическое консультирование и психотерапия. Методы, теории и техники: практическое руководство. Москва, 1999. С.9 – 33.
8. Майстерство психологического консультирования / под ред. А.А. Бадхена, А.М. Родиной. СПб. : Речь, 2006. С.66-72, 178-184.
9. Панок В. Г., Чаплак Я.В., Романовська Д.Д. Психоконсультативні стратегії діяльності практичного психолога системи освіти : навч.-метод. посібник / [за науковою редакцією В. Г. Панка]. Чернівці : Чернівецький нац. ун-т, 2010. 232 с.
10. Підлипна Л. Терапія мистецтвом. Івано-Франківськ : ОПППО; Снятин : Прут Принт, 2009. 136 с
11. M. Teresa Icart Isern and Kieran Donaghy. Films in Health Sciences Education. Learning through moving images. Biblioteca universitària, Tapa Blanda. 2002. 372 с.
12. Quast, Ulrike. Leichter lernen mit Musik. Theoretische Prämissen und Anwendungsbeispiele für Lehrende und Lernende. Bern: Verlag Hans Huber, 2005. 175 с.
- 3.Rogers N. Creative Connection. Polo Alto Science & Behavior Books, Inc., 1993. 204 с

13. Ballstaedt S.-P. Kognition und Wahrnehmung in der Informations- und Wissensgesellschaft. Konsequenzen gesellschaftlicher Veränderungen für die Psyche // Wissensgesellschaft. Neue Medien und ihre Konsequenzen. Bonn: Bundeszentrale für politische Bildung, 2004. S. 3-18
14. Edith Kramer. Art As Therapy With Children. – A.: Magnolia Street, 1993. – 238c.
15. Hymes D. On Communicative Competence. In J.B.Pride and J.Holmes (eds.), Sociolinguistics. - H.: Penguin, 1972. – 293 p.
16. Savignon S. J. Communicative Competence: Theory and Classroom Practice / Sandra J. Savignon. 2nd ed. New York: McGraw-Hill, 1997. – 272c.

RATIONAL AND EMOTIONAL BEHAVIORAL THERAPY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	7/14 weeks, 28 hours in class	9 / Elective	Ivan Batrachenko, Doctor of Science, Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)

Course aim: to form a notion of the basic idea of rational-emotional therapy (RET), that emotional disorders are caused by irrational beliefs because of which people, as a rule, do not accept the world as it is; show how in the process of RET a person acquires the ability to control their irrational attitudes; develop skills to distinguish between rational and irrational judgments and help clients to achieve: the truth of judgments, the degree of mandatory implementation of judgments, the level of emotions, the will to choose to use other ways to achieve the old goal or find a new goal.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) Analyze the systems of stereotypes and clichés of clients in the perception of reality, distinguishing between them rational, adaptive and irrational, blocking a free and unbiased view of the world and generate emotional disturbances	Lecture, seminar, discussion based on lecture materials and studied literature sources	Participation in the discussion, oral answers to questions (CAS)
2) Search for information from various sources on the latest developments in the field of RET, including using information and communication technologies to solve professional problems of conducting rational-emotional psychotherapy in an online format.	Lecture-discussion, seminar, work in small groups	Oral answers, case study (case study presentation), presentation evaluation (CAS)
3) To select and apply valid and reliable psychodiagnostic tools (tests, questionnaires, projective methods, etc.) to identify irrational	Case-study, role play, situational training	Independent work, oral answers to questions, case

beliefs of clients and technology of psychological assistance in the formation of rational settings		study presentation (CAS)
4) Reflect and critically evaluate the reliability of the results of psychological research to formulate reasoned conclusions about the effectiveness of rational-emotional psychotherapy and the client's review of the system of their beliefs, norms, ideas, acceptance of uncertainty and risk-taking.	Self study activity, Case study in small groups, presentations, Internet search project work, Internet search	Oral answers to questions, problem solving (problem situations), project evaluation and presentations (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 25% Participation in the discussion, oral answers to questions 25% Problem situation (problem solving) 25% Case study presentation 25% Presentation (oral, multimedia)		
Contents		
1. The main theoretical provisions of the concept developed by Albert Ellis. 2. The essence of the ABC model of psychotherapy. 3. The main purpose of rational-emotional therapy. 4. Examples of typical irrational thoughts. 5. The main mistakes of thinking that cause irrational thoughts and problems. 6. The position of the psychologist. 7. The position of the client. 8. Psychotechnics in rational-emotional therapy.		
Thematic structure of the course:		
Literature		
Compulsory reading		
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4. Кассинов, Г. Рационально-эмоционально-поведенческая терапия как метод лечения эмоциональных расстройств. психотерапия: от теории к практике. материалы, 1995, 88-99.
5. Мерліч С.В. Використання стратегій раціонально-емотивної терапії при забезпеченні медико-психологічного супроводу хворих з кишковою стомою / с. в. мерліч // архів психіатрії. - 2014. - т. 20, № 4. - с. 111-113. - режим доступу: http://nbuv.gov.ua/ujrn/apsuh_2014_20_4_30.
6. Осика О. В. Гуманістичний підхід у клієнт-центрованих та раціонально-емоційній поведінковій терапіях / о. в. осика // проблеми сучасної психології. - 2017. - вип. 36. - с. 260-271. - режим доступу: http://nbuv.gov.ua/ujrn/pspl_2017_36_23.
7. Колен, С., Р. Гусепп, and р. уэсслер. "рационально-эмотивная психотерапия (когнитивно-бихевиоральный подход): пер. с англ." м.: институт гуманитарных знаний (1997).
8. Франова, Ирина Владимировна. Теоретико-методологические основания рационально-эмотивной поведенческой терапии а. эллиса. вестник томского государственного университета, 2007, 305.
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PROFESSIONAL TRAINING				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/3 weeks, 6 hours in class	4,5 / Mandatory	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	135 hours (6 h. seminars/practical, 96 h. work at the place of practical training, 33 h. self-study time)
Practical training aim: familiarization with the content and directions of the psychological service or an individual psychologist in various fields.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) know the theoretical, methodological and applied foundations of psychology; workplace organization rules and requirements for methodological material; rules for maintaining documentation reflecting the activities of a psychologist;		Practical classes, discussion, self-study activity, work at the place of internship, internet search		Internship report, presentation (CAS)
2) know the main directions, types, stages of psychological assistance to different categories of persons; principles of organizing psychological assistance to the population; instructions governing the activities of a clinical psychologist;		Practical classes, discussion, self-study activity, work at the place of internship, internet search		Internship report, presentation (CAS)
3) know the methods, forms, means of educational activities; the role and place of the psychologist in providing assistance to the population; rules of professional ethics when interacting with colleagues, patients and their relatives;		Practical classes, discussion, self-study activity, work at the place of internship, internet search		Internship report, presentation (CAS)
4) be able to analyze the set research task from the perspective of the main categories and explanatory principles of psychology; carry out primary processing of diagnostic data;		Practical classes, discussion, self-study activity, work at the place of internship, internet search		Internship report, presentation, employer evaluation of the internship (CAS)
5) determine and justify the need for one or another direction and type of psychological assistance for an individual or a group of people; communicate with fellow psychologists, social workers and other		Practical classes, discussion, self-study activity, work at the place of internship,		Internship report, presentation, employer evaluation of the

specialists involved in providing psychological assistance to the population	internet search	internship (CAS)
6) determine the goals and objectives of educational programs and classes, design educational programs and classes	Practical classes, discussion, self-study activity, work at the place of internship, internet search	Internship report, presentation, employer evaluation of the internship (CAS)
Learning outcomes 1-6		Internship report, presentation (FAS)

Assessment

100% Final assessment as a result of 100% Continuous assessment

30% Assessment by the internship employer

50% Report

20% Presentation

Contents

Thematic structure of the course:

1. General characteristics of the institution and organization of psychological assistance
2. Record keeping
3. Participation in event

Literature

Compulsory reading

1. Приходько Ю.О. Практична психологія. Введення у професію: навчальний посібник / Ю.О. Приходько. – К.: Каравела, 2010. – 232 с.
2. Пальм Г.А. Практикум по общей психологии: учебное пособие / Г.А. Пальм, Е.В. Севастьянова. – Дн-ск: ДУЭП, 2009. – 212 с.
3. Словник-довідник психолога-консультанта / укл.: Н.В. Гаркавенко, Я.В. Чапрак, С.К. Шандрук, І.І. Солійчук / Наук. ред. В.Г. Панок. – Чернівці, «Рута», 2010. – 200 с.
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5. Анастаси А. Психологическое тестирование. – СПб.: Питер, 2012. – 688 с
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Recommended reading

1. Бітянова М. Р. Психолог у школі : зміст діяльності і технології / М. Р. Бітянова. – К.: Главник, 2007. – 160 с
2. Булах І. С. Консультативна психологія : навч. посіб. / І. С. Булах, І. М. Бушай, В. У. Кузьменко, Е. О. Помиткін, Ю. А. Алексеева; Нац. пед. ун-т ім. М.П. Драгоманова. - К., 2012. - 458 с
3. Вітенко І.С. Основи психології. Основи педагогіки / І.С Вітенко. – Чернівці, 2009. – 200 с.
4. Власова О.І. Педагогічна психологія / О.І. Власова. – К.:Либідь, 2005. – 400 с.
5. Ковальчук О., Когут С. Основи психології та педагогіки: Навч. посібник / О. Ковальчук, С. Когут; [за заг. ред. Л. Ковальчук]. – Львів: Видав. центр ЛНУ імені Івана Франка, 2009.

– 624 с.

6. Практикум по общей психологии: учебн. пособие [для студентов пед. Институтов] / Под ред. А.И.Щербакова. – М.: Просвещение, 2010. – 288 с.

7. Пальм Г.А. Психодиагностика. – Д.: ДУЭП, 2010. – 264 с.

8. Eysenck & Keane (2010) Cognitive Psychology: A Student's Handbook. Psychology Press

9. Carlson, N.R. (2012) Psychology of Behavior, 11th edition (much more detailed – requires a love or deeper fascination with biology)

INTERNSHIP

Language of teaching	Semester/ Duration	ECTS credits/ Type of course (mandatory, elective)	Coordinator	Student workload
Ukrainian	8/ 2 weeks, 6 hours in class	3 / Mandatory	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	90 hours (6 h. Practical classes, 84 hours work at the place of internship)

Internship aims:

- during the internship students must prepare an individual assignment for a comprehensive study of a specific psychological problem
 - to collect practical and statistical materials for the presentation of their final attestation work
- The content of the individual assignment and the procedure of its implementation is determined and agreed by the academic supervisor of student's final attestation work of the appropriate level.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the Internship, students will be able to:		
1) to know the basic characteristics of the process of collecting, transmitting, searching, processing and storing information;	Practical classes, self-study activity, work at the enterprise	Internship report, presentation (CAS)
2) to organize information search, self-selection and qualitative processing of scientifically-professionally directed information and empirical data for educational, research and professional needs;	Work at the enterprise, self-study activity	Internship report, presentation (CAS)
3) to correctly identify and eliminate the dilemmas associated with the organization of the professional activities of the psychologist;	Work at the enterprise, self-study activity	Internship report, presentation, comment of a company (CAS)
4) to forecast the demand for certain goods (services);	Self-study activity, internet search, work at the enterprise	Internship report, presentation (CAS)
5) to implement a complex of standard	Self-study activity,	Internship report,

programs aimed at preventing deviations in social and personal status and development, as well as professional risks in different activities;	writing a report, preparing presentation	presentation (CAS)
7) to present, discuss and defend their own views in oral and written forms for professional and non-professional audience;	Work at the enterprise, Self-study activity, preparing presentation	Internship report, presentation (CAS)
Learning outcomes 1-7		Internship report, comment of a company(FAS)

Assessment 8 semester

Final grade (final assessment) as a result of 100% continuous assessment:

20% Comment of a company

50% Report

30% Presentation

Contents

1. Acquaintance with the specifics of the work of a psychologist at the place of practice, with functions, job responsibilities, professional documentation, current work plan.
2. Participation in the main areas in the work of a practical psychologist - psychodiagnostics, psychological counseling, psychoprophylaxis, psychological correction
3. Registration of a card index, databases of various types of clients and groups, preparation of working documents, reporting under the guidance of a psychologist
4. Conducting an analysis of the results of empirical research.
5. Consultations of specialists of place of internship and leading specialists of the department on issues arising during the practice.

Literature

Compulsory reading

1. Пальм Г.А. Практикум по общей психологии: учебное пособие / Г.А. Пальм, Е.В. Севастьянова. – Дн-ск: ДУЭП, 2009. – 212 с.
2. Бикова В.О. Сутність, структура та діагностика рівня сформованості конкурентоздатності майбутнього фахівця: навчально-методичний посібник / В.О. Бикова. – Д.: Дніпропетровський університет імені Альфреда Нобеля, 2012. – 88 с.
3. Бочелюк В. Й. Методика та організація наукових досліджень з психології : навч.-метод. посіб. / В. Й. Бочелюк, В. В. Бочелюк, І. Є. Жигаренко, Н. Є. Завацька; Східноукр. нац. ун-т ім. В. Даля. - 2-ге вид., перероб. і допов. - Северодонецьк : Ноулідж, Северодонец. від-ня, 2015. - 311 с.
4. Словник-довідник психолога-консультанта / укл.: Н.В. Гаркавенко, Я.В. Чапрак, С.К. Шандрук, І.І. Солійчук / Наук. ред. В.Г. Панок. – Чернівці, «Рута», 2010. – 200 с.
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1. Баррет Дж. Протестируйте себя / Дж. Баррет. – СПб.: Питер, 2003. – 254 с.
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10. Eysenck & Keane (2010) Cognitive Psychology: A Student's Handbook. Psychology Press.

11. Carlson, N.R. (2012) Psychology of Behavior, 11th edition (much more detailed – requires a love or deeper fascination with biology)

12. Marcus, G. (2004). The birth of the mind: How a tiny number of genes creates the complexities of human thought. New York: Basic Books.

13. Cognitive Psychology: Styles, E. (2005).

14. Steven G. Rogelberg Handbook of Research Methods in Industrial and Organizational Psychology . London: Routledge–2010.– 450p

Structure of study programme
Counseling, Correction and Development Work (Bachelor's degree)

Semesters

1	2	3	4	5	6	7	8
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Teaching Units (Courses), ECTS*
Mandatory*

Courses of General Training	24	13,5	3	3	3	6	3	3
Courses of Professional Training	6	10,5	17,5	17	14	7	18	15
TOTAL	30	24	20,5	20	17	13	21	18

Teaching Units (Courses), ECTS*
Elective**

Courses of General Training	6		6		5,5	
Courses of General Professional Training		9,5				
Courses of Special Professional Training			5	13	6	9
TOTAL	6	9,5	11	13	11,5	9

Professional Training 4,5 ECTS

Internship 3 ECTS

Comprehensive State Examination in the Profession 1,5 ECTS

Bachelor's Thesis 7,5 ECTS

TOTAL

Mandatory 163 ECTS

Elective 60 ECTS

Professional Training and Internship 7,5 ECTS
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Comprehensive State Examination in the Profession 1,5 ECTS

Bachelor's Thesis 7,5 ECTS

*One ECTS credit = 30 academic hours.

** There are no restrictions of choice within each elective block. The only requirement for the student is to obtain the determined number of credit for each elective block