

ALFRED NOBEL UNIVERSITY, DNIPRO

**STUDY PROGRAMME
“PSYCHOSOCIAL ASSISTANCE AND
REHABILITATION”
(Bachelor’s degree)
Field of study 231 Social Work**

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 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 main events of Ukrainian history in the context of world historic process; 2) use basic concepts, categories and methods of historic research; 3) work out their own position concerning historic events and actors; 4) analyze the degree of influence on the evolution of various historical periods of social, political, ideological, economic factors; 5) analyze development of modern Ukraine.		Lecture, discussion Lecture, practical classes Discussion, self-study activities Lecture, practical classes, self-study activities, class discussion Lecture, Internet search, discussion.	Oral answers to questions, participation in the discussion (CAS) Oral answers to questions (CAS), test Oral answers to questions, test participation in the discussion (CAS) Presentation, test (CAS), mid-term control Essay, participation in the discussion (CAS) Final exam (FAS)	
Learning outcomes 1-5				
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/nbnbuimviv_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] / M. 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 At the end of the course students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (ongoing monitoring CAS, final monitoring FAS)
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.

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. Habraken 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 Faith. 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.

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 field of interests; express in a short monologue their points of view on a proposed familiar topic;		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)
2) read understanding the principal ideas of a text on a concrete topic, understand simple articles and information on contemporary issues;				Participation in practical classes, simple discussions, reading texts (CAS)

<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, 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-group written reports assessment, Small group presentation (CAS)</p>
<p>Assessment 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</p>		

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 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)

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)

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)

Contents

Thematic structure of the course:

3 semester:

1. FASHION STATEMENTS (Unit 3 of the coursebook)
2. MODERN ART (Unit 5 of the coursebook)

4 semester:

3. GREEN ISSUES (Unit 7 of the coursebook)
4. HATE LIST (Unit 9 of the coursebook)

5 semester:

5. PSYCHOLOGY AND ITS BRANCHES
6. HISTORY OF PSYCHOLOGY
7. JOB BURNOUT, CAUSES OF JOB BURNOUT AND WAYS OF TREATING IT

6th semester:

8. BALANCING WORK AND FAMILY.
9. MANAGING EMOTIONS AND FEELINGS

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. Дегтярџова, 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.

PSYCHOPHYSIOLOGY. BASIC MEDICAL KNOWLEDGE				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/11 weeks, 22 hours in class	3 / Mandatory	Olha Dniprova, Candidate of Science, Associate Professor	90 hours (12 h. lectures, 10 h. seminars/practical, 68 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.				
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;		Lecture, practical classes, discussion		Participation in the discussion (CAS)
2) have a basic understanding of psychophysiology as a science, the scope of its research, its structure, history and the perspectives for its development;		Practical classes, self-study activity		Test (CAS)
3) be able to use modern physiological mechanisms of general psychological processes, conditions and treatment on the neuronal and macro levels;		Lecture, practical classes		Presentation (CAS)
4) be able to use basic methods of psycho-physiological research; be able to work with		Internet search, self-study activities		Participation in the discussion, (CAS)

<p>the literature on psychophysiology; 5) be able to make a skilled interpretation of data from psycho physiological research and draw conclusions from the results; 6) assess the structure and basic functional characteristics of the human body; 7) identify the main features of pathological conditions, know how to prevent complications developing from these and how to give first aid; 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>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>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 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 15% Test (multiple choice, computer) 15% Essay (written) 10% Presentation (oral, multimedia)</p>		
<p>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. 		
<p>Literature Compulsory reading 1. Кокун О.М. Психофізіологія. Навчальний посібник.\ О.М. .Кокун. - К.: Центр навчальної</p>		

- 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. Психофізіологія : 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. Основи 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. Варганян Г.А. Нейробиологические основы высшей нервной деятельности/ Г.А.Варганян, 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.]

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 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;		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)
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;				Participation in practical classes, simple discussions, reading texts (CAS)
3) listen with understanding to utterances and presentations following even sophisticated argumentation on sufficiently well-known topics, understand news and programs on current affairs;				Participation in practical classes, simple discussions, students' presentations, role-plays, listening to different kinds of audio

<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>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-group written reports assessment, Small group presentation (CAS)</p>
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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.

<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, 42 hours in class	4,5 / Mandatory	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. self-study time)
Course aim: to help students master the basic issues of self-organization, educational activities in universities; to acquaint students with the principles of social work, the peculiarities of its development in Ukraine, the differences in working with different groups of clients in need of social support; to form a humanistically oriented professional worldview of the future social worker.				
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 and understand the definitions and distinguish basic concepts, use their own examples to illustrate the answers, find common features and differences when comparing facts, phenomena, characterize social phenomena;</p>	<p>Lecture, problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue</p>	<p>Oral answers to questions, participation in discussions, debates (CAS)</p>
<p>2) know the main areas of social work;</p>	<p>Lecture, problem lecture, seminar-debate, seminar-discussion, seminar-dialogue</p>	<p>Oral answers to questions, participation in discussions, debates (CAS)</p>
<p>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;</p>	<p>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</p>	<p>Oral answers to questions, problem solving (problem situations) (CAS)</p>
<p>4) own and use the legal basis of social work, social management and social services in providing services to clients;</p>	<p>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</p>	<p>Oral answers to questions, problem solving (problem situations), tests, participation in a role play (business game) (CAS)</p>
<p>5) know the patterns, principles and methods of practical social work, organizational forms of social 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>6) know the functions and roles of a social worker;</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>7) know and understand the ethical norms and professional tact of the future professional;</p> <p>8) understand the nature and forms of manifestation of social conflict in all spheres of public and private life in modern conditions;</p> <p>9) know the basic values of social work, personal and moral qualities of a social worker;</p> <p>10) demonstrate knowledge of the main stages of formation and development of social work as a science and practical activity, the regulatory framework of social work;</p> <p>11) know scientific views on social work as a social phenomenon, be able to correctly select types of assistance and professional tools with the help of scientific literature;</p> <p>12) be able to successfully work in a team using professionally important qualities of the future social worker and be able to freely express their views on the issue "Values and ethics of a social worker" based on the scientific literature and experience of modern scientists;</p> <p>13) be responsible for personal development and self-improvement, which is the basis of professional growth.</p>	<p>Game technologies, presentations, project work, Internet search</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Lecture, problem lecture, "round table" on the topic of independent research work, seminar-debate, seminar-dialogue</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Presentations, role-playing games, work in microgroups</p> <p>Independent work, presentations, project work, Internet search</p> <p>Presentations, role-playing games, work in microgroups</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>Oral answers to questions, problem solving (problem situations) (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Evaluation of the presentation (CAS)</p> <p>Research project, presentation evaluation (CAS)</p> <p>Evaluation of the presentation (CAS)</p>
<p>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)</p>		
<p>Contents</p>		
<p>Thematic structure of the course: 1. Historical aspects of the emergence and development of social work in Ukraine and abroad</p>		

2. The concept of "social work". The urgency of the development of social work in Ukraine. Content and structure of social work
3. Theoretical foundations of social work
4. Specialty "social work"
5. Social worker in the structure of professional activity
6. Professional activity of a social worker
7. Social services and their consumers
8. Values and ethics of social work

Literature
Compulsory reading

1. Актуальні проблеми теорії і практики соціальної роботи на межі тисячоліть : монографія / [Андрущенко В.П., Бех В.П., Лукашевич М.П. та ін.]. – Соціальна робота. Кн.1. К.: УДЦССМ, 2001. – 344 с.
2. Андреева И. Антология по истории и теории социальной педагогики : учеб.пособ. для студ. высш. пед. учеб. заведений И.Андреева. – М. : Академия, 2000. – 176 с.
3. Безпалько О. В. Соціальна педагогіка: схеми, таблиці, коментарі : навч. посіб. для студ. вищ. навч. закл. / О. В. Безпалько – К. : Центр учбової літератури, 2009. – 208 с.
4. Безпалько О.В. Соціальна робота в громаді : навч. посіб. для студ. вищ. навч. закладів / О.В. Безпалько; Академія праці та соціальних відносин. – К. :Центр навч.літератури, 2005. – 172 с.
5. Капська А.Й. Соціальна робота : навч. посіб. для студ. ВНЗ / А.Й. Капська. –Київ, 2004
6. Лукашевич М. П. Соціальна робота : (теорія і практика) : підруч. / М. П. Лукашевич, Т. В. Семигіна. – К. : Каравела, 2009.
7. Міщик Л.І. Теорія та практика професійної підготовки соціального педагога : [монографія] / Л.І.Міщик. – Глухів : РВВ ГНПУ ім. О.М.Довженка. – 2011.
8. Мустаева Ф.А. Основы социальной педагогики : учебник для студентов высших педагогических учебных заведений / Ф.А. Мустаева. – 2-е изд., перераб. и доп. – М. : Академический проект, 2001. – 416 с.
9. Соціальна педагогіка : навчально-методичний комплекс / Держ. центр соц. служб для молоді, НПУ ім. М. П. Драгоманова ; ред. А.Й. Капська. – К. : [б. и.], 2003. – 338 с.
10. Соціальна педагогіка: мала енциклопедія / за заг. ред. проф. І.Д. Звереві. – К. : Центр учбової літератури, 2008 – 336 с.
11. Социальная педагогика: учеб. пособие для студентов вузов / авт. С.А. Беличева.О.Е. Буланова и др. ; под ред. В.А. Никитина. – М. : Изд. Центр ВЛАДОС, Моск. гос. соц.ун-т., 2002.
12. Соціальна педагогіка : підручник для студ. вищ. навч. закладів / М-во освіти і науки України, НПУ ім. М.П. Драгоманова ; за ред. А.Й. Капської. – 2-ге вид., перероб. Та доп. – К. : Центр навчальної літератури, 2003. – 256 с.
13. Соціальна робота: практична підготовка студентів на освітньо-
14. кваліфікаційному рівні «бакалавр» : навч. посіб. / Н. М. Гайдук, Л.Є. Клос, С.Г. Ставкова,С.Я. Беляєва. – Львів : Видавництво львівської політехніки. 2007. – 164 с.
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Recommended reading

1. Вайнола Р.Х. Методика викладання дисциплін соціально-педагогічного циклу :навчальний посібник / Р. Х. Вайнола. – К. : Центр учбової літератури, 2012. – 140 с.
2. Васянович Г. П. Педагогічна етика : навч.-метод. посіб. / Г. П. Васянович. – Львів: Норма, 2005. – 343 с.

3. Головатий М.Ф. Соціальна політика і соціальна робота: термінологічно–понятійний словник / М.Ф. Головатий, М.Б. Панасюк. – К. : МАУП, 2005.– 560 с.
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6. Соціальна робота в Україні: перші кроки / під ред. В.Полтавця. – К. : Видавн.дім «KM Academia», 2000.
7. Соціальна робота в Україні: навч. посіб. / І.Д. Зверева, О.В. Безпалько, С.Я.Харченко та ін.; за заг. ред. І.Д.Зверевої, Г.М. Лактіонової. – К. : Центр навчальної літератури, 2004. – 256 с.
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9. Grinnell, R.M., & Unrau, Y.A. (2010). Social work research and evaluation: Foundations of evidence-based practice [9th ed.]. New York: Oxford University Press.
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11. Singer, J. B. (Producer). (2014, July 8). #87 – Beginnings, middles, and ends: Stories about social work from Ogden Rogers, Ph.D. [Audio Podcast]. *Social Work Podcast*.
12. Singer, J. B. (Producer). (2016, March 28). #103 – The Grand Challenges for Social Work: Interview with Dr. Richard P. Barth [Audio Podcast]. *Social Work Podcast*.
13. Clark, E. J. (2017). 10 essentials social workers must know about hope [Blog post]. Retrieved from <http://www.socialworker.com/feature-articles/practice/10-essentials-social-workers-must-know-about-hope/>
14. Council on Social Work Education (CSWE), Commission on Accreditation. (2016, July). *Handbook of social work accreditation policies and procedures*. Retrieved from <https://cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook>
15. D’Aprix, A. S., Dunlap, K. M., Abel, E., & Edwards, R. L. (2004). Goodness of fit: Career goals of MSW students and the aims of the social work profession in the United States. *Social Work Education, 23*(3), 265-280.

THEORY OF SOCIAL WORK

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	Liubov Boiko, Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)

Course aims:

The aim of the discipline is to form in students a holistic view of the theoretical foundations of social work and to obtain systematic knowledge of the objective laws, conditions, processes and specific features of social policy in Ukraine.

<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. Knows professional discourse, basic terminology and has basic and structured knowledge in the field of social services</p> <p>2 Knows the specifics of the subject, basic concepts, tasks and methods of life crises of the individual and their place in the system of psychological and pedagogical sciences;</p> <p>3. Understands the psychological and pedagogical mechanisms of life crises;</p> <p>4. Has the skills of timely prevention of ineffective human response to difficult life situations;</p> <p>5. Can, depending on the situation, choose the most appropriate media and communication channels with consumers and business partners, clearly, consistently and logically express their thoughts and beliefs, argue, conduct effective business conversations, maintain a harmonious network of business and personal contacts, counteract manipulation, overcome communication barriers</p> <p>6. Has methods of providing psychological support and qualified assistance to people who find themselves in difficult life situations;</p> <p>7. Can work in a team, including taking on different roles, has basic organizational skills that allow you to achieve professional goals;</p>	<p>Lecture, problem lecture, seminar, discussion on the materials of the lecture and studied literature 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, test (CAS)</p> <p>Participation in discussion, test (CAS)</p> <p>Participation in discussion, participation in role play (CAS)</p> <p>Solution of professional situations, participation in role play (CAS)</p> <p>Participation in discussion, participation in role play, solution of professional situations, group task (project work in small groups), (CAS)</p> <p>Participation in discussion, participation in role play, solution of professional situations, group task (project work in small groups), (CAS)</p> <p>Participation in discussion, solution of professional situations, participation in role</p>

<p>8. Apply self-education to acquire new and develop already acquired knowledge, skills, taking into account changes in society and technology</p>		<p>play (CAS)</p> <p>Participation in discussion, solution of professional situations, participation in role play (CAS)</p>
<p>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</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. The value of theories for the practice of social work 2. Psychological models of social work 3. Sociological models of social work 4. Complex models of social work 5. Case management in social work 6. Case management in social work 7. Individual counselling in social work 8. Representation of the client's interests in social work 9. Conducting trainings in social work 10. Self-directed group work 11. Representation of the community and work in it. Community development work. Community care 12. General idea of social policy. Management of social policy Social protection of the population 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Теорії і методи соціальної роботи: Підручник для студентів вищих навчальних закладів / За ред. Т.В. Семигіної, І.І. Миговича. – К.: Академвидав, 2005. - 328 с. 2. Соціальна робота в Україні : навч. посіб. / за ред. І.Д. Зверєвої, Г.М. Лактіонової – К. : Наук. світ, 2013. – 233 с. 3. Соціальна робота : в 3-х ч. – Ч.1. Основи соціальної роботи / за ред. Т. Семигіної, І. Григи. – К., 2014. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Безпалько О.В. Соціальна робота в громаді: Навч. посіб. для студ. ВНЗ / Академія праці та соціальних відносин. – К., 2005. 2. Грига І.М. Соціальна робота в охороні здоров'я: Метод. рек. по проведенню навч. курсу для магістеріуму / Шк. соц. роботи Нац. ун-ту «Киево-Могилянська академія», - К., 2001. 3. Данакин Н.С. Теория и методика (технология) социальной работы. – М., 1991. 4. Інновації у соціальних службах: Навч.-метод. посіб. – К., 2002. 5. Кашпур Ю.М. Техники психологічного консультування // Практична психологія та соціальна робота, 2014. - №9 (196). – С. 58 – 60. 6. Краснова О.В. Важки втрати і психологічний супровід у пізньому житті // Обдарована дитина, 2014. - № 7 (147). – С. 51 – 58. 		

7. Мигович І.І. Соціальна робота (вступ до спеціальності) / Ужгород. держ. ун-т. – Ужгород, 1997.
8. Основы социальной работы: Учебник для вузов / Авт. П.Д. Павленок, А.А. Акмалова, В.П. Алферов и др.; Отв. ред. П.Д. Павленок. - М.: ИНФРА-М, 2002. – 393 с.
9. Осухова Н.Г. Відродження із болю: психодрама в роботі з підлітками, які пережили насильство // Практична психологія та соціальна робота, 2014. - №9 (196). – С. 13 – 22.
10. Репнова Т.П. Тренінг керованої поведінки для молодих підлітків (розвиток здатності протистояти впливу екстремальних умов) // Практична психологія та соціальна робота, 2014. - №9 (196). – С. 23 – 27.
11. Тетерский С.В. Введение в социальную работу. – М. 2000. – 260 с.
12. Технологии социальной работы: Учебник для студ. вузов, обуч. по направлению и спец. «Социал. работа» / Т.В. Шеляг, П.Д. Павленок, В.Ц. Худовердян и др.; Под. Общ. Ред. Е.И. Холостовой – М: ИНФРА – М, 2003. – 400 с.
- <http://www.edweek.org>; <http://www.ncsa.uiuc.edu.edu/classroom/classroom.html>); listserv@deakin.oz.au; (listserv@ocmvm.onondaga.boces.k12.ny.us, listserv@vml.nodak.edu edu@emissia.spb.su – листсервер науково-педагогічного каналу "Листи до Emissia Offline", організований у рамках реального дослідження 1995 року

GENERAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1,2,3,4/53 weeks, 176 hours in class	18,5 / Mandatory	Olha Hlushko, Ph.D. (Candidate of Science), Associate Professor	555 hours (96 h. lectures, 80 h. seminars/practical, 379 h. self-study time)
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.				
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,		Essay, test,

<p>4) plan and organize psychological research;</p> <p>5) orientate in key areas of modern theoretical psychology;</p> <p>6) know the psychological theories, mechanisms and patterns of cognitive processes;</p> <p>7) have notions of personality theory, personality types, personality structure;</p> <p>8) the analyze individual psychological characteristics, temperament, character, human capacity.</p> <p>1 semester Learning outcomes 1-2</p> <p>2 semester Learning outcomes 3-4</p> <p>Learning outcomes 1-4</p> <p>3 semester Learning outcomes 5-6</p> <p>4 semester Learning outcomes 7-8</p> <p>Learning outcomes 5-8</p>	<p>discussion</p> <p>Project work</p> <p>Lecture, practical classes, self-study activities</p> <p>Problem lecture, discussion</p> <p>Problem lecture, discussion</p> <p>Problem lecture, case study in small groups, tests</p>	<p>presentation (CAS)</p> <p>Presentation (CAS)</p> <p>Participation in the discussion, test, essay (CAS)</p> <p>Participation in the discussion, presentation, essay (CAS)</p> <p>Presentation, tests, mini-case (CAS)</p> <p>Tests, mini case</p> <p>Mid-term control (CAS) Final exam (FAS)</p> <p>Mid-term control (CAS) Final exam (FAS)</p> <p>Mid-term control (CAS) Final exam (FAS)</p> <p>Mid-term control (CAS) Final exam (FAS)</p>
<p>Assessment</p> <p>1 semester</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, individual task)</p> <p>2 semester</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</p>		

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-ге 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.: Миллениум, 2004. 521 с.
7. Максименко С.Д., Соловієнко 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 SOCIAL WORK				
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	Liubov Boiko, Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
<p>Course aims: The aim of the discipline is to form in students a holistic view of the main achievements and to determine the problems of each of the historical stages in the development of social work. Learn to distinguish between features and specifics of "closed" and "open" system of charity in the history of social work and use knowledge of the history of social work for in-depth study of the theory and methods of social work</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. Knows professional discourse, basic terminology and has basic and structured knowledge in the field of social services 2 Search, analyze and synthesize information from various sources to solve professional and establish causal links between social events and phenomena. 3. Uses relevant research and applies research professional skills in providing social assistance; 4. Identifies, formulates and solves problems in the field of social work, integrates theoretical knowledge and practical experience; 5. Can, depending on the situation, choose the most appropriate media and communication channels with consumers and business partners, clearly, consistently and logically express their thoughts and beliefs, argue,		Lecture, problem lecture, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, problem solving, analysis of specific situations (case-study) work in microgroups presentations, project work, Internet search, role (business) games	Participation in discussion, test (CAS) Participation in discussion, test (CAS) Solution of professional situations, participation in role play (CAS) Solution of professional situations, test, performance of group task (project work in small groups), participation in role play (CAS) Participation in discussion, participation in role play, solution of professional	

<p>conduct effective business conversations, maintain a harmonious network of business and personal contacts, counteract manipulation, overcome communication barriers</p> <p>6. Can work in a team, including taking on different roles, has basic organizational skills that allow you to achieve professional goals;</p> <p>7. Apply self-education to acquire new and develop existing knowledge, skills, taking into account changes in society and technology</p>		<p>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>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</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Periodization of foreign history of social work 2. Social assistance in ancient societies 3. Historical development of social support and assistance abroad. 4. The current state of social work abroad. 5. Periodization of domestic social work 6. Historical development of the domestic theory of social work and social assistance as a type of practical activity 7. Characteristics of the current stage of development of social work as a professional activity. 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Попович Г.М. Соціальна робота в Україні і за кордоном : навч. посіб. – Ужгород : УДУ, 2012. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Актуальні проблеми теорії і практики соціальної роботи на межі тисячоліть: монографія. – К. : УДЦССМ, 2001. – 344 с. 2. Антология социальной работы : в 5 т. – Т.1. История социальной помощи в России / Сост. М.В. Фирсов. – М. : Сварогъ – НВФ СПТ, 2004. – 288 с. 3. Генеза соціальної роботи у вітчизняній теорії і практиці // Соціальна робота : навч. посіб. – Кн. II. – К. : ДЦССМ, 2002. 4. Горілий А.А. Історія соціальної роботи / А.А. Горілий. – Т., 2002. – 72 с. 5. Динамика ценностей в социальной работе / под ред. С. Шардлоу. – Амстердам-Киев, 2006. – 206 с. 		

6. Зверева И.Д. Проект «Социальное образование в Украине» : перспективы развития социальной работы (социальной педагогики) // Практична психологія та соціальна робота. – 2002. – № 5. – С. 20 – 24.
 7. Зверева И.Д. Развитие социальной работы и социальной педагогики в Украине / И.Д. Зверева, Г.Н. Лактионова // Практична психологія та соціальна робота. – 2001. – № 4. – С. 2 – 7.
 8. Значення змін у соціальній роботі / за ред. С. Шардлоу. – К., 2005. – 142 с.
 9. Кузьмин К.В. История социальной работы / К.В. Кузьмин, Б.А. Сутырин. – М., 2002.
 10. Лукашевич М.П. Соціальна робота в Україні : теоретико-методологічні засади / М.П. Лукашевич, І.І. Мигович, І.М. Пінчук. – К. : МАУП, 2001. – 126 с.
 11. Макаренко А.С. Педагогічна поема / А.С. Макаренко. – К., 2008.
 12. Мельников В.П. История социальной работы в России / В.П. Мельников, Е.И. Холостова. – М. : Социально-технологический институт, 2013. – 200 с.
 13. Мигович І.І. Соціальна робота (вступ до спеціальності) / І.І. Мигович. – Ужгород : ВАТ «Патент», 2007.
 14. Мустаева Ф.А. Социальная педагогика и социальная работа за рубежом (Социальная работа в США. Социальная работа и социальная педагогика в Германии. Социальная педагогика и социальная работа во Франции. Социальная работа в Швеции) / Ф.А. Мустаева // Основы социальной педагогики / Ф.А. Мустаева. – М., 2002. – С. 287 – 401.
 15. Основы социальной работы : учеб. / отв. ред. П.Д. Павленок. – М. : ИНФРА, 2007. – 368 с.
 16. Соціальна робота. Короткий енциклопедичний словник. Кн. 4. – К., 2002.
 17. Тихолоз В.В. Історія соціальної роботи : навч.-метод. посіб. / В.В. Тихолоз. – Черкаси, Вид. від. ЧНУ ім. Богдана Хмельницького, 2014. – 408 с.
 18. Фирсов М.В. История социальной работы в России / М.В. Фирсов. – М., 2007.
 19. Янкович О.І. Історія соціальної педагогіки/соціальної роботи : навч.-метод. посіб. / О.І. Янкович, В.А. Поліщук. – Т.: ТНПУ, 2004.
- <http://www.edweek.org>; <http://www.ncsa.uiuc.edu.edu/classroom/classroom.html>;
listserv@deakin.oz.au; (listserv@ocmvm.onondaga.boces.k12.ny.us, listserv@vml.nodak.edu
 та ін.
edu@emissia.spb.su – листсервер науково-педагогічного каналу "Листи до Emissia Offline", організований у рамках реального дослідження 1995 року. Передмодерація з редагуванням.

DEVELOPMENTAL PSYCHOLOGY AND AGE-RELATED PSYCHOLOGY

Teaching language	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Instructor	Study load
Ukrainian	2/ 14 weeks, 42 hours in class	5 / Mandatory	Nataliia Hrysenko, Ph.D., Associate Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. 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

<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 and learning methods</p>	<p style="text-align: center;">Forms of assessment (continuous assessment CAS, summative assessment FAS)</p>
<p>1) to master a lexical minimum in the amount necessary to work with professional literature and professional interaction</p> <p>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.</p> <p>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.</p> <p>4) to offer their own ways of solving 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>Learning outcomes 4,5</p> <p>Learning outcomes 1-6</p>	<p>Lecture, seminar, self-study activities</p> <p>Lecture, seminar, self-study activities</p> <p>Practical classes, Guided self-study activities</p> <p>Interactive lecture, 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>Test (CAS)</p> <p>Participation in the discussion, essay, presentation (CAS)</p> <p>Presentation, essay (CAS)</p> <p>Case study (Case study presentation) (CAS)</p> <p>Presentation, essay (CAS)</p> <p>Essay, case study, presentation (FAS)</p> <p>Mid-term control (CAS)</p> <p>Final assessment (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 computermultiple choice tests)</p> <p>60% Continuous assessment:</p> <p>15% Test (multiple choice, computer)</p> <p>20% Calculative tasks (written)</p>		

10% Answers (spoken replies)
15% Mid-term control (tests, mini case)

Contents

Thematic structure of the course:

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. Сергеевкова 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.

20. Лисина М.И. Формирование личности ребенка в общении. / М.И. Лисина – СПб.: Питер, 2009. – 209 с.

21. Большой психологический словарь. / Под ред. В.П. Зинченко, Б.Г. Мещерякова. – М.: Олма-Пресс, 2004. – 672 с.

22. Сапогова Е.Е. Психология развития человека: учебное пособие / Е.Е. Сапогова. – М., Аспект Пресс, 2001. – 460 с.

23. Эльконин Б.Д. Введение в психологию развития. / Б.Д. Эльконин – М.: Тривола, 1994. – 168 с.

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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.

27. Lerner R M (ed.) (2005) *Handbook of Child Psychology*, 5th edn. Wiley, New York.

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

SOCIAL PSYCHOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 56 hours in class	6 / Mandatory	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
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 (continious assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the		Participation in a discussion (seminar, debate, brainstorming,
1) Understand the patterns and features of development and functioning of mental phenomena in the context of socio-psychological knowledge				

<p>2) To justify the structure of the concept, communication, to determine its significance in the life of the individual</p> <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 1-6</p>	<p>studied literature.</p> <p>Lecture, seminar, discussion based on the materials of the lecture and the studied literature, 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>etc.), essay (CAS)</p> <p>Oral answers to questions, problem solving (problem situations) (CAS)</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), presentation (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of Continuous assessment (60%) 20% Participation in the discussion, role play 20% Individual creative task 20% Essay 20% Cases, problem solving 20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 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)

METHODS AND ORGANIZATION OF ACADEMIC RESEARCH IN SOCIAL WORK

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 70 hours in class	6 / Mandatory	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 develop students': ability to search, analyze and synthesize information from various sources in order to establish causal links between social events and phenomena; formulate the purpose, objectives of the study, obtain the skills to collect primary data, follow the research procedure; present the results of own research orally / in writing for specialists and non-specialists, operate with categories, concepts and facts during the methodological justification of research programs and projects, procedures and techniques; to analyze the results of scientific research; to make conclusions and proposals; draw up the results of research in the form of scientific theses, reports, articles.

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. Knowledge and understanding of the essence, meaning and types of social work and its main directions (psychological, socio-pedagogical, legal, economic, medical)	Lectures, practical lessons, mini lectures	Work in practice, independent work, current control, answers (oral) (CAS).
2. Ability to analyze socio-psychological phenomena, processes of formation, development and socialization of the individual, development of social groups and communities.	Problem lecture, debate	Work in groups, independent work (CAS)
3. Know the forms of scientific knowledge organization, scientific revolutions and their completion, components and conditions of theories in the humanistics	Lecture, problem lecture	Independent work, answers (oral) , individual creative activity (CAS)
4. Ability to determine the method, methodology of methodology projecting, levels of organization of methodological	Lecture, problem lecture	Individual creative task, independent work (CAS)

<p>knowledge, the concept of philosophical and specific thematic methodology.</p> <p>5. Know the basic logical laws of research and the principles, standards and features of the methodology of classic research in the context of the humanistics; parameters of cyclically completed socio-psychological research</p> <p>6. The ability to develop ways to overcome social problems and find effective methods to solve them.</p> <p>Learning outcomes 1-3</p> <p>Learning outcomes 1-6</p>	<p>Lecture, debate.</p> <p>Lecture, mini lecture, round table conference</p>	<p>Discussion and solution of problematic tasks, independent work, answers (oral) (CAS)</p> <p>Independent work, (CAS)</p> <p>Mid-term control^ exercises, answers (oral) (CAS)</p> <p>Final assessment (FAS)</p>
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Assessment

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

- 20% Participation in the discussion
- 20% Individual creative task
- 25% Mid-term control (exercises, answers (oral))
- 15% Problematic tasks (problem solving)
- 15% Answers (oral)

Contents

Thematic structure of the course:

1. Research methodology
- 2 Science as a system of ideas about the world
3. Theoretical basis of scientific research
- 4 The concept of method and methodology in the context of science.
- 5 Organization and planning of scientific research
6. Levels of organization of theoretical and methodological knowledge
7. General characteristics of research methods in social work
- 8 Types of scientific experiment in social work.
9. Program and framework of categories and concepts of scientific research.
10. Processing and research results submission
- 11 Preparation and design of scientific papers
12. Writing scientific theses, reports, articles
13. Guidelines of scientific publications submission.

Literature

Compulsory reading

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. - 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. - Северодонецьк : Ноулідж, Северодонецьк, 2015. - 311 с.

Recommended reading

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. Journal of Chemical Education". 6. 10 (1929), 1619. ACS Publications (accessed November 28, 2010).
14. Geiger R.L. To Advance Knowlwdge. 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

SOCIAL WORK IN THE FIELD OF EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3, 4/ 25 weeks, 74 hours in class	9,5 / Mandatory	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	285 hours (50 h. lectures, 24 h. seminars/practical, 211 h. self-study time)

Course aims:

The aim of the discipline: the formation of students' theoretical knowledge and development of practical skills for organizing the work of social services in the educational space. Acquaintance with the legal framework of organization and documentation of a social pedagogue in the educational space and the principles of social work, the peculiarities of its development in Ukraine, differences in working with different groups of clients in need of social support; to form a humanistically oriented professional worldview of the future social worker in the field of education

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) demonstrate knowledge and understanding of basic concepts of social work;</p>	<p>Lecture, problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources,</p>	<p>Participation in a discussion (seminar, debate, debate, brainstorming, etc.), essay (CAS)</p>
<p>2) analyze the real state of social development and social work;</p>	<p>Lecture,, seminar, discussion on the materials of the lecture and the studied literature sources, practical lesson, performance of individual tasks</p>	<p>Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)</p>
<p>3) distinguish and apply the criteria of professionalism of a social worker;</p>	<p>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</p>	<p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p>
<p>4) to form a personal vision of the process of formation and development of a social work specialist;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play, evaluation of the presentation (CAS)</p>
<p>5) to form the evaluative characteristics of the components of social work and the characteristics of the use of special features of social work specialists</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) focus on the methods and approaches of psychological theory and practice, in particular focused on the formation of the humanistic orientation of educational processes</p>	<p>Independent work, presentations, project work, Internet search</p>	<p>Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)</p>

<p>7) have the skills of socio-psychological diagnosis of individuals and social groups, in particular educational in the process of educational work;</p> <p>3 semester Learning outcomes 1-4</p> <p>4 semester Learning outcomes 1-7</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>Final Exam (FAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>3 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 computer multiple choice tests)</p> <p>60% Continuous assessment:</p> <p>15% Answers (oral)</p> <p>15% participation in discussions, debates, participation in game technologies</p> <p>15% problem solving</p> <p>15% Test (multiple choice, computer)</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 computer multiple choice tests)</p> <p>60% Continuous assessment:</p> <p>15% problem solving</p> <p>15% participation in discussions, debates, participation in game technologies</p> <p>15% Presentation (oral, multimedia)</p> <p>15% Answers (oral)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>MODULE 1 THEORETICAL AND METHODOLOGICAL BASIS OF ORGANIZATION OF SOCIAL SERVICES</p> <ol style="list-style-type: none"> 1. The nature of social work as a professional activity 2. Organizational aspects of social work. Normative base of social work in Ukraine 3. Network of social services in Ukraine. The structure of social services 4. Content and organization of integrated social services <p>MODULE 2. FEATURES OF SOCIAL WORK IN EDUCATIONAL INSTITUTIONS</p> <ol style="list-style-type: none"> 5. Regulatory framework of social work in the field of education 6 Organization of social work in the field of education 7. Technologies of social work in social services <p>MODULE 3. PRACTICAL IMPLEMENTATION OF THE WORK OF SOCIAL SERVICES IN THE FIELD OF EDUCATION.</p> <ol style="list-style-type: none"> 8. Features of counselling in social work 9. Social work with families raising young children on the formation of conscious parenting and prevention of abandonment of infants 10. Social work with youth 11. Principles of organization and content of social work with people with disabilities. 		

Literature

Compulsory reading

1. Інтегровані соціальні служби: теорія, практика, інновації: Навч.-метод. комплекс / Автор.-упоряд.: О. В. Безпалько, І. Д. Зверева, З. П. Кияниця, В. О. Кузьмінський та ін. / За заг. ред.: І. Д. Зверевої, Ж. В. Петрочко. – К.: Фенікс, 2007. – 528 с.
2. Лукашевич М. П. Соціальна робота (теорія і практика): Підручник / М. П. Лукашевич, Т. В. Семигіна. – К.: Каравела, 2011. – 368 с.

Recommended reading

1. Безпалько О. В. Організація соціально-педагогічної роботи з дітьми та учнівською молоддю в територіальній громаді: теоретико-методичні основи / О. В. Безпалько. – К.: Наук. світ, 2006. – 363 с.
2. Безпалько О. В. Соціальна робота в схемах і таблицях / Навч. посіб. / О.В. Безпалько. – К.: Логос, 2003. – 105 с.
3. Брутман В. І. Раннє соціальне сирітство як комплексна медико-соціально-педагогічна проблема. - М.: АСОПР, 1944. -182 с.
4. Громада як осередок соціальної роботи з дітьми та сім'ями: Метод, матеріали для тренера / О. В. Безпалько та ін.; Під заг. ред. І. Д. Зверевої. – К.: Наук, світ, 2009. – 69 с.
5. Збірник нормативно-правових актів у сфері захисту прав дітей. – К.: Дитячий Фонд ООН (ЮНІСЕФ), 2002. – 318 с.
6. Зверева І. Д. Соціальна робота з дітьми та молоддю в Україні / І. Д. Зверева. – К.: Правда Ярославичів, 1998. – 432 с.
7. Steve Krawczyk, Nigel Horner (2006) Social work in education and children's services Lincoln University. 152 p.
8. David R. Dupper. (2018) School social work. Wiley 320 p.

SOCIAL POLICY IN UKRAINE

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/14 weeks, 56 hours in class	5 / Mandatory	Liubov Boiko, Associate Professor	150 hours (28 h. lectures, 28 h. seminars/practical, 94 h. self-study time)
<p>Course aims: The aim of the discipline is to reveal the main problems of youth sociology, which have theoretical and practical significance, namely: study of the role and place of youth in social development, analysis of "social portrait" of different groups of youth, study of needs, interests, values, social expectations all spheres of life; formation of an active life position, lifestyle and behavior; study of life plans of young people and determination of optimal conditions for their implementation; research of reserves of social activity and reasons of passivity, inclusion of youth in social management and self-government at various levels; determination of moral and psychological readiness for work and unemployment, etc.</p>				
<p>Learning outcomes On completion of the course, students will be able to:</p>		<p>Teaching methods, teaching and learning activities</p>		<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>

1) know the specifics of the subject, basic concepts, tasks and methods of life crises of the individual and their place in the system of psychological and pedagogical sciences;	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) understand the psychological and pedagogical mechanisms of life crises;	Lecture, seminar, discussion based on the materials of the lecture and the studied literature, practical lesson	Oral answers to questions, problem solving (problem situations) (CAS)
3) have the skills to timely prevent ineffective human response to difficult life situations;	Lecture, seminar, discussion based on the materials of the lecture and the studied literature, practical lesson	Oral answers to questions, problem solving (problem situations) (CAS)
4) have methods of providing psychological support and qualified assistance to people who find themselves in difficult life situations;	Game technologies, presentations, project work, work in microgroups.	Discussion in groups, problem solving, answers to questions (CAS)
5) work in a team, including taking on different roles, has basic organizational skills that allow you to achieve professional goals;	Game technologies, presentations, project work, work in microgroups.	Discussion in groups, problem solving, answers to questions (CAS)
6) apply self-education to acquire new and develop already acquired knowledge, skills, taking into account changes in society and technology;	Independent work, presentations, project work, the Internet search, presentations, role-playing games, work in microgroups	Oral answers to questions, problem solving (problem situations), role-playing games (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: 15% Problem solving 15% Essays 15% Participation in a discussion, role-playing games 15% Answers (oral)		
Contents		
Thematic structure of the course:		

1. Youth as a social community, its social status and self-identification. Age limits of the period of youth
2. Youth in the socio-demographic dimension
3. Socialization, social well-being and social mobility of youth
4. Love, sex and the family as a subject of sociological and socio-psychological research
5. Value orientations, cultural needs and the spiritual world of youth. youth subculture and counterculture in the world and in modern Ukraine
6. The problem of youth education and training
7. Youth in the field of labor and employment. youth unemployment
8. Negative phenomena in the youth environment. deviant and delinquent behavior of young people

Literature

Compulsory reading

1. Канавець В.М.. „Молодіжна політика в Україні”. – К. Центр навчальної літератури, 2006, 267 с.
2. Біляєв Я. М. Кадрове забезпечення державної політики щодо забезпечення соціальної мобільності молоді [Електронний ресурс] / Я. М. Біляєв // Інвестиції: практика та досвід. - 2019. - № 9. - С. 109-114.
3. Смагло О. В. Соціальна політика: реалії та перспективи [Електронний ресурс] / О. В. Смагло // Причорноморські економічні студії. - 2019. - Вип. 38(2). - С. 70-73. - Режим доступу: [http://nbuv.gov.ua/UJRN/bses_2019_38\(2\)_16](http://nbuv.gov.ua/UJRN/bses_2019_38(2)_16)
4. Кудлаєнко С. В. Структурні елементи механізмів реалізації соціальної політики [Електронний ресурс] / С. В. Кудлаєнко // Вісник Хмельницького національного університету. Економічні науки. - 2019. - № 1. - С. 169-173. - Режим доступу: http://nbuv.gov.ua/UJRN/Vchnu_ekon_2019_1_33

Recommended reading

1. Бебик В.М., Головатий М.Ф., Ребало В.А. Політична культура сучасної молоді. – К.,1996.
2. Бестужев-Лада И.В. Молодость и зрелость. Размышления о некоторых социальных проблемах молодежи.-М.,2004.
3. Борьба с групповыми правонарушениями несовершеннолетних. – К.,2002.
4. Гавриленко І. М., Скідін О.Л. Соціологія освіти.- Запоріжжя, 1998.
5. Головатий Н.Ф. Социология молодежи: Курс лекций. К., 2009.
6. Головаха Е.И. Жизненная перспектива и профессиональное самоопределение молодежи. – К.,1988.
7. Головенько В.А., Корнієвський О.А. Український молодіжний рух: історія і сьогодення. – К.,2007.
8. Головки Б.И. Студенческая семья. – М., 1988.
9. Горохова Т.К. Профессионально-образовательная мобильность молодых безработных в современном обществе. – СПб.,1995.
10. Государственная национальная программа “Образование. Украина XXI
11. Дети ради детей. Программа социальной защиты детей в деятельности детских
12. Духовність і моральні цінності сучасної української молоді: Аналіт.доп.//Поточ.арх.Укр.ін-ту соц.досліджень.-К., 2000.
13. Закон України “Про молодіжні і дитячі громадські об’єднання” від 1 грудня 1998 р. / Поточ. арх. Верховної Ради України. – К.,1998.
14. Закон України “Про сприяння соціальному становленню та розвитку молоді в Україні. – К., 2005.
15. Кон И.С. В поисках себя: Личность и ее самосознание. – М.,1994.
16. Кон И.С. Психология ранней юности.-М.,1995.
17. Кондрашенко В.Т. Девиантное поведение у подростков. – Минск, 2000.

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REHABILITATION TECHNOLOGY IN SOCIAL WORK				
Language of teaching	Semester / Duration	ECTScredits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/8 weeks, 42 hours in class/	4,5 / Mandatory	Serhii Dubinskyi, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 73,5h. self-study time)
Course aims: is to familiarize students with modern approaches to rehabilitation technology in social work.				
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 current trends in the rehabilitation work of a social worker with special groups of clients around the world;		Lecture, practical classes, discussion	Participation in the discussion, essay, test (CAS)	
2) Be able to analyze the problems of age typology in the rehabilitation work of a social worker. Understand the methodology of forming the readiness of future social workers for social rehabilitation of children of primary school age with cerebral palsy;		Lecture, practical classes, panel discussion	Practical skills assessment, report, case study (CAS)	
3) Be able to analyze the features of the process of social thinking and world developments in social and gender psychology;		Problem lecture, case study in small groups	Practical skills assessment, essay, case study (CAS)	
4) Be able to analyze the problems of women's labor, health care, fertility, motherhood in Ukraine and the world. Understand the problem of discrimination against women in the world;		Self-study activities Problem lecture, discussion, solving calculative tasks	Practical skills assessment, report, individual presentation (CAS)	
5) Apply social rehabilitation programs in the areas of social services. Implement rehabilitation programs of social services in schools and colleges of social rehabilitation, medical and penitentiary institutions;		Lecture, practical classes, workshop, case study	Presentation, report (CAS)	
6) Be able to analyze socio-psychological work		Presentations,	Practical skills	

with young families. Understand the socio-psychological model of rehabilitation of foster families.	project work, search in the Internet,	assessment, essay, presentation (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion 20% Participation in the role play 20% Case study presentation 10% Essay (written) 20% Presentation (oral, multimedia)		
Contents		
Thematic structure of the course: 1 Establishment of rehabilitation work with different groups of clients 2 The problem of age typology in the rehabilitation work of a social worker 3 Rehabilitation work of a social worker with youth. 4 Rehabilitation work of a social worker with elderly people 5 Socio-psychological rehabilitation of women. 6 Socio-psychological rehabilitation of groups of people with deviant criminal behavior 7 Socio-psychological rehabilitation with representatives of problem groups. 8 Socio-psychological work with families.		
Literature		
Compulsory reading		
1. Актуальні проблеми теорії і практики соціальної роботи на межі тисячоліть Кн.1 - К., 2011 - 341 с. 2. Браун А. Супервізор у соціальній роботі: Супервізія догляду в громаді, ден. та стаціонар. установах - К.: Пульсари, 2017. - 239 с. 3. Науковий супровід, моніторинг та оцінка ефективності соціальних проєктів. - Держ. центр соц. служб для молоді, Держ. ін-т пробл. сім'ї та молоді. - К., 2016. - 122с.		
Recommended reading		
1. Постовий В. Тенденції виховання дітей і молоді в сучасній українській сім'ї // Соціальна робота в Україні: теорія і практика. - 2013. - № 3. - С.20 - 27. 2. Романова Н. Проблема соціалізації студентів у вищому навчальному закладі // Соц. робота в Україні: теорія і практика. - 2015. - № 4. - С.136 - 144. 3. Рошковану Е. Малий бізнес - шанс утвердиться в житті // Соціальна робота в Україні: теорія і практика. - 2009. - № 4. - С.57 - 62. 4. Семигіна Т. Актуальні проблеми навчання та виховання людей з особливими потребами // Соціальна робота в Україні: теорія і практика. - 2003. - № 4. - С.96 - 99. 5. Серикова Н. Региональные молодежные организации // Соціальна робота в Україні: теорія і практика. - 2011. - № 4. - С.63 - 66. 6. Сидоренко Ю. Сучасна українська сім'я як клієнт соціальної роботи // Соц. робота в Україні: теорія і практика. - 2013. - № 2. - С.98 - 104. 7. Сидоров В. Навчання практиці соціальної роботи в Україні: шлях до Європи // Соц.політика і соц.робота. - 2013. - №3,4. - С.15-26.		

Language of teaching	Semester/ Duration	ECTScredits/ Type of course (mandatory, elective)	Course Coordinator	Students` workload
Ukrainian	5/14 weeks, 28 hours in class	4 / Mandatory	Stanislav Sapozhnykov, Doctor of Science, Full Professor	120 hours (14 h. lectures, 14 h. seminars / practical, 92 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		Panel discussion Role play,		Participation in the discussion

<p>communication between children in different age periods, to create conditions conducive to the formation of constructive personality;</p> <p>9) use of psychological mechanisms, patterns of education and training when working with different actors of the educational process;</p> <p>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;</p> <p>11) analyze educational activities of teacher and help him master the psychological methods and techniques of self-improvement and self-regulation;</p> <p>12) to justify the choice and educational solutions to provide effective forms and methods of training and education;</p> <p>13) effectively use methods of educational psychology;</p> <p>14) identify relationships between the level of intellectual and personal development and forms, methods of training and education;</p> <p>Learning outcomes 1-7</p>	<p>Seminars, self-study activity, Lecture, practical classes</p> <p>Internet search, self-study activities</p> <p>Problem lecture, discussion</p> <p>Problem lecture, case study in small groups</p> <p>Problem lecture, discussion</p> <p>Problem lecture, case study in small groups</p>	<p>Participation in the role play (CAS)</p> <p>Essay, test (CAS)</p> <p>Essay, test Presentation (CAS)</p> <p>Participation in the discussion, test (CAS)</p> <p>Peer small group presentation (CAS)</p> <p>Participation in the discussion, case study (CAS)</p> <p>Peer small group presentation (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of Continuous assessment (100%) 20% Participation in the discussion 20% Test 20% Case-study, role play 20% Essay 20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Module 1. General Aspects of Pedagogy</p> <ol style="list-style-type: none"> 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 <p>Module 2. The Theory of Teaching and Upbringing</p> <ol style="list-style-type: none"> 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 ЗМ
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.Галузяк, 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. 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.

SOCIAL WORK WITH DIFFERENT GROUPS OF CLIENTS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5,6/ 28 weeks, 98 hours in class	9,5 / Mandatory Course paper 1 ECTS credit	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	285 hours (56 h. lectures, 42 h. seminars/practical, 187 h. self-study time) Course paper: 30 hours
Course aims: to provide general theoretical and practical training for masters of higher education by mastering theoretical knowledge, concepts, principles of social work with different groups of clients in Ukraine and studying the activities of state and public organizations that provide assistance and support to certain target audiences.				
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) have knowledge and understanding of the purpose and objectives of social work;		Lecture, practical classes, self-study activities	Participation in the discussion (CAS)	
2) have knowledge of the main characteristics of risk groups: "street children", "vandal children";		Lecture, practical classes, self-study activities	Participation in the discussion (CAS)	
3) have knowledge of the main current trends in social work with special groups of clients in different countries;		Lecture, practical classes, self-study activities	Participation in the discussion, essay (CAS)	
4) have knowledge of the main problems of age typology in social work;		Lecture, practical classes, self-study activities	Participation in the discussion, answers to questions (CAS)	

<p>5) have knowledge of the theoretical socio-demographic problems of society;</p>	<p>Lecture, practical classes, self-study activities, case study</p>	<p>Participation in the discussion, essay, case study (CAS)</p>
<p>6) have knowledge and understanding of the ethical norms of interaction between the consultant and the client in the process of social work, ethical norms and professional tact of the future professional;</p>	<p>Lecture, practical classes, self-study activities, presentation in small groups</p>	<p>Participation in the discussion, essay, presentation (CAS)</p>
<p>7) have knowledge of the basic methods of social diagnosis of families and children;</p>	<p>Lecture, practical classes, self-study activities, case study</p>	<p>Participation in the discussion, essay, case study (CAS)</p>
<p>8) know the principles of psychological counseling;</p>	<p>Lecture, practical classes, self-study activities</p>	<p>Participation in the discussion, answers to questions (CAS)</p>
<p>9) know the characteristics of customer categories</p>	<p>Lecture, practical classes, self-study activities, presentation in small groups</p>	<p>Participation in the discussion, essay, presentation (CAS)</p>
<p>10) be able to assess the needs of the client / family</p>	<p>Lecture, practical classes, self-study activities, presentation in small groups</p>	<p>Participation in the discussion, essay, presentation (CAS)</p>
<p>11) be able to form and present research theses on the formation of professionally important qualities of the future social worker;</p>	<p>Lecture, practical classes, self-study activities, case study</p>	<p>Participation in the discussion, essay, case study (CAS)</p>
<p>12) analyze the specifics of working with representatives of problem groups: risk, risk group;</p>	<p>Lecture, practical classes, self-study activities, case study</p>	<p>Participation in the discussion, essay, case study (CAS)</p>
<p>13) apply effective technologies of social work;</p>	<p>Lecture, practical classes, self-study activities, case study</p>	<p>Participation in the discussion, essay, case study (CAS)</p>
<p>14) effectively apply technologies to overcome deviant behavior;</p>	<p>Lecture, practical classes, self-study activities</p>	<p>Participation in the discussion, answers to questions (CAS)</p>
<p>15) be responsible for personal development and self-improvement, which is the basis of professional growth.</p>	<p>Lecture, seminar</p>	<p>Participation in the discussion (CAS)</p>
<p>5 Semester: Learning outcomes - 1-4</p>		<p>Mid-term control (CAS)</p>
<p>Learning outcomes - 1-7</p> <p>6 Semester:</p>		<p>Final exam (FAS)</p>

Learning outcomes – 8-15 Learning outcomes - 1-15		Mid-term control (CAS) Final exam (FAS) Course paper (FAS)
<p>Assessment</p> <p>5 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% Essay (written) 20% Individual tasks (written) 10% Answers (oral), participation in a discussion 15% Mid-term control (essay, mini case)</p> <p>6 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% Essay (written) 20% Individual tasks (written) 10% Answers (oral), participation in a discussion 15% Mid-term control (essay, mini case)</p> <p>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.</p>		
Contents		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Formation of social work with different groups of clients 2. Social work with clients of different ages 3. Features of work with different groups of clients 4. The problem of age typology in social work 5. Social work with youth 6. Social work with people of mature and senile age 7. Typology by groups of deviant criminal behaviour 8. Technology to overcome deviant behaviour 9. Social work with representatives of problem groups 10. Social work with people with alcohol and drug addiction 11. Social work with servicemen (their families) and prisoners 12. Social work with homeless people with disabilities, disabled people, migrants, the needy 13. Social work with suicides and people with a pronounced syndrome of "emotional burnout" 		
<p>Literature</p> <p>Compulsory reading</p> <ol style="list-style-type: none"> 1. Безпалько О.В. Соціальна педагогіка в схемах і таблицях: Навч. посібник. – К., 2003. – 134 с. 2. Введення у соціальну роботу: Навч. посібник. – К., 2001. – 288 с. 3. Діти “групи ризику”: психологічні, соціальні та правові аспекти. – К., 2001. – 192 с. 4. Капська А.Й. та ін. Актуальні проблеми соціально-педагогічної роботи (модульний курс дистанційного навчання) / А.Й.Капська, О.В.Безпалько, Р.Х.Вайнола; Заг. ред.: І.Зверєвої та Г.Лактіонової. – К., 2001. – 129 с. 5. Клейберг Ю.А. Психология девиантного поведения: Учеб. пособие для вузов. – М., 		

2001. – 160 с.

6. Козлов А.А., Иванова Т.Б. Практикум социального работника: Серия “Учебные пособия”. – Ростов-н/Д, 2001. – 320 с.

7. Лукашевич М., Шандор Ф. (Соціологія соціальної роботи: теорія та практика: Підручник. – Ужгород: ТОВ «РІК-У», 2018. – 232 с.

8. Лютий В.П. Соціальна робота з групами дітей девіантної поведінки: Навч. посібник. – К., 2000. – 51 с.

9. Петрынин А.Г., Печенюк А.М. Педагогическая реабилитация несовершеннолетних с девиантно-криминальным поведением: психолого-педагогическая и медико-социальная помощь: Учеб.-метод. пособие. – М., 2001. – 148 с.

10. Психология социальной работы / О.Н.Александрова, О.Н.Боголюбова, Н.Л.Васильева и др.; Под общей ред. М.А.Гулиной. – СПб., 2002. – 352 с.

11. Словарь-справочник по социальной работе / Под ред. Е.И.Холостовой. – М., 2000. – 424 с.

12. Социальная работа: история, теория и практика: Науч., учебно-метод. пособие для студентов, магистрантов, аспирантов и специалистов в области социальной педагогики, социальной работы / Харченко С.Я., Кратинев Н.С., Ваховский Л.Ц., Кратина В.А., Песоцкая О.П., Покладова В.В. В 2 ч. – Ч.1. – Луганск, 2002. – 158 с.

13. Соціальна робота з дітьми, молоддю, жінками, різними категоріями сімей: Аналітичний звіт щодо діяльності центрів соціальних служб для молоді / Упор.: Р.Г.Драпушко, С.В.Толстоухова, О.К.Шатохіна, Л.І.Шамрай. – К., 1999. – 140 с.

14. Соціальні служби - родині: Розвиток нових підходів в Україні / За ред. І.М.Григи, Т.В.Семигіної. – К., 2002. – 128 с.

15. Технології соціально-педагогічної роботи: Навч. посібник / За заг. ред. проф. А.Й.Капської. – К., 2000. – 372 с.

16. Технології соціально-педагогічної роботи: Навч. посібник / За заг. ред. проф. А.Й.Капської. – К., 2000. – 372 с.

Recommended reading

1. Зверева И.Д. Опыт организации социальной политики подростков за рубежом // *Практ. психологія та соц. р-та.* – 1998. - № 2. – С. 37-39.

2. Зверева И.Д. Соціальна підтримка безробітної молоді // *Практ. психологія та соц. р-та.* – 1998. - № 8. – С. 26-28.

3. Иванова А. Работа социального педагога с детьми из неблагополучных семей // *Воспитание школьников.* – 2000. - № 7. – С. 22-25.

4. Никитина Л. Нормативно-правовая база деятельности социального педагога // *Воспитание школьников.* – 2001. - № 4. – С. 30-33.

5. Никитина Л. Содержание работы социального педагога в образовательном учреждении // *Воспитание школьников.* – 2001. - № 1. – С. 31-33.

6. Никитина Л. Технологии социально-педагогической работы: краткий анализ // *Воспитание школьников.* – 2000. - № 10. – С. 14-15.

7. McDonald C. *Challenging Social Work: the context of practice* / C. McDonald. – Basingstoke: Palgrave Macmillan. – 2006. – 256 p.

8. Ragg N.M. *People not cases: A philosophical approach to social work* / Nicholas M. Ragg. – Routledge & Kegan Paul, 1977. – 159 p.

9. Mayer J.E. *The Client Speaks* / J.E. Mayer, N. Timms. – London, Routledge and Kegan Paul. – 1970 – 190 p.

10. Postle K. Capacity building and the reconception of political participation: A role for social care workers? / K. Postle, P. Beresford. – *British Journal of Social Work.* – 2007. – p. 143 – 158.

11. Kvarnström S. How service users perceive the concept of participation, specifically in interprofessional practice. / S. Kvarnström et al. – *British Journal of Social Work.*

– 2011, 42 (1). – p. 129 –146.

12. Harris J. State social work and social citizenship in Britain : From clientelism to consumerism / J. Harris. – British Journal of Social Work. – 1999. – p. 915 – 937.

PROFESSIONAL SKILLS OF A SOCIAL WORKER

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5,6 /28 weeks, 84 hours in class	8 / Mandatory	Iryna Oliinyk, Ph.D. (Candidate of Science), Associate Professor	240hours (28 h. lectures, 56 h. seminars/practical, 156 h. self-study time)

Course aims:

The purpose of the discipline: the formation of a holistic view of the essence of the social worker, the practical mastery of pedagogical techniques in the social sphere; mastering the basics of professional skills by applicants in order to apply the acquired knowledge and professional competencies in future activities; formation of the ability to solve professional problems and manage social situations; development of professionally important personality traits of the future social worker, his creative individuality, ability to realize creative abilities and development of individual professional style.

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) theoretically argue ways to overcome problems and difficult life circumstances, choose effective methods to solve them, predict the consequences;	1) Lecture with elements of training, discussion of lecture materials and studied literature sources, seminar-debate, problem solving, analysis of specific situations (case-study)	1) Participation in the discussion, work in a training group, solving problem situations (CAS)
2) understand the scientific principles underlying social activities, identify, formulate and solve problems in the specialty, integrate theoretical knowledge and practical experience;	2) Role play, solving situational problems, working in pairs to solve problems	2) Participation in a role play, solving problems using software, participation in discussions in small groups (CAS)
3) use socio-pedagogical, medical-social and socio-psychological methods and technologies in the practice of social work;	3) Brainwriting, collective design, "Fishbone"	3) Exchange of ideas during Brainwriting, participation in collective design, graphic research of problem situations (CAS)

<p>4) practice methods of prevention to prevent possible abnormalities in mental development, behavioral disorders, interpersonal relationships, to resolve conflicts, prevent social risks and difficult life circumstances;</p> <p>5) use diagnostic methods in the process of assessing the problems, needs, specific features and resources of customers;</p> <p>6) implement technologies of mediation in the conflict, diagnose conflicts, apply effective models for their resolution;</p> <p>7) interact depending on the needs of interaction partners and their means of communication, while maintaining its authenticity;</p> <p>8) know the limits of their own knowledge and skills and understand the need for lifelong learning (learning throughout life), deepening and replenishing acquired knowledge and skills; determine the direction of their development and training;</p> <p>9) take responsibility for making decisions in difficult and unpredictable conditions</p> <p>Learning outcomes 1-9</p>	<p>4) Debate, scientific discussion, round table, analysis of specific situations (case-study), project method (mini-projects)</p> <p>5) Analysis of specific situations (case-study), project method (mini-projects)</p> <p>6) "Round table" on the topic of independent search work, work in small groups, business, role play</p> <p>7) Solving problem situations, seminar-solving situational problems analysis of specific situations (case-study), simulation methods</p> <p>8) Facilitation methods, seminar-dialogue, problem solving, project work, Internet search, group work</p> <p>9) Protection of projects, solving situational problems (case-study), presentations Graphic facilitation</p>	<p>4) Participation in debates, debates, work of dyads, participation in discussion of case-study, protection of mini-projects (CAS)</p> <p>5) Participation in a case-study discussion, defense of mini-projects (CAS)</p> <p>6) Oral and written interviews, presentations, project defense, participation in game technologies (CAS)</p> <p>7) Participation in imitation modelling, problem solving (problem situations) (CAS)</p> <p>8) Participation in facilitation technologies, participation in seminar-dialogue, problem solving, research project, evaluation of group presentations(CAS)</p> <p>9) Protection of research projects, solving situational problems, group work with graphics cards(CAS)</p> <p>Final assessment (FAS)</p>
<p>Assessment 5 Semester Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion</p>		

20% Problem solving, work in training group
30% Research project
20% Presentation (oral, multimedia)

6 Semester

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

30% Participation in the discussion
20% Problem solving, work in training group 30% Research project
20% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

1. The essence of the professional activity of a social worker
2. Activities of a social worker and professional skills
3. The content of professional skills of a social worker, ways of its formation
4. Pedagogical technique of a social worker
5. Professional image of a social worker
6. Occupational stress and burnout
7. Psychological and pedagogical requirements for the personality of a social worker
8. Pedagogical communication is a leading component of professional skill
9. Language culture and speech culture of a social worker
10. Methods of correction and educational impact
11. Methods of influencing the client's personality as a basis for professional interaction
12. Skills of a social worker in self-government
13. Professional conflict resolution

Literature

Compulsory reading

1. Волкова Н.П. Професійно-педагогічна комунікація Навч. посіб. – К.: ВЦ „Академія”, 2006. – 256с. Бадмаев В.Ц., Малышев А.А. Психология обучения речевому мастерству. – М.: Гуманитарный центр ВЛАДОС, 1999. – 224с.
2. Волкова Н.П. Педагогіка: Посіб. для студ. вищ. навч. закл. – К.: Вид. центр „Академія”, 2002. – 576с.
3. Зязюн І.А., Сагач Г.М. Краса педагогічної дії: Навч. посібник для вчителів, аспірантів, студентів середніх та вищих навч. закладів. – К.: Українсько-фінський інститут менеджменту і бізнесу, 1997. – 302с.
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5. Педагогічна майстерність: Підручник/ І.А. Зязюн, Л.В. Крамущенко, І.Ф. Кривонос [та ін.]; за ред. І.А. Зязюна. – 3-тє вид., допов. і переробл. – К. : СПД Богданова А.М., 2008. – 376 с.
6. Шмельова, Н. Б. Соціальна робота: особистість і професія (аспект розвитку) / Н. Б. Шмельова. - Ульяновськ, 1999. - С. 59-60.

Recommended reading

1. Бех І.Д. Особистісно зорієнтоване виховання: Науково-метод. посібник. – К.: ІЗМН, 1998. – 204 с.
2. Коваль А.П. Ділове спілкування. – К.: Либідь, 1992. – 280 с.
3. Леви В. Искусство быть другим. – М.: Знание, 1981. – 207 с.
4. Основы ораторского мастерства. Курс лекций / Е.Н Тарасов. – М., 1991. – 236 с.
5. Основы педагогического мастерства. Под. ред И.Я. Зязюна. – М.: Просвещение, 1989. – 301 с.
6. Сагач Г.М. Похвальне красномовство: Практичний посібник для вчителів, студентів середніх та вищих навчальних закладів. – К.: ІЗМН, 1996. – 156 с.
7. Станиславский К.С. Работа над собой. – Собр. соч. в 8 тт. – М., 1954. – Т.2. – 424 с.
8. Сухомлинский В.А. Сердце отдаю детям. – Изд. 2. – К.: Рад. школа, 1981. – 382 с.

9. Сухомлинський В.О. Як виховувати справжню людину. Вибрані твори в 5 тт. – К.: Рад. школа, 1975. – Т. 3. – С. 236
10. Super D. Occupational psychology / D. Super M. Bohn. - London, 1971.
11. White R.W. Motivation Reconsidered: The Concept of Competence // Psychological Review, 1959. - №66.

SOCIAL GERONTOLOGY

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 / Mandatory	Oxana Bayer, Ph. D.	120 hours (28 h. lectures, 14 h. seminars/practical, 78 h. self-study time)

Course aims:

The aim of the course lies in presenting to students laws of psychic development of a person in the senior age, her cognition, emotional and motivational sphere, and self-image. The course focuses on specifics of work and social psychological help to representatives of the senior age. Basic competencies formed are knowledge and understanding of professional activity, ability to make grounded decisions, ability to prevent social risks, complex life situations and conflicts, ability to solve a social problem using research methods in a particular situation, ability to provide a client with psychological assistance with reference to their individual needs, age differences, gender and other characteristics.

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) Specify basic definitions of social gerontology, find common and different features with comparing social facts and phenomena of gerontogenesis;	lecture, seminar, discussion over additional printed and video materials	participation in the discussion (seminar), written answers, essay, test (CAS)
2) Theoretically ground ways of overcoming problems and complex life situations by representatives of the senior age; foresee consequences and choose effective methods of their prevention;	lecture, seminar, discussion over additional printed and video materials, research interview, project preparation	participation in the discussion (seminar), written answers, essay, test, project presentation (CAS)
3) Use social-pedagogic and social-psychological methods and technologies in the practice of social work with people of the senior age;	lecture, seminar, discussion over additional printed and video materials, research interview, project preparation	participation in the discussion (seminar), written answers, essay, test, project presentation (CAS)
4) Practice methods of prevention of possible deviations in psychic development, behavioral deviations, interpersonal relationship, for conflict	seminar, discussion over additional printed and video materials, research interview, project	participation in the discussion (seminar), written answers, essay, test, project

resolution and social risk prevention. Learning outcomes 1-4	preparation	presentation (CAS) 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 1 essay and computer multiple choice tests) 60% Continuous assessment: 40% participation in discussions, seminars, test completion 20% project preparation and presentation		
Contents		
Thematic structure of the course: Thematic module 1. General issues and cognition of people of the senior age. 1. The object and subject of social gerontology. 2. Gerontogenesis and its basic features. Life longevity and factors that define it. 3. The phenomena of pathologic, biologic and psychological ageing. 4. Specifics of sensation and perception. 5. Attention, memory and speaking in the senior age. Thematic module 2. Personality of the senior age as a subject of investigation. 6. Changes in emotional sphere in the senior age. Motivational changes of the elderly people. 7. Basic parts and conditions of self-concept formation in the senior age. 8. Internal conflicts of the elderly (R. Peck). 9. Death and dying.		
Literature Compulsory reading		
1. Абульханова К. А. Время личности и время жизни / К. А. Абульханова. – СПб. : Алетей, 2001. – 304 с. 2. Альперович В. Д. Геронтология. Старость: социокультурный портрет. – М.: Приор, 1998. 3. Анцыферова Л. И. Поздний период жизни человека: типы старения и возможности поступательного старения личности // Психологический журнал. – 1996. – Т. 17. – № 6. – С. 60-71. 4. Анцыферова Л. И. Развитие личности и проблемы геронтопсихологии / Л. И. Анцыферова. – М. : Изд-во ин-та психологии РАН, 2004. – 512 с. 5. Гамезо М. В., Герасимова В. С., Горелова Г. Г., Орлова В. М. Возрастная психология: личность от молодости до старости. – М.: Ноосфера, 1999. 6. Ермолаева М. В. Практическая психология старости. – М.: Эксмо, 2002. 7. Крайг Г., Бокум Д. Психология развития. 9-е изд. – СПб.: Питер, 2004. 8. Краснова О. В., Лидерс А. Г. Социальная психология старения. – М.: Академия, 2002. 9. Лидерс А. Г. Кризис пожилого возраста – гипотеза о его психологическом содержании / А. Г. Лидерс // Психология зрелости и старения. – 2000. – № 2. – С. 6–11. 10. Стюарт-Гамильтон Я. Психология старения. – СПб.: Питер, 2002. 11. Психология старости и старения: Хрестоматия: Учеб. пособие для студ. психол. фак. высш. учеб. заведений / Сост. О. В. Краснова, А. Г. Лидерс. – М. : Изд. центр «Академия», 2003. – 416 с. 12. Шахматов Н. Ф. Психическое старение: счастливое и болезненное / Н. Ф. Шахматов. – М. : Медицина, 1996. – 304 с. 13. Шахматов Н. Ф. Старение – время личного познания вечных вопросов и истинных ценностей / Н. Ф. Шахматов // Психология зрелости и старения. – 1998. – № 2. – С. 14–20. 14. Шихи Г. Возрастные кризисы / Гейл Шихи. – М. : Каскад, 2005. – 448 с.		

Recommended reading

1. Малкина-Пых И. Г. Кризисы пожилого возраста. – М.: Изд-во Эксмо, 2005. – 368 с. – (Справочник практического психолога).
2. Савчин М. В., Василенко Л. П. Вікова психологія. 2-е вид. – К., Академвидав, 2009.
3. Психология развития. Словарь / Под ред. А. Л. Венгера // Психологический лексикон. Энциклопедический словарь в шести томах / Ред.-сост. Л. А. Карпенко. Под общ. ред. А. В. Петровського. – М.: ПЕР СЭ, 2005.
4. Психология человека от рождения до смерти / Под ред. А. А. Реана. – СПб.: „Прайм-ЕВРОЗНАК”, 2005.
5. Хойфт Г. Геронтопсихосоматика и возрастная психотерапия / Г. Хойфт, А. Крузе, Г. Радебольд. – М. : Академия, 2003. – 368 с.
6. Хухлаева О. В. Психология развития: молодость, зрелость, старость. 3-е изд. – М.: Издательский центр «Академия», 2006.
7. Achenbaum W. A. Crossing frontiers: gerontology emerges as a science. – Cambridge: Cambridge University Press, 1995. – 295 p.
8. Blackburn J. A., Dulmus C. N. Handbook of gerontology. – Hoboken, New Jersey: John Wiley & Sons, 2007. – 588 p.
9. Minichiello V., Coulson I. Contemporary issues in gerontology. Promoting positive ageing. – Maryborough, Victoriya: Allen Unwin, 2005. – 320 p.
10. Phillips J., Ajrouch K., Hillcoat-Nalletamby S. Key concepts in social gerontology. – Los Angeles: SAGE, 2010. – 240 p.
11. Rowles G. D., Shoenberg N. E. Qualitative gerontology. – NY: Springer publishing company, 2002. – 303 p.
12. Stuart-Hamilton I. An introduction to gerontology. – Cambridge: Cambridge University press, 2011. – 447 p.
13. Wilmoth J. M., Ferraro K. F. Gerontology. Perspectives and issues. – NY: Springer publishing company, 2007. – 384 p.
14. Cole T., Achenbaum W. A., Jakobi P. L., Kastenbaum R. Voices and visions of aging: toward a critical gerontology. – NY: Springer publishing company, 1993. – 325 p.
15. Dacey J. C. Human Development across the lifespan / J. C. Dacey. – New York : McGraw Hill Companies, 2003. – 61 p.
16. Kenyon G., Bohlmeijer E., Randall W. L. Storying later life: issues, investigations, and interventions in narrative gerontology. – Oxford: Oxford University Press, 2011. – 397 p.
17. Mauk K. L. Gerontological nursing: competencies for care. – Sadbury, Massachusetts: Jones and Bartlett Publishers, 2006. – 846 p.
18. Victor C. The social context of ageing: a textbook of gerontology. – London: Routledge, 2005. – 309 p.
19. Williams E. Opportunities in gerontology and aging services careers. – NY: NTC Contemporary, 1995. – 362 p.

<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	6/14 weeks, 40 hours in class	4,5 /Mandatory	Tetiana Yermolaieva, Senior Lecturer	135 hours (10 hours lectures, 30 hours seminars/practical, 93 hours self-study time)

<p>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</p>		
<p>Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) plan and create programs of social and psychological training;</p>	<p>Lecture, problem lecture, lecture-reflection, seminar, seminar-dialogue, seminar-solution of situational problems analysis of specific situations (case-study)</p>	<p>Participation in the discussion (seminar, debate, brainstorming etc.), presentation (CAS)</p>
<p>2) have modern effective approaches and methods of socio-psychological training;</p>	<p>Solving problem situations, working in microgroups, seminar-solving situational problems.</p>	<p>Participation in the role-playing game (CAS)</p>
<p>3) to be guided in the field of active methods of group social and psychological work;</p>	<p>Independent work, presentations, project work, Internet search. Work in microgroups, game technologies,</p>	<p>Participation in the role-playing game (CAS)</p>
<p>4) competently apply the acquired knowledge in practice.</p>	<p>Project work. Game technologies, presentations, project work, Internet search</p>	<p>Presentation in small groups, evaluation of students' training programs (CAS)</p>
<p>Learning outcomes 1-4</p>		
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 10% Participation in the discussion 10% Presentation (oral, multimedia) 30% Individual tasks 60% Final assessment (training program defense, conduction of mini-training)</p>		
<p>Contents</p>		
<p>Thematic structure of the course: 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>		

Literature
Compulsory reading

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.

Recommended reading

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 fur 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)

SOCIAL PATRONAGE				
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 / Mandatory	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	120 hours (28 h. lectures, 14 h. seminars/practical, 78 h. self-study time)
Course aims: The aim of the discipline: to promote the general and pedagogical culture of students; acquisition by students of the necessary theoretical knowledge, methodological approaches and practical skills of mastering by students of the principles of work of social institutions; formation of skills of practical work in the social sphere.				
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) search, analyze and synthesize information from various sources to solve problems of the		Lecture, problem lecture, lecture-	Participation in a discussion	

<p>specialty, reproduce the facts (dates, events, principles and patterns of social development), establish causal links between events, phenomena, draw conclusions, argue their thoughts;</p>	<p>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.</p>	<p>(seminar, debate) (CAS)</p>
<p>2) give definitions and highlight basic concepts, use their own examples to illustrate the answers, find common features and differences when comparing facts, phenomena, characterize social phenomena;</p>	<p>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 .</p>	<p>Oral answers to questions, problem solving (problem situations), case study, evaluation of the presentation (CAS)</p>
<p>3) establish and maintain relationships with clients on the basis of mutual trust and in accordance with ethical principles and standards of social work, provide them with psychosocial assistance and psychological support;</p>	<p>Lecture, problem lecture, seminar-debate, seminar-dialogue, problem solving, work in microgroups, presentations, tests, game technologies, presentations, project work, Internet search</p>	<p>Oral answers to questions, problem solving, test results, participation in a role play, presentation evaluation (CAS)</p>
<p>4) identify strengths and involve personal resources of clients, resources of social groups and communities to solve their problems, get out of difficult life circumstances;</p>	<p>Simulation methods, presentations, project work, Internet search</p>	<p>Participation in a role play, evaluation of a presentation, evaluation of practical skills (CAS)</p>
<p>5) interact depending on the needs of interaction partners and their means of communication, while maintaining its authenticity;</p>	<p>Problem lecture, lecture-reflection, discussion on the materials of the lecture</p>	<p>Oral answers to questions, problem solving, presentation</p>

<p>6) take responsibility for making decisions in difficult and unpredictable conditions.</p> <p>Learning outcomes 1-3; 4-6</p>	<p>and the studied literature sources, seminar-debate, independent work, presentations, search on the Internet</p> <p>Presentations, role-playing games, work in microgroups, game technologies, project work, Internet search</p>	<p>evaluation (CAS)</p> <p>Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of student reports, participation in a role play (business game) (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 (oral answers, presentation)
- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 10% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

Module 1. Social patronage of clients as a technology of social work

1. Analysis of the content of the concept of "social patronage"
2. Theoretical principles of social patronage
3. Theoretical principles of socio-pedagogical patronage in the family
4. Methods of social diagnosis of families and children
5. Algorithm of social patronage technology

Module 2. Technology of social patronage of the family

6. Technology of social patronage of families who find themselves in difficult life circumstances
7. Social patronage of foster families and family-type orphanages
8. Social patronage of graduates of boarding schools for orphans and children deprived of parental care
9. Social patronage of children and youth in conflict with the law

Literature

Compulsory reading

1. Алексеева Л. С. Адресный социальный патронаж семьи и детей. Москва : Государственный НИИ семьи и воспитания, 2000. 160 с.
2. Алексеева Л.С. Социальный патронаж семьи и детей. Москва : Гос-НИИ семьи и воспитания, 2007. 195 с.
3. Алексеева Л. С., Меновщиков В. Ю. Сущностные характеристики социального патронажа и

возможности его потенциального влияния на решение проблем социального здоровья семей и детей. 2004. № 3. С. 50-85

4. Иванов В.Н., Патрушев В.И. Социальные технологии: Курс лекций. Москва : Изд-во МГСУ «Союз», 1999. 432 с.

5. Исмагилова Ф. С. Основы профессионального консультирования. Москва : Издательство Московского психолого-социального института; Воронеж : Издательство НПО «МОДЭК», 2003. 215 с.

6. Ромм М. В., Ромм Т. А. Теория социальной работы : учебное пособие. Новосибирск. 1999. 57 с.

7. Мардахаев Л. В. Словарь по социальной педагогике. Москва : «Академия», 2002. 368 с.

8. Осипова И. И. Установление контактов с семьей в процессе патронажа: методики и технологии. 2005. № 3. С. 56-65

9. Никитин В. А. Социальная работа: проблемы теории и подготовки специалистов. Учеб. пособие. Москва : Московский психолого-социальный институт, 2002. 236 с.

10. Основы социальной работы : учебник / Отв. ред. П.Д. Павленок. 2-е изд., испр. и доп. Москва : Инфра-М, 2003. 395 с.

Recommended reading

1. Закон України «Про охорону дитинства» від 26 квітня 2001 року.

2. Закон України «Про освіту» від 23.05.1991 р. № 1060-ХІІ.

3. Декларація прав дитини від 20 листопада 1959 р.

4. Етичний кодекс спеціалістів із соціальної роботи.

5. Європейська соціальна хартія від 18 жовтня 1961 року.

6. Конвенція про права дитини від 2.09.1990 р.

7. Положення про психологічну службу системи освіти України від 03.05.1999 р. № 127.

8. Положення про психологічний кабінет дошкільних, загальноосвітніх та інших навчальних закладів від 19.10.2001 р.

9. Лист МОНУ від 15.08.2007 р. № 1/9-479 «Про внесення змін і доповнень до нормативної чисельності практичних психологів та соціальних педагогів навчальних закладів».

10. Лист Міністерства освіти і науки України від 27.07.2007 р. №1/9-488 «Про недопущення проведення тренінгів, обстежень та опитувань усіх учасників навчально-виховного процесу представниками сторонніх організацій без попередньої експертизи згідно з Положенням про експертизу психологічного і соціологічного інструментарію, що застосовується в навчальних закладах Міністерства освіти і науки України».

11. Наказ МОНУ 28.12.2006 р. № 864 «Про планування діяльності та ведення документації соціальних педагогів, соціальних педагогів по роботі з дітьми-інвалідами системи Міністерства освіти і науки України».

12. Положення про експертизу психологічного і соціологічного інструментарію, що застосовується в навчальних закладах МОНУ.

13. Організація та науково-методичне забезпечення діяльності психологічної служби і ПМПК/ за наук. ред. В.Г. Панка та І.І. Цушка. Електрон. дані. Київ. Український НМЦ практичної психології і соціальної роботи, 2013. 343 с.

14. Збірник документів психологічної служби системи освіти Полтавської області (2003–2004 рр.) / За ред. О. О. Новака. Полтава: ПОППО, 2005. 120 с.

15. Asquith, S., Clark, C. L., & Waterhouse, L. (2005). The role of the social worker in the 21st century: A literature review. Edinburgh: Scottish Executive Education Department.

16. Grinnell, R.M., & Unrau, Y.A. (2010). Social work research and evaluation: Foundations of evidence-based practice [9th ed.]. New York: Oxford University Press.

17. Rees S. Patronage and Participation, Problem and Paradox: a Case Study in Community Work. The British Journal of Social Work. Vol. 3, No. 1 (Spring 1973), pp. 3-18.

18. Singer, J. B. (Producer). (2016, March 28). #103 – The Grand Challenges for Social Work: Interview with Dr. Richard P. Barth [Audio Podcast]. *Social Work Podcast*.

19. Singer, J. B. (Producer). (2014, July 8). #87 – Beginnings, middles, and ends: Stories about social work from Ogden Rogers, Ph.D. [Audio Podcast]. *Social Work Podcast*.

20. Singer, J. B. (Producer). (2016, March 28). #103 – The Grand Challenges for Social Work: Interview with Dr. Richard P. Barth [Audio Podcast]. *Social Work Podcast*.

21. Clark, E. J. (2017). 10 essentials social workers must know about hope [Blog post]. Retrieved from <http://www.socialworker.com/feature-articles/practice/10-essentials-social-workers-must-know-about-hope/>

22. Council on Social Work Education (CSWE), Commission on Accreditation. (2016, July). *Handbook of social work accreditation policies and procedures*. Retrieved from <https://cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook>

23. D'Aprix, A. S., Dunlap, K. M., Abel, E., & Edwards, R. L. (2004). Goodness of fit: Career goals of MSW students and the aims of the social work profession in the United States. *Social Work Education*, 23(3), 265-280.

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	4 / Mandatory	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	120 hours (28 h. lectures, 14 h. seminars/practical, 63 h. self-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		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 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. Алексєєва; 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. Основи 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; Запоріж. 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.

NEGOTIATIONS IN SOCIAL WORK

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 / Mandatory	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	120 hours (28 h. lectures, 14 h. seminars/practical, 78 h. self-study time)
Course aim: Formation of practical skills in negotiation process; acquisition of knowledge and skills in resolving family conflicts, conflicts related to guardianship, etc.; carry out negotiation process through mediation; expand theoretical concepts and practical skills of various communication techniques that contribute to effective negotiations; master basic tools in professional work in a conflict situation; develop skills for conflicts resolution in pre-judicial and extrajudicial order, which give new opportunities for settlement of family conflicts, conflicts related to guardianship and many others.				
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 negotiation strategies and tactics;	Lecture, seminar, discussion on materials of lecture and studied literature.	Participation in discussion, oral answers to questions (CAS).
2) use algorithm of preparation for negotiations in social work;	Problem lecture, seminar dialogue, presentations, role games.	Independent work, oral answers to questions, role play (CAS)
3) demonstrate practical techniques of negotiation;	Lecture-dialogue, "round table" on the topic of independent work, cases.	Independent work, solving of cases (CAS)
4) apply communication skills in negotiation process;	Lecture, seminar, projects.	Independent work, oral answers to questions, assessment of project work (CAS)
5) select appropriate strategies and tactics in a conflict;	Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study).	Independent work, oral answers to questions, case-presentation (CAS)
6) mastering the concepts needed to understand different types of negotiation and mediation;	Reports of students - individual and in groups, presentations, project work, the Internet search.	Oral answers to questions, solving of tasks (problem situations), assessment of projects and presentations (CAS)
7) Select adequate tactics and strategies for settlement of conflicts in pre-judicial and extrajudicial order.	Independent work, Case study in small groups, presentations, the Internet search.	Oral answers, Case study (case study presentation), assessment of presentation (CAS)

Assessment

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

20% Answers (oral)

20% Participation in the discussion

20% Participation in the role play

20% Presentation (oral, multimedia)

20% Case study presentation

Contents

Thematic structure of the course:

MODULE 1. NEGOTIATIONS IN SOCIAL WORK

1. Communication in conflict.
2. Causes, dynamics and forms of conflict resolution.
3. Conflict settlement negotiations.
4. Strategies and tactics in negotiations.
5. Types of negotiations.
6. Integration negotiations – alignment of interests.
7. Cooperation negotiations: preparation and process.
8. Integration of interests and agreement.

MODULE 2. MEDIATION AND NEGOTIATIONS IN EXTREME CONDITIONS

9. Concepts and principles of mediation.
10. Stages and functions of mediation.
11. Areas of application, features and limitations of negotiation and mediation in social work.
12. Incorrect negotiations and tactics of coping with "difficult" interlocutor.
13. Personality of social worker as a mediator.
14. Negotiations in extreme situations.

Literature

Compulsory reading

1. Аллаhverдова О.В. Переговоры в социальной работе [Электронный ресурс]: учеб. Пособие. СПб.: Изд-во С. Петерб. ун-та, 2017. 134 с. ISBN 978-5-288-05722-9. Режим доступа: <https://rucont.ru/efd/693194>
2. Гаркуша І.В. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник. Дніпро: Університет імені Альфреда Нобеля, 2019. 144 с

Recommended reading

1. Бродовская Е.В. Переговоры: стратегии, тактики, техники: Учебное пособие. Тула: Изд-во ТулГУ, 2008. 150 с.
2. Ведение переговоров и разрешение конфликтов классика М.: Альпина Бизнес Букс, 2006. 226 с. (Серия «Классика Harvard Business Review»)
3. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. Д.: РВВ ДНУ, 2008. 88 с.
4. Даймонд С. Переговоры, которые работают. 12 стратегий, которые помогут вам получить больше в любой ситуации, М., Манн, Иванов и Фербер, 2011. 560 с.
5. Зусін В.Я. Етика та етикет ділового спілкування: Навч. посіб. 2-ге вид., перероб. і доп. К.: ЦНЛ, 2005.
6. Караяни А.Г., Цветков В.Л. Психология общения и переговоров в экстремальных условиях. М.: ЮНИТИ-ДАНА, 2009.
7. Кеннеди Гэвин Договориться можно обо всем! Как добиваться максимума в любых переговорах Издательство: "Альпина Паблишер", 2013. 277 с.
8. Коткин Д. Жесткие переговоры или просто о сложном. ООО «Написано пером», 2015.
9. Barker, Alan. (2019) Improve Your Communication Skills: How to Build Trust, Be Heard and Communicate with Confidence - Creating Success. Fifth edition. Kogan Page Publishers. 2019. 176 p
10. Mark Goulston (2017) Talking to Crazy How to Deal with the Irrational and Impossible People in Your Life. AMACOM American Management Association, 2017. 289 p
11. Alison Wood Brooks. Emotion and the Art of Negotiation. A version of this article appeared in the December 2015 issue (pp.56–64) of Harvard Business Review.
12. Deepak Malhotra. Psychological Influence in Negotiation: An Introduction Long Overdue. Harvard Business School. 2008. 90 p.
13. Dave Kerpen (2019). THE ART OF PEOPLE: 11 Simple People Skills That Will Get You Everything You Wan. Currency. 2019. 288 p
14. Francesco AquilarMauro Galluccio. Psychological Processes in International Negotiations.

Theoretical and Practical Perspectives. 2008. P. 171

15. Michele J. Gelfand, Jeanne M. Brett The Handbook of Negotiation and Culture. Stanford Business Books An imprint of Stanford University Press Stanford, California 2004. 479 p.

16. Mark Goulston (2015) Just Listen: Discover the Secret to Getting Through to Absolutely Anyone. AMACOM. 2015. 256 p

COACHING TECHNOLOGY IN SOCIAL WORK

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	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. self-study time)

Course aims:

The purpose of the discipline is to highlight the essence and features of the coaching process, as well as the main tools of coaching that can be used in various spheres of human life and aimed at personal development.

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) search, analyze and synthesize information from various sources to solve problems of the specialty, reproduce the facts (dates, events, principles and patterns of social development), establish causal links between events, phenomena, draw conclusions, argue their thoughts;	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.	Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)
2) give definitions and highlight basic concepts, use their own examples to illustrate the answers, find common features and differences when comparing facts, phenomena, characterize social phenomena;	Problem lecture, lecture-reflection, discussion on lecture materials and studied literature sources, seminar-debate, seminar-dialogue, work in microgroups,	Oral answers to questions, problem solving (problem situations), participation in a discussion, evaluation of the presentation (CAS)

<p>3) Analyze mental properties and states, characterize mental processes, various activities of individuals in the group, the processes of development, socialization, social adaptation and integration of the individual, socio-psychological processes in small and large groups;</p> <p>4) Practice methods of prevention to prevent possible abnormalities in mental development, behavioral disorders, interpersonal relationships, to resolve conflicts, prevent social risks and difficult life circumstances;</p> <p>5) interact depending on the needs of interaction partners and their means of communication, while maintaining its authenticity;</p> <p>6) take responsibility for making decisions in difficult and unpredictable conditions.</p> <p>Learning outcomes 1-3</p> <p>Learning outcomes 1-6</p>	<p>seminar-solution of situational problems analysis of specific situations (case-study), presentations, project work, search on the Internet .</p> <p>Lecture, problem lecture, seminar-debate, seminar-dialogue, problem solving, work in microgroups, presentations, tests, game technologies, presentations, project work, Internet search</p> <p>Simulation methods, presentations, project work, Internet search</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>Presentations, role-playing games, work in microgroups, game technologies, project work, Internet search</p>	<p>Oral answers to questions, problem solving, test results, participation in a role play, presentation evaluation (CAS)</p> <p>Participation in a role play, evaluation of a presentation, evaluation of practical skills (CAS)</p> <p>Oral answers to questions, problem solving, presentation evaluation (CAS)</p> <p>Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of student reports, participation in a role play (CAS)</p> <p>Mid-term control (CAS)</p> <p>Final exam (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:

15% Test (multiple choice, computer)

20% Participation in a discussion, role-play

10% Answers (oral)

15% Mid-term control (oral answers, presentation)

Contents**Thematic structure of the course:**

Module 1. Fundamentals of social counseling

1. Counseling in the practice of social work

2. Counseling as a method of providing social assistance

3. Communication techniques and methods of counseling and professional etiquette

4. The personality of the consultant in social counseling

Module 2. Features of social counseling

5. The specifics of the consultant's work with different categories of clients

6. Advising parents about the difficulties in the relationship with adult children

7. Content and organization of counseling on marital problems

8. Organizational, technological and ethical principles of telephone counseling

9. Features of telephone counseling of different categories of subscribers

Module 3. Coaching technologies in social work

10. The essence of coaching

11. Professional coaching standards.

12. Coaching process

13. Coaching tools: training workshop

14. Basic concepts of system-integration coaching

Literature**Compulsory reading**

9. Нежинська О. О., Тименко В. М. Основи коучингу : навчальний посібник. Київ ; Харків : ТОВ «ДІСА ПЛЮС», 2017. 220 с.

10. Цимбалюк І. М. Психологічне консультування та корекція. Модульно-рейтинговий курс: навчальний посібник. Київ : ВД «Професіонал», 2005. 656 с.

11. Основи психологічного консультування (лекційний курс) : навч.- метод. посіб. для студ. спец. «Практична психологія» / уклад. Б. А. Якимчук, І. П. Якимчук. Умань : ПП Жовтий О.О., 2013. 204 с.

12. Цимбалюк І.М. Психологічне консультування та корекція. Модульно-рейтинговий курс : навч. посіб. Київ : ТОВ «Видавничий дім «Професіонал»», 2009. 544 с.

13. Шапиро Б. Ю. Консультирование в практической психосоциальной работе.

14. Хомич Г. О., Ткач Р. М. Основи психологічного консультування : навчальний посібник. Київ : МАУП, 2004. 152 с.

15. Методи та технології роботи соціального педагога : навч. посіб. / авт.-уклад.: С. П. Архипова, Г. Я. Майборода, О. В. Тютюнник. Київ : Видавничий дім "Слово", 2011. 496 с.

Никитина Н. И., Глухова М. Ф. Методика и технология работы социального педагога : учеб. пособ. Москва : Гуманит. изд. центр ВЛАДОС, 2007. 399 с.

Recommended reading

1. Закон України «Про охорону дитинства» від 26 квітня 2001 року.

2. Закон України «Про освіту» від 23.05.1991 р. № 1060-ХІІ.

3. Декларація прав дитини від 20 листопада 1959 р.

4. Етичний кодекс спеціалістів із соціальної роботи.

5. Європейська соціальна хартія від 18 жовтня 1961 року.
6. Конвенція про права дитини від 2.09.1990 р.
7. Державний стандарт консультування, затверджений Міністерством соціальної політики України 2013 року [Електронний ресурс]. — Режим доступу : <http://www.mls.gov.ua/labour/control>
8. Положення про психологічну службу системи освіти України від 03.05.1999 р. № 127.
9. Положення про психологічний кабінет дошкільних, загальноосвітніх та інших навчальних закладів від 19.10.2001 р.
10. Лист МОНУ від 15.08.2007 р. № 1/9-479 «Про внесення змін і доповнень до нормативної чисельності практичних психологів та соціальних педагогів навчальних закладів».
11. Лист Міністерства освіти і науки України від 27.07.2007 р. №1/9-488 «Про недопущення проведення тренінгів, обстежень та опитувань усіх учасників навчально-виховного процесу представниками сторонніх організацій без попередньої експертизи згідно з Положенням про експертизу психологічного і соціологічного інструментарію, що застосовується в навчальних закладах Міністерства освіти і науки України».
12. Наказ МОНУ 28.12.2006 р. № 864 «Про планування діяльності та ведення документації соціальних педагогів, соціальних педагогів по роботі з дітьми-інвалідами системи Міністерства освіти і науки України».
13. Положення про експертизу психологічного і соціологічного інструментарію, що застосовується в навчальних закладах МОНУ.
14. Організація та науково-методичне забезпечення діяльності психологічної служби і ПМПК/ за наук. ред. В.Г. Панка та І.І. Цушка. Електрон. дані. Київ. Український НМЦ практичної психології і соціальної роботи, 2013. 343 с.
15. Збірник документів психологічної служби системи освіти Полтавської області (2003–2004 рр.) / За ред. О. О. Новака. Полтава: ПОІППО, 2005. 120 с.
16. Allen, K. (2013). A framework for family life coaching. *International Coaching Psychology Review*, 8(1), 72–79. doi:1750–2764.
17. Allen, K. (2016). *Theory, research, and practical guidelines for family life coaching*. Dordrecht: Springer.
18. Berg, I. K., & Szabó, P. (2005). *Brief coaching for lasting solutions*. New York, NY: W.W. Norton.
19. Cavanagh, M., Kemp, T., & Grant, A. (Eds.). (2005). *Evidenced based coaching, volume 1: Theory, research and practice from the behavioural sciences*. Samford Valley, QLD: Australian Academic Press.
20. Edelson, M. (2010). *Values-based coaching: A guide for social workers and other human service professionals*. Washington, DC: NASW Press.
21. Grant, A. M. (2008). Personal life coaching for coaches-in-training enhances goal attainment, inside and learning. *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 54–70.
22. Grant, A. M. (2011). Developing an agenda for teaching coaching psychology. *International Coaching Psychology Review*, 6(1), 84–99.
23. Ives, Y., & Cox, E. (2015). *Relationship coaching: The theory and practice of coaching with singles, couples, and parents*. New York, NY: Routledge.
24. Palmer, S., & Whybrow, A. (2008). *Handbook of coaching psychology: A guide for practitioners*. New York, NY: Routledge.
25. Banach, M. (1999). The workers' view: Strategies and coping skills in a family preservation program. *Child and Adolescent Social Work Journal*, 16(3), 237–249.
26. International Coach Federation. (n.d.). *Coaching FAQs*. Retrieved from <http://www.coachfederation.org/need/landing.cfm?ItemNumber=978&navItem%09Nu>
27. National Association of Social Workers. (2014). *NASW professional social work credentials*

and advanced practice specialty credentials.

RECREATIONAL TECHNOLOGIES				
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	Alina Yudina, Lecturer	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. self-study time)
Course aims: The aim of the discipline is to form students' professional, organizational and methodological knowledge, skills, abilities that are necessary in professional activities of social assistance to people; to form students' ideas about the basic recreational people's needs, understanding the specifics and types of recreational technologies, knowledge of the organization and development of recreational systems.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will know:				
1) the origin of recreation and its essence;		1) problem lecture, seminar, discussion on materials of a lecture and studied references, seminar dialogue, the solution of problem situations, analysis of specific situations (case-study);		1) participation in a discussion: seminar, dispute (CAS)
2) socio-cultural aspects of recreation;		2) lecture reflection, seminar, seminar dialogue, solution of problem situations, work in micro groups, case-study methods, the presentations;		2) oral answers to questions, solutions of tasks, explanations and solution of tasks (CAS)
3) the impact of modern recreational technologies on maintaining and strengthening people's health;		3) lecture, "a round table" on the topic of independent search work, seminar dialogue, the solution of problem situations, game technologies, project work;		3) oral answers to questions, solutions of tasks, participation in role-playing games (CAS)
4) basic of conducting recreational classes,		4) lecture, seminar,		4) participation in

<p>recreational activities;</p> <p>5) purpose, tasks, mean and methods of modern recreational technologies;</p> <p>students will be able to:</p> <p>6) use technologies of modern recreational exercises;</p> <p>7) determine the rational content and scope of motor activity, to monitor the health effects of exercise;</p> <p>8) conduct health training using cyclic exercises, recreational games, health gymnastics.</p> <p>Learning outcomes 1-8</p>	<p>discussion on materials of a lecture and studied references, seminar dialogue, the solution of problem situations, presentations;</p> <p>5) lecture reflection, debate seminar, a seminar dialogue, solution of problem situations, work in micro groups, case-study methods, presentations, project work;</p> <p>6) lecture, "a round table" on the topic of independent search work, seminar dialogue, the solution of problem situations, game technologies, project work;</p> <p>7) lecture reflection, seminar, seminar dialogue, solution of problem situations, work in micro groups, case-study methods, the presentations;</p> <p>8) lecture reflection, debate seminar, a seminar dialogue, solution of problem situations, work in micro groups, case-study methods, presentations, project work.</p>	<p>discussion, essay, assessment of the presentation (CAS)</p> <p>5) participation in discussion, assessment of the presentation, estimation of practical skills (CAS)</p> <p>6) research project, assessment of the presentation (individual presentation) (CAS)</p> <p>7) participation in discussion, assessment of students' reports Mid-term control: tests, mini case presentation (CAS)</p> <p>8) participation in discussion, essay, assessment of the presentation (CAS)</p> <p>Final exam (FAS)</p>
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Assessment
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% Essay (written)
10% Presentation (oral, multimedia)
10% Test (multiple choice, computer)
20% Mid-term control (computer multiple choice tests, mini case)

Contents

Thematic structure of the course:

Module 1. The basic of recreation. Origin of recreation and its essence.

- 1) Recreation as a science, stages of development. General idea of recreation.
- 2) Recreational potential and recreational resources. Recreational service.
- 3) Social and cultural aspects of recreation. Recreational technologies and quality of human life.

Module 2. Features of recreational activity. Recreational systems.

4) The impact of modern recreational technologies on saving and promotion of human health. Recreation in modern society.

5) The main forms of recreational and health activities. Varieties of recreational services.

6) Problems and prospects of development recreation system in Ukraine.

Literature

Compulsory reading

1. Бейдик О.О. Рекреаційно-туристські ресурси України: методологія та методика аналізу, термінологія, районування. /О.О. Бейдик – К.: ВПЦ «Київський університет», 2001. – 395 с.
2. Величко В. В. Організація рекреаційних послуг: навч. посібник / В. В. Величко; Харк. нац. ун-т міськ. госп-ва ім. О. М. Бекетова. – Х.: ХНУМГ ім. О. М. Бекетова, 2013. – 202 с.
3. Кобанець Л.О. Концепція управління розвитком рекреаційної діяльності. /Л.О. Кобанець – Донецьк: ІЕП НАН України, 2007. – 192 с.
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THE BASICS OF INCLUSIVE EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 30 hours in class	4,5 / Mandatory	Alina Yudina, Lecturer	135 hours (20 h. lectures, 10 h. seminars/practical, 105 h. self-study time)

Course aims:

The course is geared towards helping students to to form a system of values of inclusive education, knowledge and skills in the field of organization and implementation of inclusive education of children with special educational needs.

Students acquire knowledges of the peculiarities of psychophysical development, potential opportunities, needs and achievements of children with disabilities. Students gain practical skills in the formation of professional competence in inclusive education of children with special educational needs

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 theoretical and methodological, normative and legal bases of introduction of inclusive education in Ukraine;	lectures, discussions	Participation in the discussion (CAS)
2) know the features of education and upbringing of children with special educational needs;	lectures, discussions, practical classes	Participation in the discussion, Test tasks (CAS)
3) know basic provisions about organization of the pedagogical process in school in conditions of inclusive education;	problem lectures, methods of interactive learning	Oral answers, essays (CAS)
4) technologies of establishing pedagogical	practical classes,	Participation in the

<p>cooperation with parents of students with special educational needs; 5) be able to use effective socio-pedagogical strategies of interaction with various specialists and parents of children with special needs; 6) be able to prevent the prejudiced attitude of peers and teachers to children with special needs; 7) have skills of creating favorable conditions for interaction children with special needs with all participants of inclusive education; 8) have skills to adapt and modify the curriculum in accordance with child potential, which have mental and physical disorder.</p>	<p>discussions project work, practical classes Explanatory-illustrative lectures, discussions lectures, case study in small groups problem lectures, practical classes, test</p>	<p>discussion, syllabi (CAS) Oral answers, essays (CAS) Presentation (CAS) Exercises, mini case (CAS) Abstracts, tests (CAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 15% Test (multiple choice, computer) 20% Oral answers 15% Participation in the discussion 15% Essay 15% Presentation (oral, multimedia) 20% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course: 1) Inclusive education as a model of social order: basic concepts, genesis, main tasks and principles. 2) Ukrainian educational legislation and regulations as for inclusive education. 3) The essence and classification of children with psycho-physical development disorders. 4) Scientific, methodical, organizational, pedagogical problems of the theory and practice of implementation inclusive education. 5) General bases of pedagogy of inclusive education. 6) Psychological and pedagogical conditions for organizing the effectiveness inclusive education. 7) Organization of the pedagogical process in inclusive class. 8) Family’s role in the process of integrating child with special educational needs into the socio-cultural environment. 9) Correctional and developmental work as a component of inclusive education. Curriculum of educational, correctional and developmental processes. 10) Individual curriculum: content, functions, development process, analysis of components. 11) Assessment in the context of inclusive education. The essence and objectives of assessment pupils with special needs.</p>		
<p>Literature Compulsory reading 1. Байда Л.Ю. Інвалідність та суспільство:[навч.-метод. посіб.] / Л.Ю. Байда, О.В. Красюкова-Еннс, С.Ю. Буров та ін. / За заг. ред. Л.Ю. Байди, О.В. Красюкової-Еннс. – К., 2012. – 216 с.</p>		

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23. Toward a Vision of Inclusive Learning Communities: It Takes the Village / Jennifer Katz. – Emerald Publishing Limited, 2017.

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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.

<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) know modern theories and concepts of self-knowledge and self-development of the individual;</p>	<p>Problem solving, case-study analysis, simulation methods, Webquest (educational web-quest)</p>	<p>Participation in imitation prayer, problem solving, work with Internet information resources (CAS)</p>
<p>2) understand the importance of self-knowledge and self-development in human life;</p>	<p>Lecture with elements of training, discussion of lecture materials and studied literature sources, seminar-debate, problem solving, analysis of specific situations (case-study),</p>	<p>Participation in the discussion, work in a training group, solving problem situations (CAS)</p>
<p>3) know the main areas of self-knowledge and self-development;</p>	<p>Work in microgroups, seminar-solution of situational problems (case-study), project work, parable analysis</p>	<p>Oral answers to questions, solving situational problems and discussing parables (CAS)</p>
<p>4) know the ways of professional self-knowledge and creating conditions for career success;</p>	<p>Meditation, work in microgroups, Mind Mapping</p>	<p>Participation in meditation, oral answers to questions, creation of mental maps (CAS)</p>
<p>5) understand the motives, methods, whole mechanisms of self-knowledge and self-development;</p>	<p>5) Role play, solving situational problems, working in pairs to solve problems</p>	<p>Participation in a role play, solving problems using software, participation in discussions in small groups (CAS)</p>
<p>6) know the socio-psychological approaches and diagnostic methods of self-knowledge and self-development;</p>	<p>Information maze (basketball method), frame technology</p>	<p>Participation in the information maze, filling and analysis of slots (CAS)</p>
<p>7) understand the importance of the psychologist's activities to increase potential resources and adaptive capabilities of man;</p>	<p>Brainwriting, collective design, "Fishbone"</p>	<p>Exchange of ideas during Brainwriting, participation in collective design, graphic research of problem situations (CAS)</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;	Facilitation methods, seminar-dialogue, problem solving, project work, Internet search, group work	Participation in facilitation technologies, participation in seminar-dialogue, problem solving, research project, evaluation of group presentations (CAS)
9) to determine the personal components of the ways of self-knowledge and self-development;	Problem lecture, discussion on lecture materials and seminar-dialogue, problem solving, work in microgroups, presentations	Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)
10) be able to carry out diagnostic measures to interpret the manifestations of personality;	Solving problem situations, seminar-solving situational problems, analysis of specific situations (case-study), simulation methods	Participation in imitation play, problem solving (problem situations) (CAS)
11) to carry out complex psychological measures for the development of personal strategies of self-knowledge, self-development, self-realization	Protection of projects, solving situational problems (case-study), presentations Graphic facilitation	Protection of creative projects, solving situational problems, group work with 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

16. 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

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2. Игры - обучение, тренинг, досуг. На пути к совершенству. Искусство экспромта /под ред. Петрусинского В.В. - М.: Новая школа, 1995. - 96с.
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4. Кон И.С. В поисках себя. Личность и самосознание. - М.: Политиздат, 1984. - 336с.
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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. seminars/practical, 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 in the evolution of philosophical thought;		Problem lecture, practical classes, Internet search, guided self-study activity	Participation in the 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
<p>Thematic structure of the course:</p> <p>Module 1. History of philosophy.</p> <ol style="list-style-type: none"> 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. <p>Module 2. Theory of philosophy.</p> <ol style="list-style-type: none"> 6. Ontology. 7. Epistemology. 8. Philosophical anthropology 9. Social and political philosophy. 10. Philosophy of science.
Literature
Compulsory reading
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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	Course Coordinator	Student workload

		(mandatory, elective)		
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)
<p>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).</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 origins and nature of empirical sociology as a crucial dimension of social studies;		Problem lecture, Internet search, guided self-study activity, practical classes		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, practical classes		Participation in the discussion, essay (CAS)
3) choose adequate methods and technologies of sociological research;		Problem lecture, Internet search, guided self-study activity, workshop		Participation in the discussion, practical skills assessment (CAS)
4) conduct (both independently and as a member of a group) local sociological researches and use their results in practical activity;		Problem lecture, self-study activity, workshop		Solving problems, practical skills assessment (CAS)
5) obtain and use information from appropriate sources (textbooks, newspapers, business magazines and selected journals, websites, databases);		Lecture, practical classes, Internet search, self-study activity, workshop		Solving problems, practical skills assessment (CAS)
<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>				
Contents				
<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.</p>				

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.

Literature

Compulsory reading

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.

Recommended reading

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	4/11 weeks, 32 hours in class	6 / Elective	Oxana Bayer, Ph.D. (Candidate of Science), Associate Professor	180 hours (22 h. lectures, 10 h. seminars/practical, 148 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.

<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) 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</p> <p>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</p> <p>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</p> <p>4) use the acquired knowledge to prevent and resolve conflicts</p> <p>5) show respect for various national and ethnic communities, cooperate with the bearers of various historical, political, religious, cultural, family and personal values</p>	<p>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)</p> <p>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</p> <p>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</p> <p>Project work, Internet search</p> <p>Presentations, project work, Internet search</p>	<p>Participation in a discussion (seminar, debate, debate, brainstorming, etc.), essay (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), explanation of problem solving (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p> <p>Participation in a role play (business game) (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation, evaluation of practical skills (CAS)</p>

<p>6) use the acquired knowledge in conducting scientific discussions on conflict issues</p> <p>7) perform individual research tasks on relevant issues, identify independence and social responsibility, civic and patriotic virtues in the performance of functional duties.</p> <p>Learning outcomes 1-4: 5-7</p>	<p>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</p> <p>Project work, Internet search</p>	<p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p> <p>Research project, evaluation of the presentation (individual presentation) (CAS)</p> <p>Mid-term control (computational exercises, mini case) (CAS)</p>
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Assessment

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

15% Participation in a discussion

15% Test (multiple choice, computer)

20% Individual tasks (written)

30% 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. С. Психологія управління та конфліктологія [Текст] : навч. посіб. / В. С. 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		Problem lecture, case study in small groups		Practical skills assessment, essay, case

necessary for building a career; 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.	Self-study activities Problem lecture, discussion, solving calculative tasks	study (CAS) 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. Савельева, О.Л. Єськов – Навч. пос. – К.: Центр учбової літератури, 2007. – 176с. (базовий підручник)		
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.		

<i>BUSINESS COMMUNICATIONS</i>				
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)
<p>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.</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:				
<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,</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,</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</p>

<p>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. Learning outcomes 1-6</p>	<p>seminars, Problem lectures, discussions Lectures, Writing essay, presentation in small groups Lectures, presentations and discussions</p>	<p>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>		
<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</p>		
<p style="text-align: center;">Literature Compulsory reading</p> <ol style="list-style-type: none"> 1. Володіна, Л. В. Ділове спілкування та основи теорії комунікації / Л. В. Володіна, О. К. Карпукіна. - 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.: ІПФР-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. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 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) search, analyze and synthesize information from various sources to solve problems of the specialty, reproduce the facts (dates, events, principles and patterns of social development), establish causal links between events, phenomena, draw conclusions, argue their thoughts;		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	Participation in a discussion (seminar, debate, business game) (CAS)	

<p>2) theoretically argue ways to overcome problems and difficult life circumstances, choose effective methods to solve them, predict the consequences;</p>	<p>(case-study), business game.</p>	<p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)</p>
<p>3) analyze mental properties and states, characterize mental processes, various activities of individuals in the group, the processes of development, socialization, social adaptation and integration of the individual, socio-psychological processes in small and large groups;</p>	<p>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 .</p>	<p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)</p>
<p>4) practice prevention methods to prevent possible deviations in mental development, behavioral disorders, interpersonal relationships, to resolve conflicts, prevent social risks and difficult life circumstances;</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) practice prevention methods to prevent possible deviations in mental development, behavioral disorders, interpersonal relationships, to resolve conflicts, prevent social risks and difficult life circumstances;</p>	<p>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 .</p>	<p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)</p>
<p>5) establish and maintain relationships with clients on the basis of mutual trust and in accordance with ethical principles and standards of social work, provide them with psychosocial assistance and psychological support;</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>6) use diagnostic methods in the process of assessing the problems, needs, specific</p>	<p>Simulation methods, presentations, project</p>	<p>Participation in a role play (business</p>

<p>features and resources of customers;</p> <p>7) develop long-term and current plans, social projects, programs of activities, promptly make effective decisions in difficult situations;</p> <p>8) interact depending on the needs of interaction partners and their means of communication, while maintaining its authenticity;</p> <p>9) generate new ideas, show initiative.</p> <p>Learning outcomes 1-5</p>	<p>work, Internet search</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>Problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-debate, presentations</p> <p>Presentations, role-playing games, work in microgroups</p>	<p>game), evaluation of a presentation, evaluation of practical skills (CAS)</p> <p>Oral answers to questions, problem solving, presentation evaluation (CAS)</p> <p>Oral answers to questions, problem solving (CAS)</p> <p>Evaluation of presentations, evaluation of student reports (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 "Онтотпсихология". Изд. 4(е, дополненное. — М.: ННБФ "Онтотпсихология", 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 "ХП", 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. Bradbary & 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, English	6/14 weeks, 42 hours in class	4,5 / Elective	Serhii Dubinskyi, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. practicals, 92 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; 2) decide on security within his/her powers; 3) navigate the main methods and systems of technogenic safety, choose devices, systems and methods of human and environmental protection from hazards; 4) justify and implement a set of works on the subject of disasters' prevention, localization and liquidation of their consequences; 5) navigate the main legal acts in the field of security; 6) identify hazards of natural and man-caused environment, to find ways of their destructive activity using structural and logical models.		Lecture, practical classes Lecture, discussion Practical classes, self-study activity Lecture, practical classes Internet search, self-study activities Case study in small groups	Participation in the discussion (CAS) Oral answers to questions (CAS) Essay, test (CAS) Essay (CAS) Written answers to questions (CAS) 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. Cheberiachko, Y. Cheberiachko, 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	6/14 weeks, 42 hours in class	4,5 / Elective	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. practicals, 92 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 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 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:				

<p>40% Participation in the discussion 20% Test (written form) 20% Essay 20% Practical skills assessment</p>
Contents
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 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 <p>Module 2. Main forms of thought</p> <ol style="list-style-type: none"> 4. Logic of propositions. Main logical operations with propositions. 5. Logic of reasoning 6. Logical foundations of argumentation
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 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 с. 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/ <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 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/

SOCIAL WORKER DEONTOLOGY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 28 hours in class	4 / Elective	Stanislav Sapozhnykov, Doctor of Science, Full Professor	120 hours (14 h. lectures, 14 h. seminars/practical, 92 h. self-study time)
Course aims: to create in students a holistic view of the set of ethical norms of professional behavior, to provide knowledge about axiological, to form in them axiological, deontological and ethical competencies, to teach them to use them and to carry out self-reflection of professional behavior.				
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 critically comprehend problems in scientific or professional activity on the border of subject branches, to solve difficult problems and problems that need updating and integration of knowledge in the conditions of incomplete / insufficient information and contradictory requirements.		1. Interactive lecture, discussion on the basis of lecture materials and students' reading		1. Participation in the discussion, essay (CAS)
2. show in-depth knowledge and systematic understanding of theoretical concepts, both in the field of social work and in other fields of social and pedagogical sciences.		2) Modelling in various media, work in pairs to solve problems		2) Solving problems, written answers to questions (CAS)
3. demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific research		3. Seminar, practical classes, class discussion		3. Participation in the discussion, oral answers to questions (CAS)
4. analyze the social and individual context of the problems of the individual, family, social group, community, formulate the purpose and objectives of social work, plan interventions in complex and unpredictable circumstances in accordance with the values of social work.		4. Self-study activities, role play		4. Participation in the role play, test (CAS)
5. assess the social situation of the client and highlight its crisis aspects that need to be corrected with the involvement of specialists;		5. Interactive lecture, Role play		5. Participation in the role play (CAS)
6. correctly identify and eliminate dilemmas associated with the organization of the practice of socio-pedagogical activities.		6. Practical classes, class discussion, case		6. Practical skills assessment, participation in the

<p>7. to organize joint activities of specialists in various fields and non-professionals, to prepare them for the tasks of social work, to initiate team building and coordinate teamwork.</p> <p>8. take responsibility for making decisions in difficult and unpredictable conditions.</p>	<p>study</p> <p>7. Seminar, practical classes, role play</p> <p>8. Seminar, class discussion, self-study activities</p>	<p>discussion, case study (CAS)</p> <p>7. Participation in the role play, participation in the discussion/ seminar, essay (CAS)</p> <p>8. Participation in the discussion/ seminar, oral answers to questions (CAS)</p>
<p>Assessment Підсумкова оцінка в результаті 100% постійного оцінювання: 100% Final assessment as a result of Continuous assessment (100%) 25% Participation in the discussion 25% Test 25% Role play 25% Answers (oral)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. System and hierarchy of values of professional social work 2. Specific values and ideal of professional social work 3. Instinctive-practical and traditional-pragmatic foundations of help and mutual assistance 4. Socio-ideological and socio-philosophical approaches in determining the value of helping a person 5. The essence and content of the modern professional and ethical system of social work 6. Essence, functions and components of the professional and ethical system 7. The main determinants of the professional and ethical system of social work 8. The concept and essence of professional duty in social work ... 9. Place and role of debt in social work 10. Deontological conflicts in social work 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Васянович Г. П. Педагогічна етика : навч.-метод. посіб. – Львів : «Норма», 2005. – 344 с. 2. Малахов В. А. Етика : Курс лекцій : навч. посібник. – 3-тє вид. – К. : Либідь, 2001. – 384 с. 3. Федоренко Е.Г. Профессиональная этика. - Киев: Віща школа, 1983 4. Хоружа Л. Л. Педагогічна деонтологія : навч.-метод. посіб. / Л.Л. Хоружа – К. : КМПУ імені Б. Д. Грінченка, 2008. – 96 с. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Зязюн І. А. Педагогіка добра: ідеали і реалії : наук.-метод. посіб. – К. : МАУП, 2000. – 312 с. 2. Мишаткина Т. В. Педагогическая этика : учеб. пособ. / Серия «Высшее образование». – Ростов н/Д : Феникс, 2004. – 304 с. 		

3. Писаренко В. И., Писаренко И. Я. Педагогическая этика. – Изд. 4-е. – Минск : «Нар. асвета», 2007. – 256 с.
4. Савельев В. П. Этика : навч. посіб – 2-ге вид. – Львів : “Магнолія 2006”, 2007. – 256 с.
5. Пряжников Н.С. Личность в эпоху продажности. - М.-Воронеж: МОДЭК, 2000.
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7. Васильева М. П. Теоретичні основи деонтологічної підготовки педагога : дис. ... д-ра пед. наук: 13.00.04 – теорія і методика професійної освіти / Харківський держ. педагогічний ун-т ім. Г. С. Сковороди. Харків, 2003. 432 с.
8. Васильева М. П. Теорія педагогічної деонтології : монографія. Харків : ППВ Нове слово, 2003. 216 с.
9. Fenstermacher, G.D. 2001. On the concept of manner and its visibility in teaching practice. *The Journal of Curriculum Studies*, 33(6), 639-653.
10. Campbell, E. 2008, Teaching ethically as a moral condition of professionalism. In D. Narvaez & L. Nucci (Eds.). *The international handbook of moral and character education* (pp.601-617), New York: Routledge.
11. Meirieu, P, 2006, L'éducation et le rôle des enseignants à l'horizon 2020, UNESCO: HORIZON 2020.
12. 4.Strike, K.A, 1990, Teaching ethics to teachers: what the curriculum should be about, *Teaching and Teacher Education*, Vol 6, No 1, pp. 47-53.
13. 47-53.
14. Gert, B., C.M., Culver, K.D. Clouser, 2006, *Bioethics – A Systematic Approach*, New York: Oxford University Press.
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17. Dean, K.L, Beegs, J.M., 2000, University professors and teaching ethics: conceptualizations and expectations, *Journal of Management Education*, Vol.30, No. 1, pp. 15-44.
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HUMAN ANATOMY AND PHYSIOLOGY OF THE HUMAN NERVOUS SYSTEM

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 28 hours in class	4 / Elective	Olga Kramar, Lecturer	120 hours (14 h. lectures, 14 h. seminars, 92 h. self-study time)

<p>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.</p>		
<p>Learning outcomes</p> <p>On completion of the course, students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>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) classify the types of neurons, know a difference and similarities in a structure of the neurons and other cells</p> <p>3) to distinguish a structure and functions a neuron from the glia cells</p> <p>4) to know a structure and functions of brain and spinal brain</p> <p>5) to distinguish the types of reticular formation</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, discussion</p>	<p>Participation in the discussion (CAS)</p> <p>Essay, test (CAS)</p> <p>Presentation (CAS)</p> <p>Participation in the discussion, test (CAS)</p> <p>Participation in the discussion, essay (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. 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. 		
<p>Literature Compulsory reading</p>		
<ol style="list-style-type: none"> 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. Меджеричкий. – 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.
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- 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>

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	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)

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.

<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) 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 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>1) Solution of communicative situations, analysis of specific situations (case-study), 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>1) Participation in imitation modelling, solving communicative situations, working 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>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>8) predict the positive and negative consequences of decisions</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>"Round table" on the topic of independent search work, work in small groups, project method (projects using ICT training)</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> <p>Oral and written interviews, presentations, defense of projects (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>30% Participation in the discussion, brainstorming</p> <p>20% Solving problems</p> <p>30% Essay (written)</p> <p>20% Presentation (oral, multimedia)</p>		
<p style="text-align: center;">Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 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> <ol style="list-style-type: none"> 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 ідоповнен -К Алерта, 2019 -640 с. 		

Recommended reading

1. Глущик С.В. Сучасні ділові папери: Навч. посіб. / С.В. Глущик, О.В. Дияк, С.В. Шевчук - К.: А.С.К., 2002. - 400 с.
2. icorp.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	6,5 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	195 hours (28 h. lectures, 14 h. seminars/practical, 153 h. self-study time)
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.				
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 concepts, types and functions of communication; structure and means of communication;		1) lecture by guest speaker, practical classes, discussion;		1) participation in discussion (CAS);
2) know communicative aspect of communication; interactive aspect of communication; perceptual aspect of communication;		2) practical classes, self-study activity, role play;		2) participation in role play, test, (CAS)
3) know methods of developing communicative competence in professional field;		3) discussion based on lecture materials and students' reading, role play;		3) participation in discussion (seminar, debates, brainstorming etc.), participation in the role play (business game); (CAS)

<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>7) Understand and use non-verbal means of communication.</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 (case-study);</p> <p>7) reports of students – individual and in groups, presentation, project work, search in the Internet.</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> <p>7) oral answers, case study (case study presentation), assessment of presentations (CAS).</p>
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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.

PRACTICAL PSYCHOLOGY IN SOCIAL WORK

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/11 weeks, 64 hours in class	6 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	180 hours (32 h. lectures, 32 h. seminars/practical, 116 h. self-study time)

Course aims:

The purpose of the discipline: students mastering the theoretical and methodological foundations of modern practical psychology as a necessary element of helping an individual and a group in the process of social work; formation of students' knowledge of mastering the basic theoretical areas and practical skills of practical psychology in social work; creating a psychologically oriented basis for students to work; understanding the specifics of using all areas of psychology when working in the structure of the social work specialist; formation of skills of psychological services to the population; preparation of future social workers for the organization of social work with clients who are in crisis and difficult life circumstances

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 scientific principles underlying social activities, identify, formulate and solve the problems in the specialty, integrate theoretical knowledge and practical experience;	Lecture, seminar, discussion based on lecture materials and studied literature sources	Participation in the discussion, oral answers to questions (CAS)
2) critically analyze and evaluate the current social policy of the country, socio-political processes at the national, regional and local levels;	Problem lecture, lecture-reflection, seminar, discussion on the lecture materials and the studied literature sources, seminar-debate, seminar-dialogue, problem solving, work in micro groups	Oral answers to questions, problem solving (problem situations), explanation of problem solving (CAS)
3) analyze mental properties and states, characterize mental processes, different activities of individuals in the group, the processes of development, socialization, social adaptation and integration of the individual, social and psychological processes in small and large groups;	Problem lecture, "round table" on the topic of independent research work, presentations	Oral answers to questions, problem solving (problem situations), evaluation of the presentation (CAS)
4) practice prevention methods to prevent	Student reports -	Oral answers,

possible mental disorders, behavioral disorders, interpersonal relationships, conflict resolution, prevention of social risks and difficult life circumstances	individual and in groups, presentations, project work, Internet search	evaluation of the presentation, evaluation of project work (CAS)
5) use the means of communication for the transmission of professionally oriented information and communication with specialists in other fields and non-specialists;	Independent work, Case study in small groups, presentations, Internet search	Oral answers, case study (case study presentation), presentation evaluation (CAS)
6) use socio-pedagogical, medical-social and socio-psychological methods, technologies of psychosocial care and rehabilitation in the practice of social work	Presentations, role-playing games, work in micro groups	Participation in a role play (business game), evaluation of a presentation, evaluation of practical skills (CAS)
7) demonstrate knowledge of the main stages of formation and development of social work as a science and practical activities, regulatory framework of social work	Conducting research on the topic of course work, writing an article, working on a project under the guidance of a teacher	Research project, article review, statistical analysis report (CAS)

Assessment

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

- 20% Research project
- 15% Answers (oral)
- 15% Participation in the discussion
- 15% Participation in the role play
- 15% Presentation (oral, multimedia)
- 20% Case study presentation

Contents

Thematic structure of the course:

MODULE 1. FUNCTIONS AND TASKS OF PRACTICAL PSYCHOLOGY IN SOCIAL WORK

1. Subject, structure, functions and basic concepts of psychology of social work.
2. Theoretical and psychological foundations of psychological practice of social work.
3. Professional requirements for the personality of a practical psychologist in the system of social work
4. The personality model of a practical psychologist in the system of social work.
5. Problems of professional culture and self-help in the activities of practical psychologists in social work

MODULE 2. PRACTICAL PSYCHOLOGIST IN SOCIAL WORK AS A SUBJECT OF PROFESSIONAL ACTIVITY

6. Tasks and main problems of psychological practice in the education system.
7. The concept and essence of rehabilitation. Socio-psychological rehabilitation
8. Psychological prevention of conditions, situations and behaviors of risk.
9. Psychological support of professional activity in extreme conditions and in the post-traumatic period (PTSD).

10. Specifics of psychological work with families
11. Psychological correction of family crises
12. Psychological features of deviant behavior in adolescents
13. Psychological practice as prevention and correction of addictive behavior
14. Psychological practice of working with the disabled and the elderly
15. Psychological work with terminally ill
16. Psychological work with the homeless

Literature
Compulsory reading

17. Закон України «про запобігання та протидію домашньому насильству»://база даних «законодавство України» url: <http://zakon.rada.gov.ua/laws/show/2229-19> (дата звернення: 17.08.2018)
18. Галасюк И.Н. и др. Психология социальной работы. – М., 2013.
19. Карцева Л.В. Психология и педагогика социальной работы с семьей. – М., 2012.

Recommended reading

19. Герман Дж. Психологічна травма та шлях до видужання: наслідки насильства – від знущань у сім'ї до політичного терору. – Львів: Видавництво Старого Лева, 2015. – 416 с.
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21. Гридковець Л.М. Світ життєвих криз людини як дитини своєї сім'ї, свого роду та народу: монографія. – Львів: Скриня, 2016. – 380 с.
22. Гридковець Л.М., Вашека Т.В. Психологічне консультування: посібник /за ред. Л.М. Гридковець – Київ: Літера, 2015. – 207 с.
23. Допомога дітям, постраждалим внаслідок воєнного конфлікту: довідник вихователя дошкільного навчального закладу / Н.В. Пророк, С.А. Гончаренко та ін.; за ред. Н.В. Пророк. – Слов'янськ: ПП «Канцлер», 2015. – 84 с.
24. EMDR. Подолання наслідків психотравми: практичний посібник / за ред. Арне Гофмана.– Львів: Свічадо, 2017. – 259 с.
25. Основи реабілітаційної психології: подолання наслідків кризи. Навчальний посібник. Том 1. – Київ, 2018. – 208 с.
26. Психологічний поради́ник для батьків: збірник методичних рекомендацій / уклад. І.А. Пахаленко, Н. А. Максимова – Рокитно, 2010. – 112 с.
Соціальна та психологічна адаптація дітей-сиріт та дітей, позбавлених батьківського піклування, до умов інтернатного закладу : науково-методичний посібник / за ред. Н.І. Клокар, Л.А. Петушкової. – Біла Церква: КОІПОПК, 2007. – 95 с.
9. Tori Kearns, Deborah Lee. (2018). Psychological Adjustment. GALILEO, University System of Georgia. 100 p.
10. Keith S. Dobson, David J. A. Dozois (2018). Handbook of Cognitive-Behavioral Therapies, Fourth Edition. The Guilford Press. 526 p.
11. Charles D. Garvin, Lorraine M. Gutiérrez, Maeda J. Galinsky. (2017). Handbook of Social Work with Groups, Second Edition. The Guilford Press. 642 p.
12. Martin Herbert. (1986) Psychology for Social Workers. Palgrave Macmillan. 300 p.
13. Emma O'Brien (2015). Psychology for Social Work: A Comprehensive Guide to Human Growth and Development. 1st ed. Red Globe Press. 384 p.
14. Paula Nicolson, (2014). Rowan Bayne. Psychology for Social Work Theory and Practice (4th Edition). Red Globe Press. 272 p
15. Emma Zara O'Brien. (2015). Psychology for Social Work. Palgrave. 336 p.

SUICIDOLOGY				
Language of teaching	Semester/ Duration	ECTScredits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	5/14 weeks, 42hours in class	6 / Elective	Tetiana Yermolaieva , Senior Lecturer	180hours (28h. lectures, 14h. seminars/practical, 138h. self-study time)
Course aims: The purpose of the discipline is to acquaint students with the concept of suicidal behavior, the formation of scientific ideas about the origin and dynamics of its main clinical forms, understanding of socio-psychological mechanisms and biological preconditions for suicide and its prevention.				
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) mastering the categorical apparatus of the psychology of suicidal behavior; 2) acquaintance with the methodology of major schools and approaches to the causes and classification of suicides; 3) knowledge of the main theoretical and practical aspects of autoaggressive (suicidal) human activity; 4) formation of thorough knowledge about the main types of behavior and their manifestations; 5) the ability to diagnose the main manifestations of autoaggressive (suicidal) activity, the skills of organizing preventive and corrective work with respondents from the "risk group"; 6) more practical mastery of techniques conducting psychological correction of suicidal behavior.		Internet search, self-study activities lecture, practical classes, discussion, problem lecture, case study in small groups role-playing games, practice of psychological assistance techniques, work in dyads: client and psychologist, situational tasks	Participation in the discussion (CAS) Essay, test, participation in the discussion, test (CAS) Peer small group presentation, essay, test (CAS) Participation in the discussion, essay, test (CAS) Participation in the discussion, essay, test (CAS)	
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)

Contents

Thematic structure of the course:

1. Suicidology as an interdisciplinary system of knowledge
2. Historical development of views on the problem of suicide in the works
3. Philosophers, sociologists and psychologists
4. Causes of formation and manifestations of suicidal behavior
5. Adolescent suicide: the specifics of motivation and manifestations
6. Clinical and psychological intervention and prevention of suicidal behavior
7. Determination of suicide risk.
8. The main directions of suicide prevention
9. Individual psychotherapeutic program of crisis psychotherapy
10. Rules for counseling people trying to commit suicide.

Literature

Compulsory reading

1. Москалець В.П., Орбан-Лембрик Л.Е. Психологія суїциду. Посібник. К.: 2014. – 218 с.
2. Моховиков О. М. Чи викликає психічний біль суїцид? Досвід використання шкали психічного болю Е. Шнейдмана / О.М. Моховиков, О.Ю. Донець // Форум психіатрії і психотерапії. – 2011. – Т.2. – с.45-54.
3. Осетрова О.О. Суїцидологія: навч. посіб. – Д.: ДНУ, 2016. – 183 с.
4. Психологія суїциду: посібник / за ред. В. П. Москальця. – К., 2017. – 340 с.

Recommended reading

1. Друзь О. В. Алкоголь і наркотики в генезі суїцидальної поведінки осіб молодого віку / О. В. Друзь // Форум психіатрії і психотерапії. – 2010. – Т. 2. – с.28-32.
2. Трусова С. М. Соціально-психологічні передумови та профілактика суїцидальної поведінки підлітків та юнацтва / С. М. Трусова. – К., 2015. – 218 с.
3. Федоренко Р. П. Психологія суїциду: навч. посіб. / Р.П. Федоренко. – Луцьк: ВНУ ім. Лесі Українки, 2011. – 260 с.
4. Шнейдман Э. Душа самогубця. – Теорія і практика психологічної допомоги. – Х.: ЗМІСТ, 2011. – 315 с.
5. Kielholz P., Die larvierte Depression/P.Kielholz, W.Poldinger, C.Adams.- Koln, 1981.
6. Shneidman E. S. Definition of suicide. – New York, 1995.
7. Shneidman E. S. Ten commonalities of suicide and their implication for response // Crisis. – 1986. – Vol. 7, № 2/ - P. 88 – 93.
8. Shneidman E. S. The suicidal mind. - New York, 1996.
9. Shneidman E. S. Suicide as psychache // J. Nerv. Ment. Dis. – 1993. – Vol 181, № 3. – P. 145 – 152..

PSYCHOLOGY OF PERSONALITY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/14 weeks, 42 hours in class	5 / Elective	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)

<p>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.</p>		
<p>Learning outcomes On completion of the course, students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>1) know the main directions in the theory of personality;</p> <p>2) know the content and issues of approaches to human nature in various psychological theories of personality;</p> <p>3) know the basic criteria of approaches in the psychology of personality;</p> <p>4) know the ideas about the structure of personality in different theories of personality;</p> <p>5) know the development trends and issues of the current state of the study of personality psychology;</p> <p>6) know the content and issues of studying self-awareness, self-reflection and self-presentation of personality;</p> <p>7) know the basic concepts of personality in communication, activity and in all spheres of its existence;</p> <p>8) know the problematic of psychological safety, personal health and psychological 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;</p> <p>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>1. storytelling;</p> <p>2. "open-ended discussion";</p> <p>3. debriefing;</p> <p>4. interactive discussions;</p> <p>5. Psychotechnical exercises,</p> <p>6. Intellectual games, business and role games, 7. Paired and group types of work,</p> <p>8. presentations,</p> <p>9. discussions,</p> <p>10. solution of situational, socio-pedagogical problems, trainings,</p> <p>11. project work using Internet resources,</p> <p>12. testing;</p> <p>13. conversation;</p> <p>14. oral examination;</p> <p>15. written survey;</p> <p>16. control work;</p> <p>17. certification;</p> <p>18. colloquium;</p> <p>19. offset;</p> <p>20. exam;</p> <p>21. Rector's control work</p>	<p>1) Participation in the discussion (CAS)</p> <p>2) Participation in the role play, test (CAS)</p> <p>3) Case study presentation, test (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Participation in the discussion, participation in the role play, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) solution of situational, socio-pedagogical problems, trainings (CAS)</p> <p>8) Intellectual games, business and role games (CAS)</p> <p>9) Paired and group types of work, presentations, (CAS)</p> <p>10) discussions, solution of situational, socio-pedagogical problems, trainings, (CAS)</p> <p>11) presentations, discussions, solution of situational, socio-</p>

12) to determine the signs of a healthy personality and the factors of psychological health of the individual.		pedagogical problems, trainings 12) presentations, discussions, solution of situational, socio-pedagogical problems, trainings
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.		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> 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. <p style="text-align: center;">Recommended reading</p> 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 (14 h. lectures, 28 h. seminars/practical, 138 h. 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), presentations, project work, Internet search	Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)
3) to develop strategies for psychological support of professional activity of specialists working in extreme conditions. independently	Problem solving, work in microgroups, seminar-solution of	Oral answers to questions, problem solving (problem

<p>carry out psychodiagnostics of crisis states;</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>5) to carry out psychotherapeutic work;</p> <p>6) use psychotherapeutic techniques and techniques aimed at influencing consciousness and behavior;</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>situational problems (case-study), game technologies, presentations, project work, Internet search, tests</p> <p>Game technologies, 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, Simulation methods, presentations, project work, Internet search, Seminar-solution of situational problems (case-study),</p> <p>Problem solving, work in microgroups, seminar-solution of situational problems (case-study), game technologies, presentations, project work, Internet search, tests</p> <p>Independent work, presentations, project work, Internet search.</p>	<p>situations), participation in a role play (business game) (CAS)</p> <p>Participation in a role play (business game), evaluation of the presentation (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)</p> <p>Research project, evaluation of the presentation (individual presentation) (CAS)</p> <p>Presentation in small groups, evaluation of the presentation (microgroup presentation), evaluation of student reports (CAS)</p>
<p>Assessment 100% Final assessment as a result of Continuous assessment (100%) 10% Participation in a discussion)</p>		

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. Основы глубинной психокоррекции: феноменология, теория и 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: КМІУВ 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.

FUNDAMENTALS OF SCIENTIFIC RESEARCH OF SOCIAL PROBLEMS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 50 hours in class	5 / Elective	Hanna Voshkolup, Ph.D. (Candidate of Science), Senior Lecturer	150 hours (30 h. lectures, 20 h. seminars/practical, 100 h. self-study time)

Course aims: to provide students with the necessary amount of knowledge in the field of research, preparing them for independent research, acquaintance with the forms of reports, methods of preparation of reports, reports, scientific articles, term papers and dissertations.

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 and understand the methods of searching for information from various sources, methods of analysis and synthesis of information; be able to reproduce the facts related to social problems in the results of scientific research, to establish causal links between events, phenomena, to draw conclusions, to argue their views.	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 basic concepts associated with the scientific study of social problems, be able to find common features and differences when comparing facts, phenomena, characterize social problems.	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) be able to theoretically argue and scientifically substantiate ways to overcome social problems and difficult life circumstances, to choose and scientifically prove effective methods of solving social problems, to predict the consequences.	Problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate,	Oral answers to questions, problem solving (problem situations) (CAS)

<p>4) understand the scientific principles underlying social activities, the scientific basis for identifying, formulating and solving problems of scientific search for ways to solve social problems; be able to integrate theoretical knowledge and practical experience in terms of social problems;</p>	<p>problem solving, work in microgroups, Internet search</p> <p>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</p>	<p>Oral answers to questions, problem solving (case study, problem situations), tests, participation in a role play (CAS)</p>
<p>5) be able to critically analyze and evaluate the current social policy of the country at all levels of the hierarchy, to provide reasoned scientific judgments on improving the direction of social policy in terms of solving social problems;</p> <p>6) be able to apply effective methods of interaction in the process of studying social problems;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play, evaluation of the presentation (CAS)</p>
<p>7) be able to use computer technology and applications in the study of social problems and interpretation of research results;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play, evaluation of the presentation (CAS)</p>
<p>8) be able to use existing research in the process of scientific research, apply research skills in solving social problems;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play, evaluation of the presentation (CAS)</p>
<p>9) effectively use the language of scientific style and professional communication in the design of research results, competently characterize and prove the facts and phenomena of social problems;</p>	<p>Game technologies, presentations, project work, Internet search</p>	<p>Participation in a role play, evaluation of the presentation (CAS)</p>
<p>10) use means of communication for the transmission of scientific information and communication with specialists in other fields and non-specialists;</p>	<p>Simulation methods, presentations, project work, Internet search,</p>	<p>Evaluation of the presentation, evaluation of practical skills (CAS)</p>

<p>11) understand the need for continuous learning, deepening and replenishment of acquired knowledge and skills, be responsible for personal development and self-improvement, which is the basis of professional growth;</p> <p>12) apply self-education to acquire new and develop already acquired knowledge, skills, taking into account changes in society and technology;</p> <p>13) generate new ideas, show initiative.</p>	<p>Lecture, problem lecture, "round table" on the topic of independent research work, seminar-dialogue</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Independent work, presentations, project work, Internet search, role-playing games, work in microgroups</p>	<p>Oral answers to questions, problem solving (problem situations) (CAS)</p> <p>Participation in a role play), evaluation of the presentation (CAS)</p> <p>Research project, Evaluation of the presentation (CAS)</p>
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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
- 12% Presentation (oral, multimedia)
- 20% Case study presentation

Contents

Thematic structure of the course:

1. Social problems as an object of scientific research
2. Formation and expansion of the range of social problems of today
3. Scientific bases of research of social problems
4. Science as a form of human comprehension of the world
5. Methodology and methods of scientific research
6. Content and structure of scientific research
7. Scientific communication and types of scientific publications
8. Ethics of the scientist
9. Preparation of scientific research on social issues
10. Organization of research on social issues

Literature

Compulsory reading

1. Баскаков А. Я., Туленков Н. В. Методология научного исследования: Учебное пособие. – К.: МАУП, 2004. – 216 с.
2. Білуха М. Т. Методологія наукових досліджень: Підручник. – К.: АБУ, 2002. – 480 с.
3. Букач М. М., Попова Т. С., Клименбк Н. В. Основы научных исследований у соціальній роботі: навч. посіб. – Миколаїв: Вид-во ЧДУ, 2009. – 284 с.
4. Добронравова І. С., Сидоренко Л. І. Філософія та методологія науки. – К.: ВПЦ «Київський університет», 2008. – 224 с.
5. Єріна А. М., Захожай В. Б., Єрін Д. Л. Методологія наукових досліджень: Навчальний посібник. – К.: Центр навчальної літератури, 2004. – 212 с.
6. Основы методологии та організації наукових досліджень / А. Є. Конверський (ред.). – К.: Центр учбової літератури, 2010. – 352 с.
7. Проблема знания в истории науки и культуры / Под ред. Е. Н. Молодцова. – СПб. :

- Алетейя, 2001. – 256 с.
8. Рузавин Г. И. Методология научного познания. – М.: Юнити, 2005. – 286 с.
9. Свердан М. Н., Свердан М. М.. Основи наукових досліджень. Навчальний посібник. – Чернівці: Рута, 2006. – 352 с.
10. Стёпин В. С. О методологических подходах к анализу социального познания // Вестник Московского университета. Серия 7. Философия. – 2014. – № 3. – С. 3–10.
11. Сурмин Ю. П., Бидзюра И. П. Учебник для ученого. Методология и логика научного исследования. – К. : Принт Сервіс, 2014. – 848 с.
12. Тощенко Ж. Т. О понятийном аппарате социологии // СОЦИС. – 2002. – № 9. – С. 3–16.
13. Філософський енциклопедичний словник / Гол. ред. В. І. Шинкарук. – К.: «Абрис», 2002. – 742 с.
14. Філіппенко А. С. Основи наукових досліджень. Конспекти лекцій: Посібник. – К. : Академвидав, 2005. – 208 с.
15. Цехмістрова Г. С. Основи наукових досліджень. – К.: Вид. дім «Слово», 2003. – 240 с.
16. Юринець В. Є. Методологія наукових досліджень. – Львів: ЛНУ ім. Івана Франка, 2011. – 178 с.
17. Шейко В. М., Кушнарєнко Н. М. Організація та методика науководослідницької діяльності: Підручник. Курс лекцій. – К.: Генеза, 2005. – 359 с.

Recommended reading

1. Білокобильський О. Раціональність як межа метафізичного дискурсу // Філософська думка. – 2006. – №5. – С. 143–157.
2. Бойченко М. І. Системний підхід у соціальному пізнанні: ціннісні та функціональні аспекти / М. І. Бойченко. – К. : Видавництво «Промінь», 2011. – 320 с.
3. Возняк В. Розсудок, розум, повсякденність // Філософська думка. – 2006. – № 5. – С. 3–22.
4. Головатий М. Ф. Навчи себе сам. – К.: МАУП, 2002. – 120 с.
5. Злотина М. Л. Диалектика. – К. : Изд. ПАРАПАН, 2008. – 264 с.
6. Мелков Ю. А. Человекомерность постнеклассической науки. – К.: Изд. ПАРАПАН, 2014. – 254 с.
7. Современная философия науки: Знание, рациональность, ценности в трудах мыслителей Запада: Учеб. хрестоматия / А. А. Печёнкин (сост.). – М.: Логос, 1996. – 400 с.
8. Стёпин В. С. Научное познание и ценности техногенной цивилизации // Вопросы философии. – 1989. – № 10. – С. 3–18.
9. Balakumar P, Murthy S, Jagadeesh G. The basic concepts of scientific research and communication. Indian J Pharmacol. 2007;39:303–6.
10. Council of Biology Editors, 1994, Scientific style and format: the CBE manual for authors, editors, and publishers, 6th edition, Cambridge University Press, New York. 825 p.
- Bartz CC. Getting Started with Research: Ideas to Research Process. RGUHS J Pharm Sci 2011;1:176-9
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- Bartz CC. Getting Started with Research: Ideas to Research Process. RGUHS J Pharm Sci 2011;1:176-9
11. Reisman F. Creative, critical thinking and logic in research. RGUHS J Pharm Sci. 2011;1:97–102.

FAMILY MEDIATION				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 50 hours in class	5,5 / Elective	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	165 hours (30 h. lectures, 20 h. seminars/practical, 115 h. self-study time)
Course aims: to form students' ideas about the scope of family mediation; acquaintance with the process of family mediation; to form theoretical knowledge, skills and abilities of family mediation; consider approaches in mediation.				
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) have knowledge of family relationships, functional and role structure of the family, psychological health of the family, parental positions, family diagnosis, family psychotherapy 2) the ability to demonstrate knowledge and understanding of the theoretical foundations of family psychology 3) independently and creatively develop theoretical and practical material, present information in accordance with the goal 4) organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs 5) choose the technology of individual and family counseling depending on the goals and objectives addressed in the counseling process 6) correctly identify and eliminate dilemmas related to solving the problems of the existing family and preparing young people for family life 7) to choose in oral and written professional speech and business communication the most		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; 18. colloquium; 19. offset;		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

<p>expedient formulas of speech etiquette</p> <p>8) flexibly use their own non-verbal repertoire to convey professionally oriented information on family issues</p> <p>9) present, discuss and defend their views orally and in writing to professional and non-professional audiences, take responsibility for the results of their professional activities, adhere to the Code of Ethics of psychologists</p> <p>10) present the results of their own research in the form of scientific articles, reports at conferences</p> <p>Learning outcomes 1-5; 6-10</p>		<p>problems, trainings (CAS)</p> <p>8) Intellectual games, business and role games, Paired and group types of work, presentations(CAS)</p> <p>9)discussions, report, solution of situational, socio-pedagogical problems, trainings, (CAS)</p> <p>10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings,</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>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)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. The essence of the conflict, its types and structure. 2. Preconditions for the emergence and stages of conflict. 3. Strategies, tactics and behaviors of the parties to the conflict. 4. The essence, rules and methods of resolving conflicts. 5. The essence of mediation. History, tasks, principles. 6. Legal regulation of mediation in Ukraine and in the world. 7. Principles and rules of mediation. 8. Structure and stages of mediation. 9. The role and tasks of the mediator. 10. Historical preconditions for the emergence of family mediation. 11. Approaches in family mediation. 12. Emotions of clients and mediators that arise during work. 		
<p>Literature Compulsory reading 1. Андреева Т. В. Семейная психология. - СПб., 2004.</p>		

2. Основы психологии семьи и семейного консультирования: Учеб. пособие для студ. высш. учеб. заведений / Под общ. ред. Н.Н. Посысоева. — М.: Изд-во ВЛАДОС-ПРЕСС, 2019. — 328 с.
3. Шнейдер Л. Б. Семейная психология . Эмпирические исследования: практ. Пособие для академического бакалавриата. – 2-е изд.; испр. и доп.- М.: издательство Юрайт, 2018.
4. Сатир В. Вы и ваша семья. М., 2014
5. Фромм Э. Искусство любить (исследование природы любви). М, 1990.
6. Аронс К. Развод: крах или новая жизнь. М., 1995.

Recommended reading

1. Алешина Ю.Е. Индивидуальное и семейное психологическое консультирование. - М., 1999.
2. Алешина Ю.Е., Волович А. С. Проблема усвоения ролей мужчины и женщины// Вопросы психологии. – 1991. -№4. – С. 77-82.
3. Бикова А. «Лінива мама»: завдання для розвитку. –Київ, Форс Україна, 2018. -2008.-272 с.
4. Войджицки Естер. The Woj Way. Как воспитать успешного человека. – Москва: Эксмо, 2019.-320 с.
5. Дымнова Т. И. Зависимость характеристик супружеской семьи от родительской.// Вопросы психологии. – 1998. -№8. – С. 46-56.
6. Кроник А.А.Кроник Е.А. Психология человеческих отношений. Дубна, 1998
7. Петрановская Л.В. Большая книга про вас и вашего ребенка.-Москва:Издательство АСТ, 2017.-432 с.
8. Райнпрехт Х. Воспитание без огорчений. М.,2000.
9. Сысоенко В.А. Супружеские конфликты. М., 1993, с.12
10. Филлипова Г. Г. Материнство и основные аспекты его исследования в психологии.// Вопросы психологии. – 2001. -№2. – С. 22-36.
11. Федонина И. А. Влияние семейной ситуации на развитие ребенка. // Журнал прикладной психологии. – 2002. - №2. – С. 88-93.
12. Шмелев А.Г. Острые углы семейного круга. М., 1986.
13. Эйдемиллер Э. Г., Юстицкис В. Психология и психотерапия семьи. – СПб., 1999.
14. Кроник А.А.Кроник Е.А. Психология человеческих отношений. Дубна, 1998.
- 15.1. Murstein В.А. A theory of marital choice and its applicability to marriage adjustment// Theories of attraction and love.- N.Y.; 1971
- 16.2. Sternberg R/ A triangular of love// Psychological Review. 93.
17. Esther Wojcicki. Raise successful people. Houghton Mifflin Harcourt, 2019, 336 p.
18. Bowlby J. Child care and the ground of love. – L., 1957.

SOCIOLOGY OF DEVIANT BEHAVIOR

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4/14 weeks, 64 hours in class	6 / Elective	Olha Dniprova, Ph.D. (Candidate of Science), Associate Professor	180 hours (h. lectures, h. seminars/practical, 116 h. self-study time)

Course aims:

The aim of the discipline is to develop students' ability to analyze social deviations - a phenomenon that is closely related to the state of anomie in society, to reveal the content of the

main manifestations of deviant behavior in modern society, to identify means to combat social deviations.		
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) Presentation of the basic theoretical and methodological principles of studying deviation as a social phenomenon and the category of sociological theory. Awareness of the reasons for the actualization of this issue.</p> <p>2) The experience of group discussions on the history of the formulation of theoretical positions in the study of deviant behaviour</p> <p>3) The study of certain types of deviant behavior: empirical research and prevention programs</p> <p>4) Development of cases on the application of social control for certain types of deconstructive deviation</p> <p>5) The ability to distinguish between deviance in its innovative form and deviation as the destruction of personality and social ties in its environment</p> <p>6) Disclosure of the importance of separating deviant and delinquent behavior. Anomie in a transforming society.</p> <p>7) Work to establish correlations between identity crises and behavioral inversions. Predicting the appearance of conflict planes.</p> <p>8) Modeling the interaction of governmental organizations, non-governmental organizations and public associations in coordinating interventions to correct deviant behavior.</p> <p>9) Acquisition of competencies on the possibilities of social prevention of undesirable for the community and society behavior of individuals, groups of individuals.</p>	<p>Lecture, problem lecture, seminar, discussion on the materials of the lecture and studied literature 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, answers (oral) (CAS)</p> <p>Participation in discussion, answers (oral) (CAS)</p> <p>Participation in discussion, answers (oral), essay (CAS)</p> <p>Participation in discussion, answers (oral), presentation (CAS)</p> <p>Participation in discussion, answers (oral), presentation (CAS)</p> <p>Participation in discussion, essay, role-playing games (CAS)</p> <p>Analysis of specific situations (case-study) work in microgroups (CAS)</p> <p>Participation in discussion, role-playing games (CAS)</p> <p>Participation in discussion, role-playing games (CAS)</p>

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

25% Presentation (oral, multimedia)

25% Essays (written)

25% Answers (oral)

25% Participation in role-playing games

Contents**Thematic structure of the course:**

1. The subject and basic concepts of sociology of deviant behavior
2. Basic concepts of deviant behavior.
3. Crime as a form of deviant behavior
4. Alcoholism and alcoholism as a form of deviant behavior
5. Drug use as a form of deviant behavior
6. Prostitution as a form of deviant behavior
7. Suicide as a form of deviant behavior
8. Wandering, running away from home, vandalism, graffiti as a form of deviant behavior
9. Social regulation of deviant behavior.

Literature**Compulsory reading**

1. Глобализация и девиантность /Я.Гилинский, В.Гольберт и др. СПб.: 2012.
2. Змановская Е. В. Девиантология: (Психология отклоняющегося поведения): Учеб. пособие для студ. высш. учеб. заведений. – М.: Издательский центр «Академия», 2013. – 288 с.
3. Кітов М.Г. Соціологія девіантної поведінки: конспект лекції з дисципліни «Соціологія»: К. 2015
4. Корченков В.В. Социальное регулирование девиаций: структура, процессы. –М. 2000
5. Лукашевич М. П. Спеціальні та галузеві соціологічні теорії. Навч. пос К.: МАУП, 2004. – 464 с
6. Максимова Н.Ю. Безпека життєдіяльності: соціально-психологічні аспекти алкоголізму та наркоманії. Навчальний посібник. –К.: Либідь, 2006
7. Молодежь и наркотики (социология наркотизма): Х., Торсинг, 2010.
8. Примуш М.В. Загальна соціологія. Київ, 2014
9. Пихтіна Н. П. Профілактика та соціально-педагогічна робота з дітьми девіантної поведінки : навч.-метод. посіб. Ніжин, 2007. – 239 с.

Recommended reading

1. Гоголева А.В. Аддиктивное поведение и его профилактика. Учебно-методическое пособие. Воронеж, 2003
2. Дюркгайм Е. Самогубство. Соціологічне дослідження. К. Основи, 1998
3. Лукашевич М.П., Туленков М.В. Спеціальні та галузеві соціологічні теорії. Навчальний посібник. К., 1999
4. Нагорна А.М. Наркоманія: Адаптація молоді до праці та життя. Кам'янець-Подільський: Аксіома, 2015
5. Паперно И. Самоубийства как культурный институт. М., 2009
6. удакова И.А., Ситникова О.С., Фальчевская Н.Ю. Девиантное поведение: Учебное пособие для студентов образовательных учреждений среднего профессионального образования. Ростов н/Д: Феникс, 2005
7. Ткачова Т.М. Реклама слабоалкогольних напоїв у формуванні девіантної поведінки неповнолітніх. К.: Науковий світ, 2007
8. Шестопалова Л.М. Самогубства як явище: Науковий нарис. К. 2000

PSYCHOLOGY OF HEALTH				
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 / Elective	Olga Kramar, Lecturer	180 hours (28 h. lectures, 14 h. seminars/practical, 138 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		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 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)	

9) be able to use methods of positive health development;	Lecture, seminar Internet search, self-study activities	Participation in the discussion, presentation (CAS)
10) be able to assess their health	Problem lecture, discussion	Participation in the discussion (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. 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.

Literature

Compulsory reading

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: взаємосв'язь 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.

Recommended reading

11. Амосов М. М. Характеристики здоров'я / М.М. Амосов. - К.: ДСТ, 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.
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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.

CORRECTIONAL PEDAGOGY WITH BASICS OF SPECIAL PSYCHOLOGY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8 / 10 weeks	5 / Elective	Oxana Bayer, Ph.D. (Candidate of Science), Associate Professor	150 h. (28 h. of lectures, 14 h. of seminars / practical classes, 108 h. of self-study time)
Course aims: The purpose of the discipline is to form students' knowledge about psychological and pedagogical problems of education, teaching and upbringing children with psychic and / or somatic disorders as well as ways of correction disorders of psycho-physical development of a personality. Basic competence formed includes: knowledge and understanding subject field and professional activity; ability to reveal, pose and solve problems; ability to reveal, socially monitor and evaluate needs of insecure categories of citizens, including those under harsh life circumstances; ability to provide help and support to clients with reference to their individual needs, age differences, gender, ethnic and other characteristics; ability to foster well-being and social protection of people, provision of social help and support to those under harsh life circumstances.				
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) theoretically ground ways of overcoming problems and harsh life circumstances, select effective methods		Lecture, seminar, discussion over additional materials (video and printed)	Participation in discussion (seminar), written survey, essay,	

<p>of their salvation, predict their consequences;</p> <p>2) critically analyze and evaluate actual social policy of Ukraine, social and political processes at the level of the country in general, regional and local levels;</p> <p>3) analyze social processes in small and large groups;</p> <p>4) make practical decisions in order to improve social well-being and increase social security.</p>	<p>Lecture, seminar, discussion over additional materials (video and printed)</p> <p>Lecture, seminar, discussion over additional materials (video and printed)</p> <p>Seminar, discussion over additional materials (video and printed), project preparation</p>	<p>test (CAS)</p> <p>Participation in discussion (seminar), written survey, essay, test (CAS)</p> <p>Participation in discussion (seminar), written survey, essay, test (CAS)</p> <p>Participation in discussion (seminar), written survey, essay, test, project presentation (CAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of 100% Continuous assessment</p> <p>35% participation in discussions, seminars</p> <p>35% test completion</p> <p>30% project preparation and presentation</p>		
<p style="text-align: center;"><i>Contents</i></p> <p><i>Thematic module 1. Theoretical basics of correctional pedagogy and special psychology.</i></p> <p>1. The subject, tasks and methods of correctional pedagogy and special psychology.</p> <p>2. Modern vision of normal and abnormal development.</p> <p>3. Reasons and types of development violations.</p> <p>4. Basic of psychological diagnostics of abnormal behavior.</p> <p><i>Thematic module 2. Psychology of development with different forms of disontogenesis.</i></p> <p>5. Psychic maldevelopment.</p> <p>6. Retarded psychic development.</p> <p>7. Deficient development.</p> <p>8. Injured development.</p> <p>9. Distorted development.</p> <p>10. Disharmonious development.</p>		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <p>1. Волошина О.В. Основи корекційної педагогіки. – Вінниця: ВДПУ ім. М. Коцюбинського, 2012.– 168 с.</p> <p>2. Гонеев А.Д., Лифинцева Н.И., Ялпаева Н.В. Основы коррекционной педагогики. - М.: Akademia, 1999. – 280 с.</p> <p>3. Давидюк М.О. Корекційна педагогіка: Хрестоматія. – Вінниця: ТОВ «Фірма «Планер», 2011. – 205 с.</p> <p>4. Коррекционная педагогика в начальном образовании / Под ред. Г.Ф.Кумариной. – М.: Академия, 2001. – 320 с.</p> <p>5. Липа В.А. Психологические основы педагогической коррекции. – Донецк: Лебідь, 2000. – 319 с.</p> <p>6. Синьов В.М., Коберник Г.М. Основы дефектології: Навч. посібник – К.: Вища школа, 1994.- 143 с.</p> <p>7. Спеціальна педагогіка: Понятійно-термінологічний словник / АПН України; Інститут спеціальної педагогіки; Луганський держ. педагогічний ун-т ім. Тараса Шевченка / В. І. Бондар (голов. ред.). — Луганськ: Альма-матер, 2003. – 436 с.</p> <p>8. Специальная педагогика. / Под ред. Н.М. Назаровой. – М. «Академия», 2000. – 519 с.</p>		

9. Холковська І.Л. Корекційна педагогіка. / І.Л. Холковська. – Вінниця: ВДПУ ім. М. Коцюбинського, 2007.– 328 с.

Recommended reading

1. Акатов Л.И. Социальная реабилитация детей с ограниченными возможностями здоровья. Психологические основы: Учеб пособие для студ. высш. учеб. заведений. – М.: ВЛАДОС, 2003. – 368 с.
2. Гилберт К., Питерс Т. Аутизм. Медицинское и педагогическое воздействие. - М.: ВЛАДОС, 2005.- 144 с.
3. Головчиц Л.А. Дошкольная сурдопедагогика: Воспитание и обучение дошкольников с нарушением слуха: Учебное пособие для студентов высших учебных заведений. – М.: Владос, 2001. – 304 с.
4. Дети с ограниченными возможностями: проблемы и инновационные тенденции в обучении и воспитании: Хрестоматия / Сост. Н.Д. Соколова. – М.: ГНОМ и Д, 2001. – 448 с.
5. Завражин С.А, Фортова Л.К. Адаптация детей с ограниченными возможностями: Учеб. пособие для студ. пед. учеб. заведений. – М.: Академический Проект: Трикста, 2005. – 400 с.
6. Ермаков В.П., Якунин Г.А. Развитие, обучение и воспитание детей с нарушением зрения: Справочно-методическое пособие для учителя. – М.: Просвещение, 1990. – 223 с.
7. Ілляшенко Т.Д., Рождественська М.В. Допоможіть дитині розвиватися. – Кам'янець-Подільський: Абетка, 1998. – 104 с.
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9. Колупаєва А.А. Педагогічні основи інтегрування школярів з особливостями психофізичного розвитку у загальноосвітні навчальні заклади: Монографія. – К.: Педагогічна думка, 2007. – 458 с.
10. Миронова С.П. Підготовка вчителів до корекційної роботи в системі освіти дітей з вадами інтелекту: Монографія. – Кам'янець-Подільський: Абетка-НОВА, 2007. – 304 с.
11. Основи медико-соціальної реабілітації дітей з органічним ураженням нервової системи. Навчально-методичний посібник / За ред. Мартинюка В.Ю., Зінченко С.С. – К.: Інтермед, 2005. – 416 с.
12. Политика О.И. Дети с синдромом дефицита внимания и гиперактивностью. - Спб.: Речь, 2005.- 208 с.
13. Психолого-педагогическое консультирование и сопровождение развития ребенка: Пособие для учителя-дефектолога / Под ред. Л.М. Шипицыной. – М.: ВЛАДОС, 2003. – 528 с.
14. Психолого-педагогічні основи корекційної роботи в спеціальній школі. Хрестоматія. Навчальний посібник / За ред. С.П.Миронової. - Кам'янець-Подільський: Кам'янець-Подільський державний університет, інформаційно-видавничий відділ, 2004. – 220с.
15. Ранняя профилактика отклоняющегося поведения учащихся / Под ред. В.А.Татенко, Т.М.Титаренко.- К.: Рад. Школа, 1989.- 128 с.
16. Шульженко Д.І. Основи психологічної корекції аутистичних порушень у дітей: Монографія. - К., 2009. – 385 с.
17. Ярмаченко Н.Д. Проблема компенсации глухоты. – К.: Радянська школа, 1976. – 168с.
18. Carr, A., Linehan, C., O'Reilly, G., Walsh, P.N., McEvoy, J. The Handbook of Intellectual Disability and Clinical Psychology. – London: Routledge, 2016. – 884 p.
19. Martin, A. J. Handbook of educational psychology and students with special needs. – London: Routledge, 2020. – 742 p.
20. Osgood, A. Supporting Positive Behaviour in Intellectual Disabilities and Autism: Practical Strategies for Addressing Challenging Behaviour. – London: Jessica Kingsley Publishers, 2019. – 240 p.
21. Atkinson, S. Intellectual disability in health and social care. – London: Routledge, 2014. – 598 p.
22. Emerson, E., Hatton, C., Dickson, K., Gone, R., Caine, A. Clinical psychology and people with

intellectual disabilities. – Chichester, West Sussex: Wiley, 2012. – 420 p.

23. Fletcher, J.M., Lyon, G.R., Fuchs, L.S., Barnes, M.A. Learning disabilities: from identification to intervention. – London; Guilford Press, 2018. – 418 p.

PUBLIC RELATIONS (PR) IN SOCIAL WORK

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	6/14 weeks, 42 hours in class	6 / Elective	Inesa Harkusha, 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: formation of students' readiness for personal and responsible participation in creating a socially favourable environment for innovative activities of social protection services, in mediation, social prevention and consulting activities, organization of conflict-free business communication with internal and external public, creative participation in organizational and administrative work, ensuring a high social culture of their participation in social project 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)
1) Analyze the problems and possibilities of using PR in the practice of modern social work;	1. Lecture, seminar, discussion based on lecture materials and studied literature sources	1. Participation in a discussion, oral answers to questions (CAS)
2) Demonstrate methods of compiling media texts;	2. Problem lecture, seminar dialogue, presentations, role-playing games	2. Independent work, oral answers to questions (CAS)
3) Use communication technologies in PR;	3. Lecture dialogue, "round table" on the topic of independent research work, Case study	3. Independent work, solution of cases (CAS)
4) Use the basic forms of PR specialist in the field of social work;	4. Lecture, seminar, implementation of projects	4. Independent work, oral answers to questions, estimations to project work (CAS)
5) Use the strategy and tactics of interaction	5. Lecture discussion,	5. Independent

<p>with the WMC;</p> <p>6) Use PR principles to achieve the desired result;</p> <p>7) Demonstrate the basic PR-technologies and principles in the professional activity of a social worker;</p> <p>8) Use modular technologies creatively in the implementation of PR-projects;</p> <p>9) Select the appropriate tools and forms for the implementation of the goals and objectives of the communication campaign;</p> <p>10) Advise the leadership of organization for the construction of organization image, maintaining the reputation of the organization, conflict resolution problems of social organization profile.</p> <p>Learning outcomes 1-5; 6-10</p>	<p>seminar, work in small groups, the analysis of concrete situations (case-study)</p> <p>6. Reports of students - individual and in groups, presentation, project work, search in the Internet</p> <p>7. Case study in small groups, Presentation, Work in pairs to solve problems</p> <p>8. Panel discussion, Brainstorming</p> <p>9. Work in pairs to solve problems</p> <p>10. Independent work, Keyes herd in small groups, the presentations, search in the Internet</p>	<p>work, oral answers to questions, case presentation (CAS)</p> <p>6. Oral answers to questions, solutions of tasks (problem situations), estimations of projects and presentation (CAS)</p> <p>7. Peer small group presentation, Case study presentation, Presentation assessment (CAS)</p> <p>8. Participation in the discussion (seminar, debates, brainstorming etc) (CAS)</p> <p>9. Practical skills assessment (CAS)</p> <p>10. Oral answers, Keyes herd (presentation case herd), estimations of the presentation (CAS)</p> <p>Mid-term control: problem solving tasks, mini case (CAS)</p>
<p>Assessment 100% Final assessment as a result of Continuous assessment (100%) 15% Answers (oral) 15% Mid-term control (problem solving tasks, mini case) 15% Participation in the discussion 20% Presentation (oral, multimedia) 15% Participation in the brainstorming 20% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course: MODULE 1. THEORETICAL FUNDAMENTALS OF PR-ACTIVITY IN SOCIAL WORK</p>		

1. Public Relations: essence, history
 2. The concept of PR in social work
 3. Technologies of interaction with print media
 4. Technologies of interaction with radio and television
 5. Elements of PR-impact on society.
- MODULE 2. PR-CAMPAIGN IN SOCIAL WORK**
6. The main directions of PR-activity in social work
 7. Formation of the image of the social organization
 8. links with internal target groups
 9. Features of connections with external target groups
- MODULE 3. SOCIAL ADVERTISING IN PR-ACTIVITY OF SOCIAL SERVICES**
10. Theoretical foundations of social advertising.
 11. Production and distribution of social advertising
 12. Development technology and rules for creating the verbal part of printed social advertising.
 13. The structure of radio and television advertising.
 14. Features of advertising campaigns on the Internet.

Literature
Compulsory reading

1. Кияк Б.Р. PR - стосунки з громадськістю. - К.: Акад. праці і соц.відносин Федер.проф.спілок України, 2009. - 288 с.
2. Лебедева Т.Ю. Паблик рилейшнз: системные модели, технологии. - М.: Изд-во МГУ, 2007. - 224 с.
3. Закон України «Про Основні засади розвитку інформаційного суспільства в Україні» від 9 січня 2007 року № 537-V // Відомості Верховної Ради України. Ст. 102. – 2007. – № 12.
4. Закон України «Про соціальні послуги» від 19.06.2003 №966-IV // Голос України. – 2003. – 22 лип.
5. Богданов Е.Н., Зазыкин В.Г. Психологические основы “паблик рилейшнз”. – 2-е изд. – М.-СПб.: Питер, 2004. – 204 с.
6. Белов А. Теория и практика связей с общественностью. - Ростов н/Д, 2005.-208 с.
7. Блэк С. Введение в паблик рилейшнз. - Ростов н/Д, 2005. - 320 с.
8. Горовий В. Соціальні інформаційні комунікації, їх наповнення і ресурс / В. Горовий; наук. ред. Л. А. Дубровіна ; НАН України, Нац. б-ка України ім. В. І. Вернадського. – К., 2010. – 360 с.
9. Горовий В. Особливості розвитку соціальних інформаційних баз сучасного українського суспільства / В. Горовий; НАН України, Нац. б-ка України ім. В. І. Вернадського. – К., 2005.
10. Електронні інформаційні ресурси бібліотек у піднесенні інтелектуального і духовного потенціалу українського суспільства / [О.С. Онищенко, Л. А. Дубровіна, В. М. Горовий та ін.] / НАН України, Нац. б-ка України ім. В. І. Вернадського. – К. : НБУВ, 2011. – 248 с.
11. Інтеграція України у світове співтовариство в контексті розвитку бібліотечних інформаційних технологій / [О.С. Онищенко, Л. А. Дубровіна, В. М. Горовий та ін.] / НАН України, Нац. б-ка України ім. В. І. Вернадського. – К. : НБУВ, 2011. – 224 с. 24
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13. Інформаційна складова соціокультурної трансформації українського суспільства / [О.С. Онищенко, В. М. Горовий, В. І. Попик та ін.] ; НАН України, Нац. б-ка України ім. В. І. Вернадського. – К., 2012. – 254 с.
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2. Почепцов Г.Г. Паблік рилейшнз. - К., 2000.

3. Компетентістний підхід у сучасній освіті: світовий досвід та українські перспективи: Бібліотека з освітньої політики / [під заг. ред. О. В. Овчарук]. – К. : «К.І.С.» – 2004. – 112 с.

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6. Горова С. В. Інтернет-ЗМІ як об'єкт бібліотечної інформаційної діяльності / С. В. Горова ; НАН України, Нац. б-ка України ім. В. І. Вернадського. – К., 2013. – 208 с.

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13. Почепцов Г.Г. Паблик рилейшнз, или Как успешно управлять общественным мнением. - М., 2004. - 336с.

14. Связи с общественностью. Курс лекций. / Автор-составитель В.Ж. Попов. – Донецк: ДонГУУ, 2008. – 154 с.

15. Скотт М. Катлип, Аллен Х. Сентер, Глен М. Брум. Паблик рилейшнз. Теория и практика. - 8-е изд. - М., 2005. - 624с.

16. Bob Franklin, Nigel Parto. (1991). Social Work, the Media and Public Relations. Routledge. 242 p.

17. Ellen Gunning (2018). Public Relations (3rd Edition) A Practical Approach. Red Globe Press. 276 p.

18. Kelleher, T. (2018). Public Relations (1st ed.). New York, NY: Oxford University Press

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20. Vivienne E. Cree (2010). Sociology For Social Workers And Pr (Student Social Work) 2nd Edition. 2010. Routledge. 256 p.

21. Matthew Robb The PR-Savvy Social Worker - 7 Smart Tips for Marketing Your Practice. Social Work Today. March/April 2007. Vol. 7 No. 2 P. 14

THE BASICS OF VOLUNTEER ACTIVITY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 50 hours in class	5 / Elective	Iryna Oliinyk, Ph.D. (Candidate of Science), Associate Professor	15 hours (30 h. lectures, 20 h. seminars/practical, 100 h. self-study time)
Course aims: The aim of the discipline is to promote students' mastery of basic knowledge and skills necessary for the organization of volunteer groups in terms of future professional activities, as well as the development of student youth social activity, skills of conscious and active construction of their own lives.				
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 general and specific characteristics of volunteering at the present stage of development of the state, the history of charitable activities and volunteering in Ukraine and abroad, the features of the philanthropic approach to volunteering;		Lecture, seminar, discussion on the materials of the lecture and the studied literature sources		Participation in discussions / debates (CAS)
2) know the legal framework for the protection and defense of the rights of the child; main directions of social policy regarding orphans, children with disabilities; normative-reference		Lecture, seminar, discussion on the materials of the lecture and the studied		Participation in discussions / debates, essay (CAS)

materials, methods for the work of a correctional / social pedagogue on the organization of volunteer work and the use of its potential and resources;	literature sources	
3) know the age, individual characteristics of children left without parental care and children with special needs;	Lecture, problem lecture, discussion	Oral answers to questions, participation in discussion (CAS)
4) know the goals, objectives, content, forms and methods of socio-pedagogical work with children and adolescents;	Lecture, seminar, self-study activities	Oral answers to questions, participation in discussion (CAS)
5) socio-pedagogical technologies; basics of pedagogical management in volunteer work;	Lecture, problem lecture, seminar-debate, seminar-dialogue, problem solving,	Oral answers to questions, participation in discussion (CAS)
6) know the types of social services used by volunteers in their work;	Lecture, seminar, self-study activities	Oral answers to questions (CAS)
7) be able to analyze and evaluate difficult life situations in which children at risk and orphans;	Lecture, seminar, project work, Internet search	Participation in a role play, problem solving (CAS)
8) choose appropriate forms, methods and means of volunteer work with different categories of children; be able to apply in practice individual and differential approaches to work with children in orphanages and shelters for minors;	Game technologies, presentations, project work, Internet search	Participation in a role play (business game), presentation (CAS)
9) plan and organize work with children and adolescents who need it;	Lecture, seminar, project work, Internet search	Essay (CAS)
10) professionally interact with employees of other institutions that provide assistance to children in difficult life situations (lawyers, psychologists, medical workers, etc.) to ensure the coordination of successful social (socio-pedagogical) work;	Game technologies, seminar-debate, seminar-dialogue, problem solving	Participation in a discussion, role play, oral answers (CAS)
11) apply knowledge of the ethics of a social educator / worker in service and volunteer work with different categories of children; be able to communicate with clients of different ages (ability to establish contact, listen, lead and end a conversation).	Game technologies, seminar-debate, seminar-dialogue, problem solving	Participation in a discussion, role play, oral answers (CAS)
Assessment		

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

30% Participation in the discussion

20% Answers (oral)

30% Essay (written)

20% Presentation (oral, multimedia)

Contents**Thematic structure of the course:**

1. Volunteering as a resource of socio-pedagogical work
2. History of volunteering: domestic and foreign experience
3. Volunteering: features of foreign and domestic experience
4. Regulatory framework for volunteering
5. Fundamentals of pedagogical management in volunteering
6. Models of social work within the volunteer movement
7. Functional-role repertoire, skills and basic characteristics of the future social pedagogue in volunteering
8. Social technologies in volunteering
9. Street play techniques in volunteer work
10. Socio-pedagogical training as a method of group work in the activities of correctional / social pedagogue
11. Volunteering in the system of forming a healthy lifestyle of young people
12. Training of volunteers and their role in the implementation of social projects
13. Strategy for managing the activities of volunteer groups: innovative approaches

Literature**Compulsory reading**

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2. Волонтерство: poradnik для організатора волонтерського руху / Укл.: Т.Л. Лях. – К.: ВГЦ “Волонтер”, 2011. – 176 с.
3. Волонтерська служба недержавної організації соціальної сфери / О. Стецьков, Н. Майорова, В. Шелковнікова. – К.: Сфера, 2010. – 92 с.
4. Гиппенрейтер Ю. Б. Общаться с ребенком. Как? - М.: Астрель, 2008. – 240 с.
5. Дубровина И. В., Лисина М. И. Особенности психического развития детей в семье и в домах ребенка: Возрастные особенности психического развития детей. – М., 1982. – 192 с.
6. Закон України „Про благодійництво та благодійні організації” - <https://zakon.rada.gov.ua/>
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8. Закон України „Про охорону дитинства” - <https://zakon.rada.gov.ua/>
9. Закон України „Про соціальні послуги - <https://zakon.rada.gov.ua/>
10. Закон України „Про соціальну роботу з дітьми та молоддю” - <https://zakon.rada.gov.ua/>
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12. Конвенція ООН з прав дитини: шляхи практичного застосування: метод. рекомендації
13. Маккарлі С., Лінч Р. Управління діяльністю волонтерів. Як залучити громадськість до вирішення проблем суспільства. – К.: Ресурсний центр розвитку громадських організацій «Гурт», 2011. – 160 с.
14. Назарук В. Створення та керування волонтерською програмою. – К.: Благодійний фонд „Центр волонтеріату „Добра воля”, 2001. – 70 с.
15. Петрович В. С., Денис Т. В. Участь у волонтерській діяльності щодо популяризації здорового способу життя як аспект професійного становлення майбутнього соціального педагога // Волонтерство як ресурс соц. роботи у громаді: Зб. ст. – К.: Християн. дит.

фонд, 2006. – С. 76–80.

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ART THERAPY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	8/10 weeks, 50 hours in class	5,5 / Elective	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	165 hours (30 h. lectures, 20 h. seminars/practical, 115 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.

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. Ability to operate with the categorical-conceptual apparatus of art-therapeutic training in psychology	Lectures, mini lectures	Work in practice, discussion of theoretical issues, independent work (CAS)
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	Lecture, Online webinars, master classes	Participation in a practical lesson, independent work. (CAS)
3. Ability to perform diagnostic activities, use methods and techniques of Art therapy	Online webinars, master classes	Participation in discussion of a problem, independent work (CAS)
4. Ability to consult, develop and conduct psychological correction using methods of Art therapy with different categories of the population.	Master class, lecture, problem lecture	Individual creative work, independent work(CAS)
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;	Lecture, mini lecture, webinar, master class. Training	Independent work, discussion of problems, problem solving(CAS)

cooperation with experts in other fields.		
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 25% Participation in the discussion, dispute, debate, role-playing games 25% Individual creative work presentation 25% Answers (oral) 25% Presentation (oral, multimedia)</p>		
Contents		
<p>Thematic structure of the course: 1 Art therapy as a direction of psychotherapy, history of development, directions 2. Current trends in the development of art therapy 3. Factors of psychotherapeutic influence in art therapy, art-therapeutic space and materials 4 Imaging therapy, the meaning of color, the main stages and methods of projective drawing. 5. Features of perception of products of creativity of clients in image therapy 6. Mandala, the technique of creating a mandala 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</p>		
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. Мастерство 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 : ОШПО; 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. – 238с.

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. 2nded. NewYork: McGraw-Hill, 1997. – 272с.

PROFESSIONAL TRAINING				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	4, 6/ 5 weeks, 12 hours in class	7,5 / Mandatory	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	225 hours (12 h. seminars/practical, 152 h. work at the place of practical training, 61 h. self-study time)
Practical training aim: obtaining the most complete idea of the peculiarities of the functioning of the social service as an organization and professional activity of a specialist in social work				
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 social work; workplace organization rules and requirements for methodological material; rules for maintaining documentation reflecting the activities of a social worker;		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 social and psychological assistance to different categories of persons; principles of organizing social and psychological assistance to the population; instructions governing the activities of a social worker;		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 social worker 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 position of the main categories and explanatory principles of psychology, social work; 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 substantiate the need for a particular direction and type of social and psychological assistance for an individual or a group of people; communicate with colleagues		Practical classes, discussion, self-study activity, work at the place of internship,		Internship report, presentation, employer evaluation of the

<p>- social workers, psychologists and other specialists involved in the provision of social and psychological assistance to the population</p> <p>6) determine the goals and objectives of educational programs and classes, design educational programs and classes</p> <p>Learning outcomes 1-6</p>	<p>internet search</p> <p>Practical classes, discussion, self-study activity, work at the place of internship, internet search</p>	<p>internship (CAS)</p> <p>Internship report, presentation, employer evaluation of the internship (FAS)</p> <p>Internship report, presentation (FAS)</p>
<p>Assessment</p> <p>Semester 4</p> <p>100% Final assessment as a result of 100% Continuous assessment</p> <p>30% Assessment by the internship employer</p> <p>50% Report</p> <p>20% Presentation</p> <p>Semester 6</p> <p>100% Final assessment as a result of 100% Continuous assessment</p> <p>30% Assessment by the internship employer</p> <p>50% Report</p> <p>20% Presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Semester 4</p> <ol style="list-style-type: none"> 1. The place and role of social worker at the present stage of development of society; 2. Professional requirements for future specialists-social worker, necessary practical skills and abilities. 3. The spheres of future professional activity of social worker. <p>Semester 6</p> <ol style="list-style-type: none"> 1. General characteristics of the institution and organization of social and psychological assistance 2. Record keeping 3. Participation in events 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Соціальна робота в Україні : навч. посіб. / за ред. І.Д. Зверевої, Г.М. Лактіонової – К. : Наук. світ, 2013. – 233 с. 2. Соціальна робота : в 3-х ч. – Ч.1. Основи соціальної роботи / за ред. Т. Семигіної, І. Григи. – К., 2014. 3. Лукашевич М. П. Соціальна робота (теорія і практика): Підручник / М. П. Лукашевич, Т. В. Семигіна. – К.: Каравела, 2011. – 368 с. 4. Лукашевич М., Шандор Ф. (Соціологія соціальної роботи: теорія та практика: Підручник. – Ужгород: ТОВ «РІК-У», 2018. – 232 с. 5. Інтегровані соціальні служби: теорія, практика, інновації: Навч.-метод. комплекс / Автор.-упоряд.: О. В. Безпалько, І. Д. Зверева, З. П. Кияниця, В. О. Кузьмінський та ін. / За заг. ред.: І. Д. Зверевої, Ж. В. Петрочко. – К.: Фенікс, 2007. – 528 с. 6. Пальм Г.А. Практикум по общей психологии: учебное пособие / Г.А. Пальм, Е.В. 		

Севастьянова. – Дн-ск: ДУЭП, 2009. – 212 с.

7. 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.

8. 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.

9. Савчин М.В., Василенко О.К. Вікова психологія: навч. посібник. К.: Академвидав, 2017. 344 с.

10. Анастази А. Психологическое тестирование. – СПб.: Питер, 2012. – 688 с.

Recommended reading

11. Волошина О.В. Основи корекційної педагогіки. – Вінниця: ВДПУ ім. М. Коцюбинського, 2012.– 168 с.

12. Баррет Дж. Протестируйте себя / Дж. Баррет. – СПб.: Питер, 2003. – 254 с.

13. Бороздина Л.В. Исследование уровня притязаний: учебн. Пособие / Л.В. Бороздина. – М.: Ин-т психологии РАО, 1993. – 148 с.

14. Булах І. С. Консультативна психологія : навч. посіб. / І. С. Булах, І. М. Бушай, В. У. Кузьменко, Е. О. Помиткін, Ю. А. Алексєєва; Нац. пед. ун-т ім. М.П. Драгоманова. - К., 2012. - 458 с

15. Вітенко І.С. Основи психології. Основи педагогіки / І.С Вітенко. – Чернівці, 2009. – 200 с.

16. Власова О.І. Педагогічна психологія / О.І. Власова. – К.:Либідь, 2005. – 400 с.

17. Спеціальна педагогіка: Понятійно-термінологічний словник / АПН України; Інститут спеціальної педагогіки; Луганський держ. педагогічний ун-т ім. Тараса Шевченка / В. І. Бондар (голов. ред.). — Луганськ: Альма-матер, 2003. – 436 с.

18. 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.

19. Лютий В.П. Соціальна робота з групами дітей девіантної поведінки: Навч. посібник. – К., 2000. – 51 с.

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

21. Reisman F. Creative, critical thinking and logic in research. RGUHS J Pharm Sci. 2011;1:97–102.

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

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

24. Steve Krawczyk, Nigel Horner (2006) Social work in education and children's services Lincoln University. 152 p.

25. David R. Dupper. (2018) School social work. Wiley 320 p.

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	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	90 hours (6 h. Practical classes, 84 hours work at the place of internship)

<p>Internship aims:</p> <ul style="list-style-type: none"> - during the internship students must prepare an individual assignment for a comprehensive study of a specific socio-psychological problem - to collect practical and statistical materials for the presentation of their final attestation work <p>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.</p>		
<p>Learning outcomes</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (continuous assessment CAS, final assessment FAS)</p>
<p>On completion of the Internship, students will be able to:</p>		
<p>1) to know the basic characteristics of the process of collecting, transmitting, searching, processing and storing information;</p>	<p>Practical classes, self-study activity, work at the enterprise</p>	<p>Internship report, presentation (CAS)</p>
<p>2) to organize information search, self-selection and qualitative processing of scientifically-professionally directed information and empirical data for educational, research and professional needs;</p>	<p>Work at the enterprise, self-study activity</p>	<p>Internship report, presentation (CAS)</p>
<p>3) to correctly identify and eliminate the dilemmas associated with the organization of the professional activities of the social worker;</p>	<p>Work at the enterprise, self-study activity</p>	<p>Internship report, presentation, comment of a company (CAS)</p>
<p>4) to forecast the demand for certain goods (services);</p>	<p>Self-study activity, internet search, work at the enterprise</p>	<p>Internship report, presentation (CAS)</p>
<p>5) to implement a complex of standard programs aimed at preventing deviations in social and personal status and development, as well as professional risks in different activities;</p>	<p>Self-study activity, writing a report, preparing presentation</p>	<p>Internship report, presentation (CAS)</p>
<p>7) to present, discuss and defend their own views in oral and written forms for professional and non-professional audience;</p>	<p>Work at the enterprise, Self-study activity, preparing presentation</p>	<p>Internship report, presentation (CAS)</p>
<p>Learning outcomes 1-7</p>		<p>Internship report, comment of a company (FAS)</p>
<p>Assessment 8 semester</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Comment of a company</p> <p>50% Report</p> <p>30% Presentation</p>		
<p>Contents</p>		
<p>1. Acquaintance with the specifics of the work of a social worker at the place of practice, with</p>		

functions, job responsibilities, professional documentation, current work plan.

2. Participation in the main areas in the work of a psychological counseling, social work with different categories of the population.

3. Registration of a card index, databases of various types of clients and groups, preparation of working documents, reporting under the guidance of a social worker

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. Соціальна робота в Україні : навч. посіб. / за ред. І.Д. Зверевої, Г.М. Лактіонової – К. : Наук. світ, 2013. – 233 с.

2. Соціальна робота : в 3-х ч. – Ч.1. Основи соціальної роботи / за ред. Т. Семигіної, І. Григи. – К., 2014.

3. Букач М. М., Попова Т. С., Клименюк Н. В. Основи наукових досліджень у соціальній роботі: навч. посіб. – Миколаїв: Вид-во ЧДУ, 2009. – 284 с.

4. Основи методології та організації наукових досліджень / А. Є. Конверський (ред.). – К. : Центр учбової літератури, 2010. – 352 с.

5. Лукашевич М. П. Соціальна робота (теорія і практика): Підручник / М. П. Лукашевич, Т. В. Семигіна. – К.: Каравела, 2011. – 368 с.

6. Лукашевич М., Шандор Ф. (Соціологія соціальної роботи: теорія та практика: Підручник. – Ужгород: ТОВ «РІК-У», 2018. – 232 с.

7. Інтегровані соціальні служби: теорія, практика, інновації: Навч.-метод. комплекс / Автор.-упоряд.: О. В. Безпалько, І. Д. Зверева, З. П. Кияниця, В. О. Кузьмінський та ін. / За заг. ред.: І. Д. Зверевої, Ж. В. Петрочко. – К.: Фенікс, 2007. – 528 с.

8. Пальм Г.А. Практикум по общей психологии: учебное пособие / Г.А. Пальм, Е.В. Севастьянова. – Дн-ск: ДУЭП, 2009. – 212 с.

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10. 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.

11. Савчин М.В., Василенко О.К. Вікова психологія: навч. посібник. К.: Академвидав, 2017. 344 с.

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16. 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

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20. 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.
21. Лютий В.П. Соціальна робота з групами дітей девіантної поведінки: Навч. посібник. – К., 2000. – 51 с.
22. Практикум по общей психологии: учебн. пособие [для студентов пед. Институты] / Под ред. А.И.Щербакова. – М.: Просвещение, 2010. – 288 с.
23. Reisman F. Creative, critical thinking and logic in research. *RGUHS J Pharm Sci.* 2011;1:97–102.
24. Eysenck & Keane (2010) *Cognitive Psychology: A Student's Handbook.* Psychology Press.
25. Carlson, N.R. (2012) *Psychology of Behavior*, 11th edition (much more detailed – requires a love or deeper fascination with biology)
26. Balakumar P, Murthy S, Jagadeesh G. The basic concepts of scientific research and communication. *Indian J Pharmacol.* 2007;39:303–6.
27. Steve Krawczyk, Nigel Horner (2006) *Social work in education and children's services* Lincoln University. 152 p.
28. David R. Dupper. (2018) *School social work.* Wiley 320 p.

**Structure of study programme
Psychosocial Assistance and Rehabilitation (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	14	8	3	6	3	3	3	3
Courses of Professional Training	12	16	20,5	7,5	21	14,5	21	4,5
TOTAL	26	24	23,5	13,5	24	17,5	24	7,5

Teaching Units (Courses), ECTS*
Elective**

Courses of General Training		6		6		4,5		
Courses of General Professional Training	4		6,5					
Courses of Special Professional Training				6	6	5	6	10,5
TOTAL	4	6	6,5	12	6	9,5	6	10,5

Professional Training 4,5 ECTS

Professional Training 3 ECTS

Internship 3 ECTS

Comprehensive State Examination in the Profession 1,5 ECTS

Bachelor's Thesis 7,5 ECTS

TOTAL

Mandatory 160 ECTS	Elective 60,5 ECTS	Professional Training and Internship 10,5 ECTS	Comprehensive State Examination in the Profession 1,5 ECTS	Bachelor's Thesis 7,5 ECTS
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*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