

ALFRED NOBEL UNIVERSITY, DNIPRO

STUDY PROGRAMME
“COUNSELING AND REHABILITATION”
(Master’s degree)
Field of study 053 Psychology

COURSE CATALOGUE

2020-2021 academic year

Dnipro 2020

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<i>BASICS OF RESEARCH IN PSYCHOLOGY. METHODOLOGY AND ORGANIZATION OF ACADEMIC RESEARCH</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	5 / Mandatory	Ivan Batrachenko, Doctor of Science, Professor	150 hours (28 h. lectures, 14 h. tutorials, 108 h. self-study time)
Course aim: The course is aimed at developing mastery of a system of knowledge and to operate and develop systems of research methodology.				
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) apply knowledge about the nature and stages of development of science; 2) possess methodology and methods of scientific research; 3) operate the technique of work with documental, informational, bibliographic sources of information and special literature; 4) apply basic processes of scientific research; 5) apply methods of theoretical research and correlation analysis; 6) operate methodology of experimental research and methods of graphic images of experimental results; 7) summarize and execute results of scientific research, represent the result of research at scientific conferences and seminars;		1. Lecture, practical classes, discussion 2. Practical classes, self-study activity, Role play 3. Lecture, practical classes 4. Internet search, self-study activities, Student-group reports 5. Solving problems, multimedia 6. Writing abstracts of reports, participating in conferences 7. Practical classes, preparation of a scientific article		1. Participation in the discussion (CAS) 2. Participation in the role play (CAS) 3. Test (CAS) 4. Test, Student reports assessment (CAS) 5. Solving problems, (CAS) 6. Reports, participating in conferences (CAS) 7. Participation in the discussion, Presentation (oral, multimedia), scientific article (CAS)
Learning outcomes 1-7				Final exam (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests) 60% Continuous assessment: 10% Participation in the discussion 10% Participation in the role play				

<p>10% Test (multiple choice, computer) 20% Solving problems 10% Presentation (oral, multimedia)</p>
Contents
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1) The concept, content and function of science 2) Methodology, methods, logic of scientific research 3) Informational support of scientific research 4) Technology of scientific research 5) Methods of theoretical research 6) Methods of experimental research 7) Scientific work 8) Identify the results of research and planning events for their implementation
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Бірта Г.О., Бургу Ю.Г. Методологія і організація наукових досліджень: Текст: навч. посібн. / Г.О. Бірта, Ю.Г. Бургу. – К.: «Центр учбової літератури», 2014. – 142 с. 2. Методологія та організація наукових досліджень: посібник / О.І. Гуторов / Харк. нац. аграр. ун-т. – Х.: ХНАУ, 2017. – 57 с. 3. Єріна А.М., Захожай В.Б., Єрін Д.Л. Методологія наукових досліджень: Навч. посіб. – К.: Центр учбової літератури, 2004. – 212 с. 4. П'ятницька-Позднякова І.С. Основи наукових досліджень у вищій школі. – навч. посіб. – К.: Вища школа, 2003. – 116 с. 5. Цехмістрова Г.С. Методологія та організація наукових досліджень. 2-е видання. – К.: Видавництво «Видавничий Дім «Слово», 2012 р. – 352 с. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Гаврилов Е.В., Дмитриченко М.Ф., Доля В.К. Технологія наукових досліджень і технічної творчості. – К.: Знання України, 2007. – 318 с. 2. Басков А. Я., Туленков И. В. Методология научного исследования: Учеб. пособие. – К.: МАУП, 2002. – 216 с. 3. Білуха М.Т. Методологія наукових досліджень: Підручник. – К.: АБУ, 2002. – 480 с. 4. Лудченко А.А. и др. Основы научных исследований: Учебное пособие. / Лудченко А.А., Лудченко Я.А., Примак Т.А.; Под ред. Лудченко А.А.. – К.: Т-во "Знання", КОО, 2000. – 114 с. 5. Anderson, Garry; Arsenault, Nancy (1998). Fundamentals of Educational Research. 6. Bogdan, R.G. and Biklen, S.K. (1992) Qualitative research for education (second edition) Boston, MA: Allyn & Bacon. 7. Cohen, L., Manion, L. (1994) Research methods in education (Fourth edition). London: Routledge. 8. Yates, Lyn (2004). What Does Good Educational Research Look Like?: Situating a Field and Its Practices. Conducting Educational Research. 9. Gorard, Stephen; Taylor, Chris (2004). Combining Methods in Educational and Social Research. 10. Kincheloe, Joe (2004). Rigour and Complexity in Educational Research. 11. Lodico, Marguerite G.; Spaulding, Dean T.; Voegtler, Katherine H. (2010). Methods in Educational Research: From Theory to Practice

FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION				
Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
English	3	3 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor	90 hours (45 h. practical, 45 h. self-study time)
Course aims: The course is aimed at acquiring knowledge of foreign (English) language for professional needs.				
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) discuss educational issues related to the specialization, in order to reach an understanding with other people; 2) prepare public appearances on a large number of professional issues, using appropriate means of verbal communication, adequate forms of discussion and debate; 3) present on business topics, communicating with the audience 4) discover new texts, images, audio and video information, contained in the English-speaking branch materials using appropriate search methods and terminology; 5) analyze English-language sources to obtain data that are necessary to perform professional tasks and professional decision-making; 6) write professional texts and documents in English on a number of professional issues; 7) write business and professional letters, demonstrating intercultural understanding and background knowledge in a specific professional context; 8) translate professional English texts into the native language, using bilingual terminology dictionaries, electronic dictionaries and software translation direction. Learning outcomes 1-8		1) Lecture, practical classes, discussion, Role play 2) Practical classes, self-study activity 3) Lecture, practical classes 4) Case study in small groups, Debate 5) Problem lecture, discussion 6) Problem lecture, case study in small groups 7) Problem lecture, discussion 8) Case study		1) Participation in the discussion, participation in the role play (CAS) 2) Essay, test (CAS) 3) Essay, test (CAS) 4) Presentation (CAS) 5) Participation in the discussion, test (CAS) 6) Peer small group presentation (CAS) 7) Participation in the discussion, essay (CAS) 8) Case study (Case study presentation) (CAS) Mid-term control: tests, mini case (CAS)
Assessment				

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

- 30% Participation in the discussion
- 30% Test (multiple choice, computer)
- 30% Essay (written)
- 10% Presentation (oral, multimedia)

Contents**Thematic structure of the course:**

1. Education in Ukraine
2. Education in Ukraine. Higher education
3. Education in the U.K. Primary and secondary Education, Higher Education
4. Reading, discussions and listening on the topic.
5. Education in the USA
6. Comparison of Education in the U.K. and Ukraine
7. Comparison of Education in the USA and Ukraine
8. Reading, discussions and listening on the topic.

Literature**Compulsory reading**

1. Virginia Evans-Bob Obee. Upstream /Advanced. Student's book. - Express Publishing: 2018. - 264p.
2. Virginia Evans-Bob Obee. Upstream/Advanced. Workbook.-Express Publishing: 2018. - 136p.
3. Tarnopolsky O., Volkova N., Kozhushko, S., et al. Psychological Matters. A Coursebook of English for Students of Psychology. Student's Book and Workbook. Dnipropetrovsk: Alfred Nobel University, 2011. – 302 p.
4. Thomas Gary. Education, A Very Short Introduction Oxford University Press. – United Kingdom, 2013. – 136 p.

Recommended reading

1. Povey J., Walshe I. An English Teacher's Handbook of Educational Terms. Vyshaya shkola", 2000. – 238 p.
2. Oxford Russian – English Dictionary, Oxford University Press, Great Britain, 2005 – 1340 p
3. The Newbury House Dictionary of American English. Monroe allen Publishers. Inc., the USA., 2006 – 1031 p.
4. Cotton D., Falvey D., Kent S., (2011), Language Leader Upper-intermediate Coursebook with CD-ROM, Longman: Pearson. – 192 p.

THEORETICAL AND METHODOLOGICAL PROBLEMS IN PSYCHOLOGY

Language of teaching	Semester/ Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks 42 hours in class	5/Mandatory	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	150 hours (28 h. lecture, 14 h. seminars/practical, 108 h. self-study time)

Course aims:

The course is aimed at developing methodological expertise through the formation of a scientific outlook and methodological reflection on the current state and trends of psychological science and practice.

<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) apply knowledge of methodological and theoretical issues of psychology in study and explanation of mental phenomena;</p> <p>2) highlight methodological foundations of psychological research;</p> <p>3) formulate hypotheses and objectives of scientific research based on integration of psychological knowledge in the process of analysis of the professional tasks in conditions of the particular educational institution in order to ensure scientific psychological research;</p> <p>4) choose the type of study that is adequate to the specificity of professional tasks which are solved by experiment, using the classification of psychological experiments;</p> <p>5) define the object of the research in the process of analysis the professional tasks in a particular educational institution in order to provide scientific psychological research;</p> <p>6) apply the basic directions of the world philosophical thought in psycho-educational activities;</p> <p>Learning outcomes 1-3</p> <p>Learning outcomes 1-6</p>	<p>1) Lecture by guest speaker, tutorials, discussion</p> <p>2) Tutorials, self-study activity, Role play</p> <p>3) Self-study activity, case study</p> <p>4) Internet search, self-study activities</p> <p>5) Lecture, tutorials, role play</p> <p>6) Problem lecture, discussion in small group</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, problem solving, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</p> <p>40% Final exam (4 sets of written assignments, each assignment includes 2 solving problems and computer multiple choice tests)</p> <p>60% Continuous assessment:</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>10% Test (multiple choice, computer)</p> <p>10% Solving problems</p> <p>20% Case study presentation</p>		
<p style="text-align: center;">Contents</p>		
<p>Thematic structure of the course:</p> <p>1) Methodology consisting of scientific knowledge: general philosophical and general scientific level.</p> <p>2) Features of scientific knowledge.</p> <p>3) Development of scientific theory and its analysis.</p> <p>4) The scientific method of thinking and research.</p>		

- 5) Formulation of research hypotheses.
- 6) Causality and determinism in the methodology of science.
- 7) The current state of methodology of science: a systematic approach.
- 8) Approaches to the understanding and definition of psychology.
- 9) The mind-body problem.
- 10) The basic paradigm in modern psychological science.
- 11) Basic methodological principles of psychology.
- 12) Categorical building of psychology.
- 13) Methodological principles of systems approach in psychology.
- 14) The main trends in modern psychology.
- 15) Nonclassical methodological approaches.
- 16) The crisis in modern psychological science.
- 17) Psychological problems of modern technocratic society.
- 18) Psychology in solving the problems of modern society.

**Literature
Compulsory reading**

1. Корнілова Т.В. Методологічні основи психології / Т.В. Корнілова. – К.: Кондор, 2012. – 483 с.
2. Константинов В.В. Развитие психики и сознания: учеб. Пособие для бакалавриата и магистратуры. – 2-е изд., испр. и доп. – М.: Издательство Юрайт, 2018.
2. Brannen, J. (Ed.). (1992). *Mixing methods: qualitative and quantitative research*. Aldershot: Avebury.

Recommended reading

1. Большой психологический словарь / Под общ.ред. Б.Г. Мещерякова, В.П. Зинченко. – СПб.: Прайм – Еврознак, 2009. – 816 с.
2. Константинов В.В. Экспериментальная психология: учебник и практикум для академического бакалавриата. – 2-е изд., испр. и доп. – М.: Издательство Юрайт, 2018.
3. Лекторский В.А. Эпистемология классическая и неклассическая / В.А. Лекторский. – М.: Эдиториал УРСС, 2001, 2007. – 256 с.
4. Ломов Б.Ф. Методологические и теоретические проблемы психологии / Б.Ф. Ломов. – М.: Наука, 1984. – 446 с.
5. Петровский А.В. Основы теоретической психологии / А.В. Петровский, М.Г. Ярошевский. – М.: Инфра-М, 1999. – 528 с.
6. Барабанщиков В.А. Системность. Восприятие. Общение / В.А. Барабанщиков, В.Н. Носуленко. – М.: ИП РАН, 2004. – 480 с.
7. Лубовский Д.В. Введение в методологические основы психологии / Д.В. Лубовский. – М.: МОДЭК, МПСИ, 2007. – 224 с.
8. Корнилова Т.В. Методологические основы психологии / Т.В. Корнилова, С.Д. Смирнов. – СПб.: Питер, 2006. – 320 с.
9. *Culture and Psychology* / Ed. D. Matsu-moto. Oxford, 2001
10. Alderson, P. (2000). *Research by children*. *International Journal of Research Methodology*, 42, 139–153
11. Denzin, N.K. & Lincoln, Y.S. (Eds.). (1994). *Handbook of qualitative research*. London: Sage.
12. Seligman M. *Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*.— New York: Simon and Schuster, 2002. — 275 p.

FAMILY PSYCHOLOGY AND FAMILY COUNSELING

Language of teaching	Semester / Duration	ECTS credits / Type of course	Course Coordinator	Student workload
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		(mandatory, elective)		
Ukrainian	1,2/ 28 weeks, 112 hours in class	11,5 / Mandatory	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	345 hours (56 h. lectures, 56 h. seminars/practical, 233 h. self-study time)
Course aim: The purpose of teaching the discipline is to provide students with knowledge about: family psychology as a branch of psychology that studies the laws, features of the creation and development of family relationships, prevention and ability to overcome conflict situations and more.				
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) have knowledge of family relationships, functional and role structure of the family, psychological health of the family, parental positions, family diagnosis, family psychotherapy</p> <p>2) the ability to demonstrate knowledge and understanding of the theoretical foundations of family psychology</p> <p>3) independently and creatively develop theoretical and practical material, present information in accordance with the goal</p> <p>4) organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs</p> <p>5) choose the technology of individual and family counseling depending on the goals and objectives addressed in the counseling process</p> <p>6) correctly identify and eliminate dilemmas related to solving the problems of the existing family and preparing young people for family life</p> <p>7) to choose in oral and written professional speech and business communication the most 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>storytelling;</p> <p>"open-ended discussion";</p> <p>debriefing;</p> <p>interactive discussions;</p> <p>Psychotechnical exercises,</p> <p>Intellectual games, business and role games,</p> <p>Paired and group types of work,</p> <p>presentations, discussions,</p> <p>solution of situational, socio-pedagogical problems, trainings,</p> <p>project work using Internet resources,</p> <p>testing;</p> <p>conversation;</p> <p>oral examination;</p> <p>written survey;</p> <p>control work;</p> <p>certification;</p> <p>colloquium;</p> <p>offset;</p> <p>exam</p>	<p>1) Participation in the discussion (CAS)</p> <p>2) Participation in the role play, answers (oral), 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, essay (CAS)</p> <p>7) solution of situational, socio-pedagogical problems, trainings</p> <p>8) Intellectual games, business and role games, Paired and group</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</p> <p>Learning outcomes 1-10</p>		<p>types of work, presentations,</p> <p>9) discussions, solution of situational, socio-pedagogical problems, trainings,</p> <p>10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>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>15% Test (multiple choice, computer)</p> <p>10% Answers (oral)</p> <p>20% Presentation (oral, multimedia)</p> <p>15% Mid-term control (computational exercises, mini case)</p> <p>2 Semester:</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 and Quiz</p> <p>20% Test (multiple choice, computer)</p> <p>10% Essay (written)</p> <p>20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. Family as a subject of psychological research</p> <ol style="list-style-type: none"> 1. Family psychology as a science 2. The family as a component of society 3. Love as the basis of marital relations <p>Module 2. Creation and development of family relations</p> <ol style="list-style-type: none"> 4. Preparation for marriage and family relationships 5. Family life cycle 6. Family relations: parents and child 7. Marriage problems and ways to overcome them 		

Literature

Compulsory reading

1. Андреева Т. В. Семейная психология. - СПб., 2004. (*базовий підручник*).
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. Петрановская Л.В. Большая книга про вас и вашего ребенка.-Москва:Издательство АСТ, 2017.-432 с.
7. Филипова Г. Г. Материнство и основные аспекты его исследования в психологии.// Вопросы психологии. – 2001. -№2. – С. 22-36.
8. Федонина И. А. Влияние семейной ситуации на развитие ребенка. // Журнал прикладной психологии. – 2002. - №2. – С. 88-93.
9. Эйдемиллер Э. Г., Юстицкис В. Психология и психотерапия семьи. – СПб., 1999.
10. Murstein В.А. A theory of marital choice and its applicability to marriage adjustment// Theories of attraction and love.- N.Y.; 1971
11. Sternberg R/ A triangular of love// Psychological Review. 93.
12. Esther Wojcicki. Raise successful people. Houghton Mifflin Harcourt, 2019, 336 p.
13. Bowlby J. Child care and the ground of love. – L., 1957.

PEDAGOGY AND PSYCHOLOGY IN HIGHER EDUCATION. METHODOLOGY OF TEACHING PSYCHOLOGICAL DISCIPLINES IN HIGHER EDUCATIONAL INSTITUTION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6 / Mandatory Course paper: 1 ECTS credit	Nataliia Volkova, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time) Course paper: 30 hours

<p>Course aims: The course is aimed at acquiring knowledge of the structure and content of the educational process in higher educational establishments, focusing on teachers' work, forms of educational interaction with students, planning, organization and analysis of various types of educational and extracurricular studies; peculiarities of the interaction between teachers and students in educational communication taking into consideration the following; students' age characteristics ; their structure and development as individuals and their individual characteristics; basic mechanisms for effective communication; the theory of modern psychology.</p>		
<p>Learning outcomes At the end of the course students will be able to:</p>	<p>Teaching methods, teaching and learning activities</p>	<p>Forms of assessment (ongoing monitoring CAS, final monitoring FAS)</p>
<p>1) apply methods and techniques of pedagogical influence on personality;</p> <p>2) use knowledge of pedagogy in organizing training, managing staff, promoting social activity of personality;</p> <p>3) apply methods of pedagogical research in studying and implementing effective forms and methods of training and educating;</p> <p>4) create and maintain favorable socio-psychological atmosphere for successful educational activities;</p> <p>5) use methods, techniques of educational and cognitive activity of students (conversation, dialogue, discussion, brainstorming session, role-playing game, group work, etc.);</p> <p>6) apply innovative methods and technologies of teaching, methods of assessment of knowledge and skills (give examinations and tests) methodology of course and diploma planning;</p> <p>7) apply the methods of scientific and pedagogical research in work with students;</p> <p>8) orientate in modern psychological issues of higher educational establishments;</p> <p>9) take into account psychological peculiarities of a student group during the teaching process;</p> <p>10) take into account the personality requirements of higher education specialists in organizing the process of professional development of a student;</p> <p>11) understand the formulation and solution of psychological issues, related to the organization of professional activities;</p>	<p>1) Lecture by guest speaker, tutorials, discussion</p> <p>2) Tutorials, self-study activity, role-playing game</p> <p>3) Self-study activity, case study</p> <p>4) Internet search, self-study activities</p> <p>5) Lecture, tutorials, role-playing game</p> <p>6) Problem lecture, case study in small groups</p> <p>7) Interactive lecture, discussion, case study</p> <p>8) Self-study activities, mini cases</p> <p>9) Lecture, work in pairs to solve problems</p> <p>10) role-playing game, work in pairs to solve problems</p> <p>11) Practical classes, discussion on the basis</p>	<p>1) Participation in the discussion (CAS)</p> <p>2) Participation in the role-playing game, test (CAS)</p> <p>3) Case study presentation, test (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Participation in the role-playing game, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) Participation in the brainstorming session (CAS)</p> <p>8) Practical skills assessment, case study (CAS)</p> <p>9) Oral answers to questions, explanation solving problems (CAS)</p> <p>10) Participation in the role-playing game, explanation solving problems (CAS)</p> <p>11) Practical skills assessment,</p>

<p>12) perfect the operation of psychological aspects of professional education;</p> <p>13) analyze psychological phenomena and processes in higher education;</p> <p>14) effectively use subjective interaction between teachers and students in educational communication;</p> <p>15) quickly and efficiently find optimal ways of preventing and overcoming contradictions and conflicts in the process of pedagogical interaction</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 8-11</p> <p>Learning outcomes 1-15</p>	<p>of lecture materials and students' reading</p> <p>12) Student reports by individuals, self-study activities</p> <p>13) Seminar, case study</p> <p>14) Roundtable, brainstorming session</p> <p>15) Student reports by individuals, discussion on the basis of lecture materials and students' reading, work in pairs to solve problems</p>	<p>participation in the discussion (CAS)</p> <p>12) Student reports assesment, practical skills assessment (CAS)</p> <p>13) Practical skills assessment, solving problems (CAS)</p> <p>14) Oral answers to questions, practical skills assessment (CAS)</p> <p>15) Report, participation in the discussion, solving problems (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Mid-term control: presentation, test (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Final exam (FAS)</p> <p>Course paper (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of final exam (40%) and constant 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>10% Participation in the discussion</p> <p>10% Participation in the role-playing game</p> <p>10% Test (multiple choice, computer)</p> <p>10% Presentation (oral, multimedia)</p> <p>10% Participation in the brainstorming session</p> <p>10% Case study presentation</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>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Theoretical and methodological basis of higher educational pedagogy 2. Methods and techniques of modern scientific-pedagogical research 3. System of higher education as a special institution 4. Regulatory requirements for educational process in higher education 5. Ukrainian students as a special socio-demographic group of young 6. Pedagogical culture of a teacher of higher education establishments 		

7. Organization of educational process in higher school
8. Components of educational process of higher educational establishments
9. Teaching methods in a higher education
10. Teaching methods and their classification
11. Methodological basis of teaching disciplines
12. Methodology of delivering lectures
13. Methodology for conducting practical studies and seminars
14. Assessment technique of knowledge, abilities and skills (passing examinations and tests)
15. Technique of arranging term and diploma papers
16. Organization of independent and individual work of students
17. Subject, tasks and methods of psychology high education
18. General psychological characteristics of students age
19. Professional formation of students as future specialists with higher education
20. Psychology of student groups
21. The difficulties and barriers in professional pedagogical communication of teachers and students
22. Psychology of professional education
23. Psychological analysis of student learning
24. Psychological education of students
25. Psychology of pedagogical communicative interactions of teachers with students
26. Psychological analysis of contradictions and conflicts in pedagogical interaction, ways of their prevention and resolution
27. Psychology of the individual and work of higher education teachers

Literature

Compulsory reading

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2. Каплінський В.В. Методика викладання у вищій школі: Навчальний посібник. Вінниця: ТОВ «Ніланд ЛТД», 2015. 224 с.
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INNOVATIVE TECHNOLOGIES IN EDUCATION

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	Nataliia Volkova, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)

Course aims:

The aim of the discipline: to provide the general theoretical and practical training of applicants of master level of the higher education concerning essence of pedagogical technologies, kinds of innovative technologies of the organization of educational process at the higher school, innovations in education, education, management, methods of implementation of technologies of training in educational process of the higher school, stimulation of students to active work on personal development and self-improvement which will form a basis for their practical work which is related to teaching activity.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (ongoing monitoring CAS, final monitoring FAS)
At the end of the course students will be able to:		
1) to show knowledge and understanding of the basic concepts of innovative pedagogy, designing of the latest educational programs, technological support of the organization of teaching and educational process in establishment of education;	1) A lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)	1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)
2) critically comprehend problems of technological support of process of training at the higher school; to develop projects of lecture and seminar lessons using innovative	2) a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture	2) oral answers to questions, solutions of tasks (problem situations),

<p>technologies of training;</p> <p>3) to have knowledge of theoretical and methodological approaches to humanitarization and technologization of the higher education, the principles, forms, methods, technologies of training at the higher school;</p> <p>4) to make the plan abstract, the abstract, to give lectures, a practical training and seminars using of innovative technologies of training, to solve difficult tasks and problems that need updating and integration of knowledge frequently in the conditions of incomplete / insufficient information and contradictory requirements;</p> <p>5) to choose and apply technologies of training during teaching psychological subjects depending on the purposes and tasks solved in educational process, to use technical and computer learning tools;</p> <p>6) independently and creatively to work at theoretical and practical material, to present information according to the aim;</p>	<p>and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroups, a seminar of the solution of situational tasks the analysis of specific situations (case-study), the presentations, project work, search in the Internet</p> <p>3) A lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p> <p>4) game technologies, the presentations, a project work, search in the Internet</p> <p>5) imitating methods, the presentations, a project work, search in the Internet,</p> <p>6) independent work, the presentations, a project work, search in the Internet</p>	<p>explanations and solution of tasks, assessment of the presentation (CAS)</p> <p>3) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p> <p>4) participation in role-playing game (business game), assessment of the presentation (CAS)</p> <p>5) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills</p> <p>6) research project, assessment of the presentation (individual</p>
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<p>7) to present, discuss and protect own views in oral and written forms for a professional and an unprofessional audience</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-8</p>	<p>7) the presentations, role-playing games, work in microrogroups</p>	<p>presentation)</p> <p>7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports</p> <p>Mid-term control, tests, mini case presentation (CAS) Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of the final exam (40%) and constant assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 1 essay, 1 mini-case and computer multiple choice tests) 60% Constant assessment: 10% Participation in the discussion 10% Participation in the role-playing game 10% Test (multiple choice, computer) 10% Presentation (oral, multimedia) 10% Participation in the brainstorming session 10% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course: MODULE 1. Theoretical fundamentals of pedagogical technologies 1. Concept of pedagogical technologies and their basic principles 2. Features of use of traditional and innovative pedagogical technologies at the higher school 3. Technology of the problem training at the higher school 4. Technologies of the creative development at the higher school 5. Group and collective technologies of training at the higher school MODULE 2. Personally oriented technologies of training at the higher school 6. Dialogical and debating technologies of training 7. Situational technologies of training 8. Game technologies at the higher school 9. Technology of training in cooperation 10. Technology of a training 11. A computer and information technologies in education as components of pedagogical technologies</p>		
<p>Literature Compulsory reading 1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний пос. – Дніпро: Університет імені Альфреда Нобеля, 2018. – 360 с. <i>(базовий підручник)</i></p> <p>Recommended reading</p>		

1. Гуревич Р. С. Інформаційні технології навчання: інноваційний підхід : навч. пос. / Р.С.Гуревич, М.Ю.Кадемія, Л.С.Шевченко; за ред. Р. С. Гуревича.– Вінниця : ТОВ фірма "Планер", 2012. – 348 с.
2. Дичківська І. М. Інноваційні педагогічні технології: навч. пос. – К.: Академвидав, 2015. – 304 с.
3. Кадемія М. Ю. Використання сервісів соціальних медіа в навчальному процесі ВНЗ : Блоги, Веб-квести, Блог-квести: навч. пос. / М. Ю. Кадемія. – Вінниця : ТОВ фірма "Ландо", 2013. – 198 с.
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(2) (PDF) *Dialogic Teaching: Discussing Theoretical Contexts and Reviewing Evidence from Classroom Practice*. Available from:
[https://www.researchgate.net/publication/230642922 Dialogic Teaching Discussing Theoretical Contexts and Reviewing Evidence from Classroom Practice](https://www.researchgate.net/publication/230642922_Dialogic_Teaching_Discussing_Theoretical_Contexts_and_Reviewing_Evidence_from_Classroom_Practice) [accessed Apr 30 2020].
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(<http://goo.gl/xl-on1X>) (2015-07-05).

PSYCHOLOGY OF HUMAN RESOURCE MANAGEMENT AND CONSULTING MANAGEMENT. PSYCHOLOGY OF GROUPS AND COMMUNITIES

Language of teaching	Trimester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 56 hours in class	6/Mandatory	Olha Lebid, Doctor of Science, Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)

Course aim:

The course is aimed at acquiring knowledge of content and psychological characteristics of human resources, management problems; the foundations of knowledge, revealing the psychological essence of personality as a socio-psychological phenomenon, the subject of governance and social action; the main areas of conflict management in the organization.

The course is also aimed at acquiring knowledge about the formation of knowledge related to scientific research, experiments and to disseminate new knowledge, establishment of laws, scientific generalizations, studies of successful projects for organizational development organization.

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 psychological patterns of analysis of specific issues of personnel management; 2) apply different technologies (semantic information, diagnostic, correctional and developmental) to address psychological problems of personnel management; 3) develop personnel policy of a firm, plan and forecast staff work, determine the number and composition of employees, needs of staff; 4) evaluate management personnel, work with reserve of managers, specialists and masters, organize personnel training, plan and organize business careers of personnel; 5) use methods of formation of stable high-quality staff, assessment of staff turnover, develop and implement measures to improve the stability of personnel, management staff mobility in the workplace; 6) to coordinate the activity of all services and departments in the field of efficient human resources management, taking into account the human factor; 7) manage labour discipline, organization of effective accounting of working time,	1. Lecture, seminars, discussion 2. Seminars, self-study activity in small groups 3. Role play in small groups 4. Internet search, self-study activities, solving problems 5. Lecture, business game, small group presentation 6. Workshop, discussion 7. Lecture by guest speaker, quiz	1. Participation in the discussion (CAS) 2. Work in pairs to solve problems (CAS) 3. Participation in the role play in small groups, test (CAS) 4. Solving problems, test (CAS) 5. Participation in the business game, Presentation small group (CAS) 6. Participation in the discussion, test (CAS) 7. Participation in the discussion, peer

<p>organization of management of staff lay-offs and turnover;</p> <p>8) form the organizational culture of an enterprise and personnel management using world experience of personnel management and taking into account specifics of national business culture and mentality of the people;</p> <p>9) plan and organize personnel activity, use basic principles of management, applying the most appropriate and effective style and methods, depending on the situation.</p> <p>10) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their own summaries;</p> <p>11) solve specific problems of management; identify and analyze management problems;</p> <p>12) develop proposals for task; implement the necessary measures in practical management of organization;</p> <p>13) monitoring the effectiveness of implementation of proposals;</p> <p>14) identify facts, trends, patterns that significantly influence the results of leaders of organizations;</p> <p>15) make the selection of business partners, to identify promising cooperation for the implementation of the objects of direct investments in innovation organizations;</p> <p>Learning outcomes - 1-9</p> <p>Learning outcomes 10-15</p>	<p>8. Problem lecture, case study in small groups</p> <p>9. Problem lecture, discussion, Solving problems</p> <p>10) Lecture, seminars, discussion</p> <p>11) Work in pairs to solve problems</p> <p>12) Seminar, Discussion (class discussion, discussion groups conducted by selected student chairpersons)</p> <p>13) Student-group reports</p> <p>14) Internet search, self-study activities</p> <p>15) Problem lecture, discussion</p>	<p>small group presentation (CAS)</p> <p>8. Oral answers to questions, case study in small groups (CAS)</p> <p>9. Solving problems, Participation in the discussion (CAS)</p> <p>10) Participation in the discussion (CAS)</p> <p>11) Explanation solving problems (CAS)</p> <p>12) Practical skills assessment, Participation in the discussion (CAS)</p> <p>13 Report (CAS)</p> <p>14) Participation in the discussion, test (CAS)</p> <p>15) Participation in the discussion, test (CAS)</p> <p>Mid-term control: tests, mini case, presentation (CAS)</p> <p>Mid-term control: tests, mini case, presentation (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>10% Participation in the discussion/seminar</p> <p>15% Participation in the role play</p> <p>10% Practical skills assessment</p> <p>15% Case study</p> <p>15% Test (multiple choice, computer)</p> <p>10% Solving problem</p> <p>10% Presentation (oral, multimedia)</p> <p>15% Mid-term control: tests, mini case, presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p>		

1. Personnel Management Psychology as a science of effective people management in terms of professional activity
2. Organizational aspects of HR
3. Personality as an object of management personnel. Interpersonal relationships in a team
4. Professional staff motivation in organizations
5. Psychological aspects of personnel policy
6. Psychological aspects of planning and staff team
7. Psychological aspects of training and career management
8. Psychological aspects of evaluation and optimization of staff
9. Introduction to "managerial counseling".
10. Counseling of general issues of university management.
11. Counseling of the usage of computer technology in the management of institutions.
12. Counseling of issues of human resource management of institutions and their development.
13. Organization of social groups
14. Group dynamics as aspect of positive existence of group
15. Leadership and the management in social group

Literature

Compulsory reading

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18. Sirkin, Harold L., Keenan, Perry, Jackson, Alan. (2005). The Hard side of Change Management. Harvard Business Review, October 2005, 109-118. Retrieved from Emerald February 2, 2009.
19. Whittle, Andrea. (2006). The Paradoxical Repertoires of Management Consultancy. Journal of Organizational Change Management, 19(4), 424-436. Retrieved from Emerald March 28, 2009.
20. Polat, G. and Donmez, U. (2010). «Marketing Management Functions of Construction Companies: Evidence From Turkish Contractors», Journal Of Civil Engineering And Management Vol.16 No. 2 pp. 267–277.

PSYCHOLOGICAL REHABILITATION WORK

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 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. individual work time)

Course aims:

The purpose of the discipline is mastering knowledge on psychological rehabilitation of persons with psychosomatic and mental illnesses, persons with deviant forms of behavior, especially addicted to drugs, chemicals, medicaments and alcohol, persons in extreme situations and crises. Disclosure of modern scientific concepts, notions, methods and technologies of socio-psychological rehabilitation; mastering the methods of diagnosing crisis situations and PTSD,

mastering the basic techniques and technologies of social and psychological rehabilitation of various categories of the population.		
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) independently analyze and develop projects by creatively applying existing and generating new ideas;	Lecture, seminar, discussion based on lecture materials and studied literature sources	Participation in discussion, oral answers to questions (CAS)
2) analyze and explain mental phenomena, identify psychological problems and suggest ways to solve them;	Problem lecture, seminar-dialogue, presentations, role-playing games	Individual work, oral answers to questions. role-playing games (CAS)
3) analyze and systematize information on the study of psychological conditions and ways of establishing the conformity of personal qualities of risky professions specialists to the requirements of activities in extreme conditions;	Lecture-dialogue, "Round table" on the topic of individual work, cases	Individual work, solving of cases (CAS)
4) critically analyze and creatively synthesize new ideas that can contribute to the progress of science and society;	Problem lecture, "round table" on the topic of individual research work, presentations	Individual work, oral answers to questions, evaluation of practical work (CAS)
5) conduct empirical studies of functional states, mental characteristics, operational-semantic structure of the professional experience of employees in risky professions;	Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study)	Oral answers to questions, tasks solving (problem situations), explanation of tasks solving (CAS)
6) use scientific-theoretical and scientific-practical psychological resources to solve experimental and practical problems in the field of extreme and crisis psychology;	Student reports – individual and in groups, presentations, project work, the Internet research	Individual work, oral answers to questions, (case study presentation) (CAS)
7) master conceptual and methodological knowledge in the field of activity psychology in special conditions, be able to apply them to	Independent work, case studies in small groups, presentations, the	Oral answers, case study (case study presentation),

professional activity on the verge of subject areas.	Internet research	presentation evaluation (CAS)
Learning outcomes 1-5		Mid-term control (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Answers (oral) 20% Mid-term control (oral answers to questions, task solving) 15% Participation in the discussion 15% Participation in the role play 10% Presentation (oral, multimedia) 20% Case study presentation		
Contents		
Thematic structure of the course: MODULE 1. GENERAL AND THEORETICAL ISSUES OF REHABILITATION PSYCHOLOGY 1. General issues of rehabilitation, its types, stages, technologies. 2. Theoretical issues of rehabilitation psychology. 3. Diseases, addictions and rehabilitation psychological technologies. 4. Crisis conditions and psychological support with them. Affective disorder. MODULE 2. REHABILITATION AND PSYCHOLOGICAL SUPPORT TO PERSONS WHO HAVE BEEN IN EXTREME SITUATIONS AND AID IN PSYCHOSOMATIC CONDITIONS 5. Rehabilitation, psychological and social support to people who have been in extreme situations. 6. Rehabilitation psychological support in mental disorders. Sexual problems and disorders. Problems of the elderly. 7. Rehabilitation psychological support for psychosomatic diseases and cancer. 8. Basic methods of psychological rehabilitation of victims of abuse. 9. Rehabilitation psychological support during neuroses. 10. Activities of educational and socio-psychological rehabilitation centers for children with disabilities. 11. Prevention of early alcoholism. 12. Psychotherapeutic aid to participants in armed conflicts. 13. Content of psychorehabilitation aid to military servicemen who took part in anti-terrorist operation. 14. Psychological rehabilitation in situations of grief.		
Literature		
Compulsory reading		
1. Гридковець Л., Основи реабілітаційної психології: подолання наслідків кризи. Навчальний посібник. Том 3. Київ, 2018. 236 с. 2. Лакосина Н. Д., Ушаков Г. К. Медицинская психология. 2 изд. М.: Медицина, 1984. 272 с. 3. Пророк Н., Основи реабілітаційної психології: подолання наслідків кризи. Навчальний посібник. Том 1. Київ, 2018. 208 с. 4. Самойленко В.Б., Яковенко Н.П., Петряшев І.О. Медична і соціальна реабілітація підручник (ВНЗ І-ІІІ р.а.). 2-е вид., перероблене і доповнене. Всеукраїнське спеціалізоване видавництво «Медицина», 2018. 464 с. 5. Тарабрина Н. В. Практикум по психологии посттравматического стресса. СПб: Питер, 2001. 272 с.		

6. Царенко Л., Основи реабілітаційної психології: подолання наслідків кризи. Навчальний посібник. Том 2. Київ, 2018. 240 с.8.

Recommended reading

1. Іпатов А.В., Сергієні О.В., Войтчак Т.Г. Професійна реабілітація інвалідів. Днепропетровськ, 2005. 227 с.
2. Мартинюк В.Ю. Основи медико-соціальної реабілітації дітей з органічним ураженням нервової системи. Навчально-методичний посібник. Київ: Інтермед, 2005. 416 с.
3. Організація психотерапевтичної допомоги в системі реабілітації хворих та інвалідів з психічними та поведінковими розладами, кризовими станами і потерпілих в результаті техногенних аварій і катастроф в умовах реформування охорони здоров'я. методичні рекомендації. Донецьк, 2013. 83 с.
4. Юмашев Г.С. Основы реабилитации. Москва, Медицина. 1973. 140 с.
5. Явтушенко О.П. Аддиктивное поведение. Днепропетровск, 2005. 65 с.
6. Combat and Operational Behavioral Health. Textbooks of Military Medicine Published by the Office of The Surgeon General Department of the Army, United States of America and US Army Medical Department Center and School Fort Sam Houston, Texas Editor in Chief Martha K. Lenhart, MD, PhD
Colonel, MC, US Army Director, Borden Institute Assistant Professor of Surgery F. Edward Hébert School of Medicine Uniformed Services University of the Health Sciences. 2018
7. Paul Kennedy. The Oxford Handbook of Rehabilitation. Psychology. University of Oxford. 2012. 577p
8. International Mental Health Collaborating Network History Recovery movement [Internet]. 2018. Available from: <https://imhcn.org/bibliography/history-of-mental-health/history-of-recovery-movement/>
9. Patrick W. Corrigan, Kim T. Mueser, Gary R. Bond, Robert E. Drake, Phillis Solomon. Principles and Practice of Psychiatric Rehabilitation, Second Edition: An Empirical Approach. 2017
10. Drake RE, Whitley R. Recovery and severe mental illness: de-scription and analysis. Can J Psychiatry 2014; 59: 236–42.
11. Anthony WA, Farkas M. Primer on the psychiatric rehabilitation process. Boston: Boston Univeristy, Centre for Psychiatric Rehabili-tation; 2009
12. Frost BG, Tirupati S, Johnston S, Turrell M, Lewin TJ, Sly KA, Conrad AM (2017) An Integrated Recovery-oriented Model (IRM) for mental health services: evolution and challenges. BMC Psychia-try. 2017; 17:22 DOI 10.1186/s12888-016-1164-3
13. Corrigan PW, Mueser KT, Bond GR, Drake RE, and Solomon P, editors. Principles and practice of psychiatric rehabilitation. An empirical approach. New York: Guilford Press; 2008
14. Corrigan, P. W., Mueser, K. T., Bond, G. R., Drake, R. E., & Solomon, P. (2008). Principles and practices of psychiatric rehabilitation: An empirical approach. Guilford Press.
15. Timothy R. Elliot, Gitendra Uswatte. (2009) Rehabilitation psychology. Texas University.

PSYCHOLOGICAL REHABILITATION ASSISTANCE FOR MILITARY PERSONNEL AND MEMBERS OF THEIR FAMILIES

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 56 hours in class	2 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)

Course aim:		
Aim of the discipline: developing skills to solve problems that arise in stressful situations of servicemen; formation of a high level of readiness of future social workers to perform professional functions in the field of psychological rehabilitation; to provide social and psychological support to servicemen in crisis situations and PTSD; formation of emotional and volitional competence as the ability to self-regulate their own activities; to expand theoretical ideas about psychological rehabilitation and stages of the military rehabilitation 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) analyze the main theoretical and methodological aspects of psychorehabilitation work organization;	Lecture, seminar, discussion based on lecture materials and studied literature sources	Participation in discussion, oral answers to questions (CAS)
2) possess methods of providing assistance in crisis and emergency situations;	Problem lecture, seminar-dialogue, presentations, role-playing games	Independent work, oral answers to questions, role-playing games (CAS)
3) possess the principles of psychological rehabilitation;	Lecture-dialogue, "Round table" on the topic of independent work, cases	Independent work, cases solving (CAS)
4) possess psychorehabilitation assistance to military personnel;	Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study)	Independent work, oral answers to questions, evaluation of practical work (CAS)
5) demonstrate knowledge of psychological rehabilitation in situations of violence;	Problem lecture, "round table" on the topic of independent research work, presentations	Oral answers to questions, tasks solving (problem situations), explanation of tasks solving (CAS)
6) demonstrate knowledge of the psychological rehabilitation of persons affected by emergencies;	Conducting a business game; writing an essay on the proposed topic	Independent work, oral answers to questions (CAS)
7) demonstrate knowledge of psychological rehabilitation in grief situations.	Student reports – individual and in groups, presentations, project work, the	Oral answers to questions, tasks solving (problem situations), project

	Internet search	and presentations evaluation (CAS)
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Tasks solving (problem situations)</p> <p>15% Answers (oral)</p> <p>15% Participation in the discussion</p> <p>15% Participation in the role play</p> <p>15% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
Content		
<p>Thematic structure of the course:</p> <p>MODULE 1. MILITARY PSYCHOLOGY IN THE DIMENSIONS OF WAR AND PEACE</p> <p>1. Socio-psychological adaptation of military personnel.</p> <p>2. Features of the course of mental processes during military activity.</p> <p>3. Individual-psychological features of military personnel.</p> <p>4. Psychological support of military unit in extreme and emergency situations of military conflict.</p> <p>MODULE 2. ESSENCE OF CONCEPT OF COMBATING STRESS AND ITS MAIN CHARACTERISTICS. POST-TRAUMATIC STRESS DISORDERS, WAYS AND MEANS OF OVERCOMING THEM</p> <p>5. Mechanisms of psychological protection of a military serviceman in emergency situations.</p> <p>6. Features of impact of mental trauma on personality of a military serviceman.</p> <p>7. First psychological assistance to victims of emergency situations as a result of military conflicts.</p> <p>8. Post-traumatic stress disorder under conditions of excessive emotional stimuli.</p> <p>9. Preventive rehabilitation of military personnel.</p> <p>10. Moral and psychological support for preparation of military personnel for combat operations.</p> <p>MODULE 3. PSYCHOLOGICAL REHABILITATION IN GRIEF SITUATIONS</p> <p>11. Provision of social rehabilitation services to refugees and displaced persons.</p> <p>12. Loss syndrome. Stages of experiencing grief.</p> <p>13. Prolonged depressive reaction.</p> <p>14. Mixed anxiety-depressive reaction with a predominance of behavioral disorders.</p>		
Literature		
Compulsory reading		
<p>1. Асоціація психіатрів України. Посттравматичний стресовий розлад адаптована клінічна настанова, заснована на доказах. 2016. 167 с.</p> <p>2. Мартін Мюллер. Якщо ви пережили психотравмуючу ситуацію. Пер. з англ. Діана Бусько; наук. Ред. Катерина Явна. (Серія «Сам собі психотерапевт»). Львів: Видавництво Українського католицького університету: Свічадо, 2014. 120 с.</p> <p>3. Охорона психічного здоров'я в умовах війни / пер. з англ. Тетяна Семигіна, Ірина Павленко, Євгенія Овсяннікова [та ін.]. К. : Наш формат, 2017. 1068 с.</p> <p>4. Організація психологічної підготовки особового складу підрозділів Сухопутних військ: Навчально-методичний посібник / За ред. Г.П. Воробйова. – Львів: Академія сухопутних військ, 2012. 424 с.</p> <p>5. Основи реабілітаційної психології: подолання наслідків кризи. Навчальний посібник. Том 3. – Київ, 2018. – 236 с</p> <p>6. Пам'ятка для сімей військовослужбовців, які повернулися з зони АТО. За ред. Майстренко Т.М., переклад з англ. Масик О.Л. 2015. 32 с.</p> <p>7. Профілактика посттравматичних стресових розладів: психологічні аспекти.</p>		

Методичний посібник / Упор. : Д.Д. Романовська, О.В. Ілащук. – Чернівці : Технодрук, 2014. – 133 с.

8. Ромек В.Г., Конторович В.А., Крукович Е.И. Психологическая помощь в кризисных ситуациях. СПб.: Речь, 2004. 256 с.

Recommended reading

1. Комісія УГКЦ у справах душпастирства охорони здоров'я. перша психологічна допомога. Львів: Друкарські куншти. 2015. 184 с.

2. Психолого-психіатрична допомога постраждалим при збройних конфліктах (методичні рекомендації). Київ – 2014. 34 с.

3. Психологічна допомога постраждалим внаслідок кризових травматичних подій: методичний посібник / З. Г. Кісарчук, Я. М. Омельченко, Г. П. Лазос, Л. І. Литвиненко... Царенко Л. Г.; за ред. З. Г. Кісарчук. – К.: ТОВ “Видавництво “Логос”. 2015. 207 с.

4. Психосоціальна підтримка в умовах надзвичайних ситуацій: підхід резилієнс: навч.-метод. посіб. / [Н. Гусак, В. Чернобровкіна, В. Чернобровкін, А. Максименко, С. Богданов, О. Бойко; за заг. ред. Н. Гусак]; Нац. ун-т «Києво-Могилянська академія». Київ: НАУКМА, 2017. 92 с.

5. Профілактика посттравматичних стресових розладів: психологічні аспекти. Методичний посібник / Упор.: Д.Д. Романовська, О.В. Ілащук. Чернівці: Технодрук, 2014. 133 с.

6. Хоружий С.М., Пішко І.О., Лозінська Н.С. Психологічна робота з посттравматичними стресовими розладами у військовослужбовців Збройних Сил України. Частина 2: Групові форми психологічної допомоги військовослужбовцям у подоланні наслідків психологічної травматизації. Методичний посібник. К.: НДЦ ГП ЗСУ, 2017. 84 с.

7. Combat and Operational Behavioral Health. Textbooks of Military Medicine Published by the Office of The Surgeon General Department of the Army, United States of America and US Army Medical Department Center and School Fort Sam Houston, Texas Editor in Chief Martha K. Lenhart, MD, PhD

Colonel, MC, US Army Director, Borden Institute Assistant Professor of Surgery F. Edward Hébert 2. School of Medicine Uniformed Services University of the Health Sciences. 2018

8. Sories F., Maier C., Beer A., & Thomas V. Addressing the Needs of Military Children Through Family-Based Play Therapy. Contemporary Family Therapy: An International Journal, 2015. 37(3). pp. 209–220. doi:10.1007/s10591-015-9342-x

9. Bryndikov Y. The characteristic of stress-factors that cause the emerging of the post traumatic stress disorders in servicemen the combatants, Social Work and Education. 2017, Vol. 4, No 1., P. 112–118.

10. Agaibi, C. E., & Wilson, J. P. (2005). Trauma, PTSD, and resilience: a review of the literature. Trauma Violence and Abuse, 6(3), 195–216.

11. APA (American Psychiatric Association) (1994). Diagnostic and Statistical Manual of Mental Disorders, 4th Edition. Washington DC: American Psychiatric Association.

12. Marcus, S. C., Marquis, P., & Sakai, C. (2004). Three- and 6-month follow-up of EMDR treatment of PTSD in an HMO setting. International Journal of Stress Management, 11(3), 195–208.

13. Weinstein, D., & Hughes, R. (2000). Understanding severe and persistent mental illness. In R. Hughes & D. Weinstein (Eds.), Best Practices in Psychosocial Rehabilitation (pp. 35–62). Columbia: International Association of Psychosocial Rehabilitation Services.

14. Zohar, J., Amital, D., Miodownik, C., Kotler, M., Bleich, A., Lane, R. M., & Austin, C. (2002). Doubleblind placebo-controlled pilot study of sertraline in military veterans with posttraumatic stress disorder. Journal of Clinical Psychopharmacology, 22(2), 190–195.

15. «VA/DoD Clinical Practice Guideline for the Management of Post-Traumatic Stress», 2010

16. «Guidelines for the Management of Conditions Specifically Related to Stress», WHO, 2013

GROUP METHODS OF PSYCHOLOGICAL WORK AND CORRECTION				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6 / Elective	Olesia Donets, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
<p>Course aim: The aim of the discipline: to provide general theoretical and practical training of applicants for master's degree in higher education on the essence of group methods of work of psychologists and psychocorrection, the specifics of the theoretical orientation of the specialist on the content of group work, development and implementation of author's psychocorrection programs; about the main methods of providing psychological assistance within the psychological group, encouraging students to actively work on personal development and self-improvement, which will serve as a basis for their practical work related to the scientific and practical activities of the psychologist.</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) demonstrate knowledge and understanding of the basic concepts of applied psychology and psychocorrection;		Lecture, discussion on the materials of the lecture and the studied literature sources, work in microgroups, solving problem situations (case-study)	Participation in discussions, problem solving (CAS)	
2) critically comprehend the problems of development of psycho-correctional programs in applied psychology, independently develop a psycho-correctional program and predict its effectiveness		Lecture, discussion on the materials of the lecture and the studied literature sources, problem solving, work in microgroups, presentations, project work	Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)	
3) have knowledge of the advantages and limitations of different methods of psychological influence, taking into account the peculiarities of the dynamic processes occurring in the group;		Lecture, discussion on the materials of the lecture and the studied literature sources, problem solving, work in microgroups, presentations, project work	Oral answers to questions, problem solving (problem situations), evaluation of the presentation, individual task (CAS)	
4) according to the goals and objectives of		Lecture, discussion on	Oral answers to	

<p>group work to choose the most acceptable methods of group work and psychocorrection to work with a group of people, to predict the results of this choice;</p> <p>5) provide constructive feedback when working with the group;</p> <p>6) present, discuss and defend their views orally and in writing to professional and non-professional audiences</p>	<p>the materials of the lecture and the studied literature sources, problem solving, work in microgroups, presentations, project work</p> <p>Lecture, discussion on the materials of the lecture and the studied literature sources, problem solving, work in microgroups, presentations, project work</p> <p>Lecture, discussion on the materials of the lecture and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>questions, problem solving (problem situations), evaluation of the presentation, individual task (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), individual task (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation, individual task (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>40% participation in discussions, debates, problem solving</p> <p>40% individual task of developing a correction program and its testing</p> <p>20% Answers (oral)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>MODULE 1.</p> <ol style="list-style-type: none"> 1. Features of group work of a psychologist 2. Formation of a psychological group 3. Group dynamics of a psychological group 4. Leadership of a psychological group <p>MODULE 2.</p> <ol style="list-style-type: none"> 5. Training groups 6. Groups of meetings 7. Gestalt groups 8. Skills groups 9. Body-oriented groups 10. Group discussion as a method of group work 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Осипова А. А. Общая психокоррекция. Учебное пособие. М.: Сфера, 2002 г. 510 с. 2. Рудестам К. Групповая психотерапия. Психокоррекционные группы: теория и практика. СПб.: Питер Ком, 1998. 3. Ялом И., Лесц М. Групповая психотерапия. СПб.: Питер, 2020. 624 с. 4. Яценко Т. С. Теорія і практика групової психокорекції. Активне соціально-психологічне навчання : [навч. посібник] / Яценко Т. С. – К. : Вища шк., 2004. – 679 с. 		

Recommended reading

1. Бакли Р. Теория и практика тренинга / Бакли Р., Кэйпл Дж. – СПб. : Питер–Пресс, 1997. – 225 с.
2. Большаков В. Ю. Психотренинг. Социодинамика, упражнения, игры / Большаков В. Ю. – СПб. : Социально-психологический центр, 1996. – 129 с.
3. Вачков И. В. Основы технологии группового тренинга / И.В. Вачков. – М. : Ось-89, 1999.
4. Групповая психотерапия / Под ред. Б. Д. Карвасарского, С. Ледера.— М.: Медицина, 1990.— 384 с.
5. Кори Д. Теория и практика группового консультирования/Пер. с англ. Е. Рачковой. — М.: Изд-во Эксмо, 2003. — 640 с.
6. Кочюнас Р. Психотерапевтические группы: теория и практика. М.: "Академический Проект", 2000.
7. Марсанов Г. И. Социально-психологический тренинг / Марсанов Г. И. – [5-е изд., стереотип.] – М., «Когито-Центр»; Московский психолого-социальный институт, 2007. – 251 с.
8. Практикум по общей, экспериментальной и прикладной психологии /Под ред. А. А. Крылова, С.А. Маничева. – СПб.: Питер, 2003. – 560 с.
9. Роджерс К. Групповая психотерапия. – М., 2017. – 176 с.
10. Старшенбаум Г.В. Групповой психотерапевт: интерактивный учебник. М. : Директ-медиа, 2011.
11. Старшенбаум Г.В. Психотерапия в группе. – М.: Изд-во Института психотерапии, 2005. – 320 с.

CRISES AND DEFORMATIONS OF PROFESSIONAL DEVELOPMENT OF A SPECIALIST

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6/Elective	Olena Lavrentieva, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
Course aims: to form students' ideas about the main psychological problems of professional development of a modern specialist, the course of crisis states of this process in social workers, study and comprehension of psychological features of professional development of professionals such as "man-man", mastering some theoretical and practical aspects of psychological support professional development of social work specialists.				
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) critically comprehend problems in scientific or professional activity on the border of subject branches, solve complex problems and problems that require updating and integration of knowledge in the conditions of incomplete / insufficient information and contradictory requirements</p> <p>2) to show deep knowledge and systematic understanding of theoretical concepts, both from the field of social work, and from other branches of social and pedagogical sciences</p> <p>3) 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</p> <p>4) to use the knowledge of theoretical and methodological approaches to the humanization and technology of higher education, principles, forms, methods, technologies of teaching in the practice of socio-pedagogical, training activities</p> <p>5) correctly identify and eliminate dilemmas related to the organization of the practice of socio-pedagogical activities</p> <p>6) to create conditions for constructive interaction with the subjects of the educational process and to choose the best methods, means and forms of interaction, to provide a favorable moral and psychological climate</p> <p>7) take responsibility for making decisions in difficult and unpredictable conditions</p> <p>Learning outcomes 1-4</p>	<p>1. Interactive lecture, seminar, class discussion</p> <p>2. Tutorials, self-study activities, case study</p> <p>3. Seminar, self-study activities, presentation</p> <p>4. Practical classes, class discussion, tutorials</p> <p>5. Lecture, individual presentation, case study</p> <p>6. Lecture, discussion on the basis of lecture materials and students' reading</p> <p>7. Seminar, individual presentation, self-study activities</p>	<p>1. Oral answers to questions, participation in the discussion, test (CAS)</p> <p>2. Student reports assessment, case study (CAS)</p> <p>3. Oral answers to questions, presentation assessment, essay (CAS)</p> <p>4. Participation in the discussion, practical skills assessment, case study, test (CAS)</p> <p>5. Written answers to questions, presentation assessment, case study (CAS)</p> <p>6. Participation in the discussion, essay, test (CAS)</p> <p>7. Oral answers to questions, presentation assessment, test (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment:</p>		

15% Test (multiple choice, computer)
15% Answers (oral)
15% Mid-term control (tests, mini case)
15% Participation in the discussion
20% Presentation (oral, multimedia)
20% Case study presentation

Contents

Thematic structure of the course:

1. Modern scientific approaches to the professional formation and development of the personality of a professional
2. Professionalism as a result of professional development: essence and components.
3. Psychological features of development of professionalism of experts of professions like "man-man".
4. Occupational crises in the process of becoming a specialist
5. Professional destruction in the formation of a specialist, their prevention and overcoming ..
6. The essence of psychological support of the process of professional development of specialists
7. Optimization of the development of professionalism of specialists of professions such as "man-man" in the process of psychological support

Literature

Compulsory reading

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3. Зеер Е.Ф., Сыманюк Э.Э. Психологія професійних деструкцій: Уч. для вузів. - М.: Академич. проект, 2005. – 240 с.

Recommended reading

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2. Бодров В.А. Психология профессиональной пригодности: Учеб. пособ. для вузов – СПб.: Perse, 2001. – 511 с.
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9. Adams, A., Tulasiewicz, W. The Crisis in Teacher Education: A European Concern? London: The Falmer Press. – 1995.
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12. Eraut M. Some Perspectives on Consultancy in In-service Education // British Journal of Inservice Education. – 1978. – Vol. 4. – № 1. – P.8-12.
13. Epstein L., Tolson E. R. & Reid W. J. “Dissemination” in The Task – Centered system. – New York: Columbia University Press, 1978. – 216 p.

PSYCHOLOGICAL PROBLEMS OF PARENT-CHILD RELATIONSHIPS

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 / Elective	Olha Hlushko, Ph.D. (Candidate of Science), Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
Course aims: mastering psychological knowledge of the history of studying the phenomenon of parent-child relationships, the formation of ideas about parenting, features of parent-child relationships and their impact on child development, familiarity with the methodology and technology of psychological care and correction of parent-child relationships.				
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) demonstrate knowledge and understanding of basic concepts in the theory of parent-child relations;		Lecture, problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, problem solving, analysis of specific situations (case-study)		Participation in a discussion (seminar, debate, debate,) essay (CAS)
2) critically comprehend the problems of technological support of the learning process in higher education; develop projects of lectures and seminars, using innovative learning technologies;		Problem lecture, lecture-reflection, seminar, discussion on the materials of the lecture and the studied literature sources, seminar-debate, seminar-dialogue, problem solving, work in microgroups, seminar-solution of situational problems analysis of specific situations (case-study),		Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)

<p>3) have knowledge of theoretical and methodological approaches to the humanization and technologicalization of higher education, principles, forms, methods, technologies of higher education;</p> <p>4) compile a syllabus, syllabus, conduct lectures, workshops and seminars using innovative learning technologies, solve complex problems and issues that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements;</p> <p>5) choose and apply learning technologies in the teaching of psychological disciplines, depending on the goals and objectives solved in the educational process, use technical and computer teaching aids;</p> <p>6) independently and creatively develop theoretical and practical material, present information in accordance with the goal;</p> <p>7) present, discuss and defend their views orally and in writing to professional and non-professional audiences</p>	<p>presentations, project work, 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>Game technologies, presentations, project work, Internet search</p> <p>Simulation methods, presentations, project work, Internet search,</p> <p>Independent work, presentations, project work, Internet search</p> <p>Presentations, role-playing games, work in microgroups</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), evaluation of the presentation (CAS)</p> <p>Participation in a role play (business game), evaluation of a presentation, evaluation of practical skills (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 100% continuous assessment 10% Participation in discussions, debates, participation in game technologies</p>		

20% Individual tasks for the development and implementation of learning technologies
30% Tests
40% Mid-term control (mini case, tests, essays)

Contents

Thematic structure of the course:

Module 1. Basic concepts and approaches to the study of psychological features of parent-child relationships

1. Basic concepts and approaches to the study of psychological features of parent-child relationships.

Module 2. Dyadic and triangular interaction in parent-child relations

2. Theory of attachment by J. Bowlby, M. Ainsworth and its modern developments.

3. Parent-child relations in preschool and primary school age.

Module 3. Psychological problems of disadvantaged families

4. Psychological problems of disadvantaged families.

5. Alcoholic families and parent-child relationships in them.

6. Formation of borderline pathology in parent-child relationships.

7. Principles of counseling practice on the complication of parent-child relationships.

Literature

Compulsory reading

1. Боллас, К. Тінь Об'єкта [Текст] / К. Боллас; пер. з англ. – Київ: Вид-во Ростислава Бурлаки, 2019. – 332 с.

2. Боулби Дж. Создание и разрушение эмоциональных связей / Пер. с англ. В.В. Старовойтова —2-е изд. — М.: Академический Проект, 2004. — 232 с.

3. Боулби Дж. Привязанность / Пер. с англ. Н. Г. Григорьевой и Г. В. Бурменской. – М. – 2003.

4. Бриш, К. Х. Терапия нарушений привязанности: от теории к практике [Текст]/ К. Х. Бриш; пер. с нем. – М.: Когито-Центр, 2012. – 316 с. (Клиническая психология).

5. Дитяча та юнацька психотерапія. Теорія і практика в сучасних наукових дослідженнях / за заг. ред. Г. В. Католик [Колективна монографія].– Л., 2012.

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8. Стрельник, О. Турбота як робота: материнство у фокусі соціології [Текст]: монографія / О. Стрельник. – Київ: Критика, 2017. – 288 с.

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11. Bayer, O. Childfree as a new phenomenon and its individual and psychological correlates [Text] / O. Bayer, O. Glushko // Journal of Psychology Research. – 2019. – Vol. 25. – С. 20–26.

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13. Глушко О.І. Байер О. О. Вибрані лекції з дисципліни «Психологічні проблеми батьківсько-дитячих стосунків» [Текст] / О.О.Байер, О.І.Глушко. – Дніпро: РВВ ДНУ, 2019. – 56 с.

14. Байер О.О. Актуальні питання психології сім'ї [Текст] / О.О. Байер, О.І. Глушко. – Дніпро: РВВ ДНУ, 2020. – 44 с.

Recommended reading

1. Бондарчук О. І. Психологія сім'ї / О. І. Бондарчук. – К.: МАУП, 2001. – 197 с.
2. Деніжна С. О. Етика і психологія сімейного життя: навчальний посібник / С. О. Деніжна, М. О. Сова. – К.: Вид. центр НУБіП України, 2010. – 212 с.
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4. Карабанова О.А. Психология семейных отношений и основы семейного консультирования / О. А. Карабанова. – М.: Гардарики, 2005. – 320 с.
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CORRECTIONAL WORK IN THE FIELD OF EDUCATION

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 / Elective	Olena Karapetrova, Ph.D. (Candidate of Science), Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
Course aim: The aim of the discipline: mastering theoretical knowledge, areas of domestic and foreign psychocorrection practice, methods of psychocorrection, features of individual and group psychocorrection; acquisition of knowledge and skills of compiling psycho-correctional classes and programs; mastering practical skills of providing psychological assistance in the field of education.				
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. Be able to solve complex problems and problems in the process of learning and professional activity in the field of psychology, which involves research and / or innovation and is characterized by uncertainty conditions and requirements.		Lecture, problem lecture, "round table" seminar-dialogue, problem solving, work in microgroups, seminar-solution of situational problems (case-study).	Oral answers to questions, problem solving (problem situations), participation in a role play (CAS)	
2. Independently and creatively develop		Problem solving.		

<p>theoretical and practical material, present information in accordance with the goal;</p> <p>3. Critically comprehend the problems of correctional psychology and its applied aspects and have knowledge of modern methods of correction</p> <p>4. To present, discuss and defend their views orally and in writing to professional and non-professional audiences</p> <p>5. Use theoretical knowledge for the development, implementation and use of new methods of psycho-correctional work.</p> <p>6. Carry out psycho-correctional activities in the educational space (training, psychotherapeutic, counseling, psychodiagnostic and other depending specialization) using scientific verified methods and techniques.</p> <p>7. Make professional decisions in complex and unpredictable conditions, to adapt to new situations of professional activity, the level of psychological culture of society.</p>	<p>Search for material to solve the problem situation</p> <p>Video, discussion, practical seminar.</p> <p>Problem lecture, webinar, master class</p> <p>Presentations, role-playing games, work in microgroups</p> <p>Game technologies, presentations, project work, Internet search</p> <p>Creating a creative plan.</p>	<p>Independent work, presentation, problem solving (CAS)</p> <p>Participation in the discussion, oral answer (CAS)</p> <p>Master class development, participation in webinars, presentations (CAS)</p> <p>Participation in a role play, evaluation of the presentation (CAS)</p> <p>Work in groups, independent work (CAS)</p> <p>Independent work, creative task. (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>20% Participation in the discussion/seminar</p> <p>15% Participation in the role play</p> <p>15% Practical skills assessment</p> <p>15% Individual (creative) task</p> <p>15% Answers (oral)</p> <p>20% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>1. Basic principles, rules and goals of psycho-correctional work in the field of education.</p> <p>2. Requirements for the personality of a psychologist who exerts psycho-corrective influence in the educational space.</p> <p>3. The specifics of the group form of psychocorrection. Features of group staffing. Group dynamics.</p> <p>5. The main corrective forms of work with different age groups in the field of education.</p> <p>6. Use of Gestalt therapy methods for correctional purposes.</p> <p>7. The use of transactional analysis methods for corrective purposes.</p>		

8. The use of art therapy methods for correctional purposes

Literature

Compulsory reading

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2. Ващенко І.В., Антонова О.Г. Конфлікт. Посттравматичний стрес: шляхи їх подолання. Навч. посіб. Київ: Знання, 1998. 289 с.
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Recommended reading

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2. Корольчук М.С., Крайнюк В.М. Соціально-психологічне забезпечення діяльності в звичайних та екстремальних умовах: Навчальний посібник для студентів вищих навчальних закладів. К.: Ніка-Центр, 2009. 580 с.
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6. Тарабрина Н.В. Практикум по психологии посттравматического стресса. СПб.: Питер, 2001. 272 с.
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21. N. Malgina, A. Fedorova; under the scientific. ed. A.L. Svetsitsky. - St. Petersburg: Peter,2011 .-- 448 p

PSYCHOLOGY OF CONDUCTING NEGOTIATIONS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 42 hours in class	4,5 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. self-study time)
Course aims: develop students' common cultural and professional competences in psychology of communication and negotiation process; familiarise students with theoretical knowledge in the sphere of carrying out business negotiations, training rules and the principles of conducting negotiation process, practical training of methods which help to find the best alternative of the discussed agreement, come into contact with opponents, choose the best model of hearing the interlocutor; create skills of preparation and the analysis (introspection) of public statements; create competence in conducting business and extreme negotiations, decision-making in unpredictable situations, adaptation to changes in process of management business 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) to form ability to reason offers		1. Lecture, seminar, discussion of lecture materials and studied literature	1. Participation in a discussion, oral answers to questions (CAS)	
2) to analyze theoretical basic concepts of speech preparation;		2. Problem lecture, seminar dialogue, presentations, role-playing games	2. Independent work, oral answers to questions, role-play (CAS)	

<p>3) to know features of various forms of business communication</p> <p>4) to use methods and technologies of management of effective thinking-speaking persuasive public activity and ethical requirements to the speaker;</p> <p>5) to know methods of verbal and nonverbal influence in negotiation process with terrorists</p> <p>6) to use means of communication to transfer professionally oriented information and communication with experts in other industries and non-experts;</p> <p>7) to set the purpose and to formulate problems of business negotiations;</p> <p>8) To show knowledge of business communication, expressiveness of communication, skills of active hearing and to own technology of completion of business negotiations</p> <p>Learning outcomes 1-5</p>	<p>3. Dialogue-lecture, "round table" based on independent preparation, cases</p> <p>4. Lecture, seminar, performing of projects</p> <p>5. Problem lecture, "round table" based on independent search work, presentation</p> <p>6. Discussion-lecture, 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>8. Independent work, case study in small groups, presentations, the Internet search</p>	<p>3. Independent work, cases solution (CAS)</p> <p>4. Independent work, oral answers to questions, assessment of project work (CAS)</p> <p>5. Oral answers to questions, solutions of tasks (problem situations), comments to tasks (CAS)</p> <p>6. Independent work, oral answers to questions, case presentation (CAS)</p> <p>7. Oral answers to questions, solutions of tasks (problem situations), assessment of projects and presentation(CAS)</p> <p>8. Oral answers, case study (case presentation), presentation assessment (CAS)</p> <p>Mid-term control: (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>15% Test (multiple choice, computer)</p> <p>10% Answers (oral)</p> <p>15% Mid-term control (oral answers, mini case)</p> <p>15% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>15% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>Module 1. Eloquence. Culture of communication and communication activity</p>		

1. Culture communication as science and art
2. Technic of speech invention. Categories and stages
3. Argument as an aspect of disposition.
4. Logical mistakes and manipulative tools
- Module 2. Psychology of Negotiation process
5. Negotiations - combined process.
6. Means of interactive interaction
7. Psychological aspects of negotiation process
8. Technic and tactics of argumentation in negotiation process. Listening of the partner as psychological tool.
9. Negotiations and manipulations
10. Accidental negotiations. Etiquette of telephone communication. National style of negotiating
- Module 3. Negotiations with criminals as criminal phenomenon
11. Psychology of negotiation process with terrorists and criminals
12. Crisis negotiations. Psychological problems of terrorism
13. Psychology of hostages
14. Lie and truth in negotiation process

Literature

Compulsory reading

1. Риторична культура мовлення сучасного фахівця-психолога: навчальний посібник. Дніпро: Університет імені Альфреда Нобеля, 2019. 144 с
2. Рызов И.Р. Я всегда знаю, что сказать. Книга-тренинг по успешным переговорам ООО «Издательство «Эксмо», 2015. 168 с.
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1. Аминов И.И. Психология делового общения: учеб. Пособие. Москва: Омега-Л, 2011. 304 с
2. Асмолова М.Л. Искусство презентаций и ведения переговоров: учеб. пособие, 3-е изд. Москва: РИОР: ИНФРА-М, 2019. 248 с. Президентская программа подготовки управленческих кадров). [Электронный ресурс]. URL: <http://znanium.com/bookread2.php?book=542559>.
3. Бороздина Г.В. Психология и этика делового общения: учебник. Под общ. ред. Г.В. Бороздиной. Москва: Юрайт, 2014. 463 с.
4. Бредемайер К. Черная риторика: Власть и магия слова. Пер. с нем. 2-е изд. Москва: Альпина Бизнес Букс, 2005. 224 с.
5. Бродовская Е.В. Переговоры: стратегии, тактики, техники: Учебное пособие. Тула: Изд-во ТулГУ, 2008.150 с.
6. Ведение переговоров и разрешение конфликтов классика М.: Альпина Бизнес Букс, 2006. 226 с. (Серия «Классика Harvard Business Review»)
7. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. Д.: РВВ ДНУ, 2008. 88 с.
8. Даймонд С. Переговоры, которые работают. 12 стратегий, которые помогут вам получить больше в любой ситуации, М., Манн, Иванов и Фербер, 2011. 560 с.
9. Зусін В.Я. Етика та етикет ділового спілкування: Навч. посіб. 2-ге вид.,перероб. і доп. К.: ЦНЛ, 2005.

10. Караяни А.Г., Цветков В.Л. Психология общения и переговоров в экстремальных условиях. М.: ЮНИТИ-ДАНА, 2009.
11. Кеннеди Гэвин Договориться можно обо всем! Как добиваться максимума в любых переговорах Издательство: "Альпина Паблишер", 2013. 277 с.
12. Коткин Д. Жесткие переговоры или просто о сложном. ООО «Написано пером», 2015.
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19. Назаришин В. Власть убеждения. Запорожье: «Просвіта», 2014. 194 с.
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PSYCHOLOGY OF RELATIONSHIPS BETWEEN PARENTS AND CHILDREN OF DIFFERENT AGES

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/14 weeks, 28 hours in class	4,5 / Elective	Oxana Bayer, Ph.D. (Candidate of Science), Associate Professor	135 hours (28 h. lectures, 14 h. seminars/practical, 93 h. self-study time)

Course aims:
 The purpose of the discipline: students learn about the psychology of parental relationships with children of different ages and acquire skills to correct child-parent relationship

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
<p>On completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1) have knowledge of the psychology of relationships between parents and children of different ages about the family as a personal microenvironment of the child's development 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 expedient formulas of speech etiquette 	<p>storytelling; "open-ended discussion"; debriefing; interactive discussions; Psychotechnical exercises, Intellectual games, business and role games, Paired and group types of work, presentations, discussions, solution of situational, socio-pedagogical problems, trainings, project work using Internet resources, testing; conversation; oral examination; written survey; control work; certification; colloquium; offset</p>	<ol style="list-style-type: none"> 1) Participation in the discussion (CAS) 2) Participation in the role play, test (CAS) 3) Case study presentation, test (CAS) 4) Presentation (CAS) 5) Participation in the discussion, participation in the role play, test (CAS) 6) Peer small group presentation (CAS) 7) solution of situational, socio-pedagogical problems, trainings (CAS) 8) Intellectual games, business

<p>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</p> <p>10) take responsibility for the results of their professional activities, adhere to the Code of Ethics of psychologists</p>		<p>and role games, Paired and group types of work, presentations, (CAS)</p> <p>9) discussions, solution of situational, socio-pedagogical problems, trainings, (CAS)</p> <p>10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings (CAS)</p>
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Assessment

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

- 20% Test (multiple choice, computer)
- 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. Family relations: parents and children
 1. Motherhood as a psychological phenomenon.
 2. The family as a personal microenvironment of the child's development.
 3. Problems of child-parent relations.
 4. Styles of raising children.
 5. The role of the father in the life of the child
- Module 2. Tasks of family development. Stages of fatherhood
 6. Young family (without children)
 7. Family with a small child
 8. Family with a child - a schoolboy
 9. Family with a child - a teenager
 10. Family as a "starting point" for the child
 11. A family that has generally fulfilled its function

Literature

Compulsory reading

1. Выготский Л.С. Психология и развитие. – М.: издательство Юрайт, 2018.
2. Милорадова Н. Психология и педагогика: учебник и практикум для академического бакалавриата. 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
3. 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.
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23. Esther Wojcicki. Raise successful people. Houghton Mifflin Harcourt, 2019, 336 p.
24. Bowlby J. Child care and the ground of love. – L., 1957

PSYCHOLOGY OF MASS COMMUNICATION

Teaching language	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/5 weeks, 45 hours in class	3 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	90 hours (30 h. lectures, 15 h. seminars/practical, 45 h. self-study time)
Course aims: The aim of the discipline is to acquaint students with theoretical and methodological foundations and system of knowledge about psychological laws of mass communication, to consider and analyze specific information and psychological phenomena that contribute to immersion into modern society, to identify deep (psychological) regulators of mass communication as part of mass psychology; students' acquisition of knowledge about the patterns of influence of the media on people's perceptions, emotions, behaviour, specificity of information and beliefs in the media; formation of system of knowledge about communication technologies, their efficiency.				
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 analyze the theoretical principles and principles of psychology of mass communications;		Lecture, seminar, discussion based on lecture materials and	Theoretical questions, participation in a discussion,	

<p>2) analyze the features of the impact of mass communication on the recipient;</p> <p>3) possess the basics of psychology of mass communication and behaviour, mass moods and phenomena;</p> <p>4) possess techniques of social communication;</p> <p>5) possess the means and models of political communication, their role in the information society</p> <p>6) to recognize models of mass information influences on the subconscious in order to effectively counteract psy-attacks;</p> <p>7) demonstrate techniques of advertising and PR;</p> <p>8) practice the most common techniques and methods of mass communication and influence on the group</p>	<p>studied literature sources</p> <p>Lecture-dialogue, "Round table" on the topic of independent work, cases</p> <p>Lecture, seminar, project implementation</p> <p>Problem lecture, seminar-dialogue, presentations, role-playing games</p> <p>Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study)</p> <p>Student reports - individual and in groups, presentations, project work, Internet search</p> <p>Lecture, seminar, project implementation</p> <p>Independent work, Case study in small groups, presentations, Internet search</p>	<p>Situational tasks (CAS)</p> <p>Independent work, case studies (CAS)</p> <p>Independent work, oral answers to questions, evaluation of practical work (CAS)</p> <p>Independent work, participation in a role-play, oral answers to questions (CAS)</p> <p>Independent work, oral answers to questions, (presentation of case studies (CAS)</p> <p>Oral answers to questions, problem solving (problem situations), project evaluation and presentations (CAS)</p> <p>Independent work, oral answers to questions, evaluation of practical work (CAS)</p> <p>Oral answers, case study (case study presentation), presentation evaluation (CAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Answers (oral) 20% Participation in the discussion</p>		

10% Participation in the role play
25% Presentation (oral, multimedia)
25% Case study presentation

Contents

Thematic structure of the course:

MODULE 1. THE ROLE AND SIGNIFICANCE OF MASS COMMUNICATION IN MODERN SOCIETY

1. The emergence of mass communication in society
2. Mass communication as a socio-psychological phenomenon
- Topic 3. The main directions and methods of research of mass communication

MODULE 2. COMMUNICATIVE TECHNOLOGIES

4. Psychological effects of mass communication. Belief in ZMK
5. Psychology of propaganda
6. Psychology of rumors and prejudices. Features of informing in ZMK
7. The impact of demonstration of aggression in the media. The influence of the media on intergroup relations
8. The influence of eroticism and sexual information
9. Types of mass communication
10. Fundamentals of technology of mass communication. Means and methods of mass communication
11. Efficiency in mass communication. Effects of mass communication

Literature

Compulsory reading

1. Богомолова Н.Н. Социальная психология массовой коммуникации. М.: Аспект Пресс, 2008.
2. Выглежанин Д.А. Введение в политическую имиджологию. М.: Флинта: МПСИ, 2008.
3. Почепцов Г.Г. Когнитивные войны в соцмедиа, массовой культуре и массовых коммуникациях. Оформитель М.С. Мендор. Харьков: Фолио, 2019. 314. (Современные технологии)

Recommended reading

1. Бацевич Ф. Основи комунікативної лінгвістики: Підручник. К.: Видавничий центр „Академія”, 2004. 344 с.
2. Березин В.М. Массовая коммуникация: сущность, каналы действия. М.: Рип-холдинг, 2003. 174 с
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9. Почепцов Г.Г. Теория коммуникации. М.: Рефл-бук; К.: Ваклер, 2003. 652 с.
10. Різун В.В. Маси: Тексти лекцій. К.: Видавничо-поліграфічний центр „Київський університет”, 2003. 118 с.
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поліграфічний центр „Київський університет”, 2005. 148 с.

12. Різун В.В. Природа й структура комунікативного процесу. <http://journalib.univ.kiev.ua/index.php?act=article&article=1005>

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14. Чекмишев О.В. Основи професійної комунікації. Теорія і практика новинної журналістики: Підручник-практикум. К.: Видавничо-поліграфічний центр „Київський університет”, 2004. 130 с.

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16 Harris, R. J. & Sanborn, F. W. (2014). A cognitive psychology of mass communication(6th ed.). New York, NY: Routledge.

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21. http://www.nraismc.com/wp-content/uploads/2017/03/102_-_Introduction_to_Mass_communication__1_.pdf

22. Perloff, R. M. (2017). The dynamics of persuasion: Communication and attitudes in the 21st century (6th ed.). New York, NJ: Routledge.

PSYCHOLOGICAL COUNSELING OF CERTAIN CATEGORIES OF CLIENTS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/5 weeks, 45 hours in class	3 / Elective	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	90 hours (30 h. lectures, 15 h. seminars/practical, 45 h. self-study time)
The purpose of the discipline: providing students with theoretical knowledge on the basics of special problems of psychological counselling, and the formation of practical skills of psychological counselling with different categories of clients				
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 counselling psychology and counselling process 2) the ability to demonstrate knowledge and understanding of specific problems of different categories of clients		storytelling; "open-ended discussion"; debriefing; interactive discussions;		1) Participation in the discussion (CAS) 2) Participation in the role play,

<p>3) independently and creatively develop theoretical and practical material, present information in accordance with the goal</p> <p>4) organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs</p> <p>5) choose the technology of individual and family counseling depending on the goals and needs of clients, which are addressed in the counseling process</p> <p>6) correctly analyze the client's complaint and select adequate research and correction methods</p> <p>7) to choose in oral and written professional speech and business communication the most expedient formulas of speech etiquette</p> <p>8) flexibly use their own non-verbal repertoire to convey professionally oriented information on special issues of psychological counseling</p> <p>9) present, discuss and defend their views in oral and written forms in front of professional and non-professional audience, have the skills of reflection on their professional activities, act within the Code of Ethics of a psychologist</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</p>	<p>Psychotechnical exercises, Intellectual games, business and role games, Paired and group types of work, presentations, discussions, solution of situational, socio-pedagogical problems, trainings, project work using Internet resources, testing; conversation; oral examination; written survey; control work; certification; colloquium; offset;</p>	<p>answers (oral), test (CAS) 3) Case study presentation, test (CAS) 4) Presentation (CAS) 5) Participation in the discussion, participation in the role play, test (CAS) 6) Peer small group presentation (CAS) 7) solution of situational, socio-pedagogical problems, trainings 8) Intellectual games, role games, Paired and group types of work, presentations, 9)discussions, solution of situational, socio-pedagogical problems, trainings, 10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings, Mid-term control: tests, mini case (CAS)</p>
<p>Assessment Final grade (final assessment) as a result of 100% continuous assessment: 15% Test (multiple choice, computer) 10% Answers (oral) 15% Mid-term control (computational exercises, mini case) 15% Participation in the discussion 10% Participation in the role play 15% Presentation (oral, multimedia) 20% Case study presentation</p>		
<p>Contents</p>		

Thematic structure of the course :

Module 1. General problems of psychological counseling

1. Introduction to counseling psychology,
- 2 Personality of the consultant,
3. The process of psychological counseling,
4. The use of micro-skills in psychological counseling,
5. Ethical principles of professional activity.

Module 2. Special problems of psychological counseling

1. The specifics of working with anxious clients;
2. Counseling for fear reactions and phobias;
3. Work with aggressive clients;
4. Counseling in case of guilt;
5. Work with loss and grief;
6. Features of work with addicts;
7. Consulting clients with somatic diseases;
8. Counseling for depression and suicidal ideation

Literature**Compulsory reading**

- 1 Алешина Ю.Е. Индивидуальное и семейное консультирование. – Изд. 2-е. – М.: Независимая фирма «Класс», 2007. – 208 с.
- 2 Выготский Л.С. Вопросы детской психологии. – М.:издательство Юрайт, 2018.
- 3 Лагутин В.А. Практична психологія: основи психологічного консультивання/ В.А. Лагутин, О.П. Ілларіонова. – Д.:ДУЕП ім. Альфреда Нобеля, 2011. – 160 с. (базовий підручник).
- 4 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.
- 5 Спиваковская А.С. Психотерапия: игра, детство, семья. – М. – 1999.

Recommended reading

- 1 Франкл В. Человек в поисках смысла (Библиотека зарубежной психологии). М., 1990.
- 2 Фромм Э. Бегство от свободы. М., 1989.
- 3 Филиппова Г.Г. Психология материнства: учеб.пособие для академического бакалавриата.- 2-е изд., испр. и доп. – М.:Издательство Юрайт, 2018.
- 4 Minuchin S.J. Families and family therapy. London, 1976.
- 5 Rogers C. The process of basic encounter groups. N.Y., 1979.
- 6 Satir V. Conjoint family therapy. California, 1983.
- 7 Berg B., Kelly R. The measured self-esteem of children from broken, rejected and accepted families// Journal of Diverse, 1979, V.2, №4.

INTERNSHIP				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3 /5 weeks, 6 hours in class	8 / Mandatory	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	240 hours (6 h. tutorials, 360 hours work at the place of internship, 54 h. self-study time)
<p>Internship aims:</p> <ol style="list-style-type: none"> 1. Conducting practical, seminar, laboratory classes and trainings as assistants of departments of higher educational institutions in order to consolidate and deepen the acquired theoretical, practical and methodological knowledge in the field of pedagogy and psychology of higher education. 2. Study of concrete psychological problems. 3. Provision of psychological services in the spheres of personal and family life. 4. Collection of practical and statistical material for completion of the attestation work. 				
Learning outcomes		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
On completion of the Internship, students will be able to:				
1) conducting practical, seminar, laboratory classes and trainings as assistants to departments of higher education institutions in order to consolidate and deepen the acquired theoretical, practical and methodological knowledge in the field of pedagogy and psychology of higher education, as well as skills of independent teaching in higher education.		Practical classes, discussion, self-study activity, work at the place of internship	Report on internship, presentation, holding lectures and practical classes in the specialty (CAS)	
2) to solve complex specialized tasks and to solve practical issues in the field of psychology or in the educational process;		Practical classes, discussion, self-study activity, work at the place of internship	Report on internship, presentation, holding lectures and practical classes in the specialty (CAS)	
3) apply specialized conceptual knowledge at the level of the latest achievements, which form the basis for abstract thinking, analysis, synthesis, improvement and development of their own intellectual and cultural levels of students;		Work at the place of internship	Internship report, presentation (CAS)	
4) carry out independent development and implementation of research methods, development of new areas of professional activity;		Self-study activity, Internet search	Report on internship, presentation, master classes or webinars on psychological and pedagogical problems (CAS)	

5) collect, systematize and analyze statistical information;	Self-study activities, work at the internship	Internship report, presentation, employer evaluation of the internship (CAS)
6) demonstrate modern knowledge in professional activities;	Self-study activities, work at the internship	Internship report, presentation (CAS)
7) understand how to use theoretical knowledge to develop, implement and use new methods of psycho-diagnostics, correction, counseling;	Self-study activity	Internship report, presentation (CAS)
8) independently plan, organize and implement psychological research, carry out analysis and systematic ordering of the results received, formulate well-argued conclusions and recommendations	Self-study activity writing a report, preparing presentation	Internship report, presentation (CAS)
9) present, argue and defend their point of view, both orally and in writing before professional and non-professional auditors	Self-study activity writing a report, discussion, preparing presentation	Internship report, presentation, assessment by the internship employer (CAS)
Learning outcomes 1-2, 3-9	Writing a report, discussion, preparation of a presentation	Internship report, presentation (CAS)

Assessment

The results of each internship are evaluated separately by the final grade

3 semester

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

30% Assessment by the internship employer

50% Report

20% Presentation

Contents

1. Working out and implementing a programme of consultation, training, research and educational activity.
2. Contemporary institution of the family, motherhood and fatherhood.
3. Contemporary organization of the economy and business, studied on the basis of the latest achievements of Ukrainian and foreign scientific work in psychology.
4. Family, relationships and professional interpersonal relationships.
5. Professional self- education, self-organization and self- improvement.
6. Internship report presentation.

Literature

Compulsory reading

- 1 Корнілова Т.В. Методологічні основи психології / Т.В. Корнілова. – К.: Кондор, 2012. – 483 с.
2. Подоляк Л.Г., Юрченко В.І. Психологія вищої школи: Підручник. 2-е вид. – К.: Каравела, 2008. – 352 с.

3. Дьяченко М.И., Кандыбович Л.А., Кандыбович С.Л. Психология высшей школы: Учеб. пособие. — Мн.: Харвест, 2006. -416 с.
4. Вачков И.В. Психология тренинговой работы: Содержательные, организационные и методические аспекты ведения тренинговой группы – М.: Эксмо, 2007. – 416 с. (базовый підручник)
5. Сидоренко Е.В. Технологии создания тренинга. От замысла к результату. – СПб.: Речь, 2007. – 336 с. (базовий підручник)
6. Столяренко Л.Д. Психология делового общения и управления. – М., 2008. -409с.
7. Волкова Н.П. Педагогіка: Нав. посіб. Вид. 2-ге, перероб., доп. – К.: Академвидав, 2012. – 616с.
8. Громкова М.Т. Психология и педагогика профессиональной деятельности: Учеб. пособие для вузов. – М.: ЮНИТИ-ДАНА, 2003. – 415с.

Recommended reading

9. Агеев В.С. Межгрупповое взаимодействие: социально-психологические проблемы / В. С. Агеев. - М., 2004.
10. Мащенко Н. І. Основи педагогіки і психології вищої школи: Курс лекцій. 2-е вид., доп. й перероб. - Кременчук, 2006. - 272 с.
11. Ложкін Г.В. Психологія конфлікту: теорія і сучасна практика: навчальний посібник / Г.В. Ложкін, Н.І. Пов'якель. – К.: ВД «Професіонал», 2006. – 416 с.
12. Лубовский Д.В. Введение в методологические основы психологии / Д.В. Лубовский. – М.: МОДЭК, МПСИ, 2007. – 224 с.
13. Culture and Psychology / Ed. D. Matsu-moto. Oxford, 2001.
14. Acacia C. Parks (2011): The state of positive psychology in higher education: Introduction to the special issue, The Journal of Positive Psychology.
15. Arenas, E. (2009). How teachers' attitudes affect their approaches to teaching international students. Higher Education Research & Development, 28(6) 615-628.

**Structure of Study Programme
Counseling and Rehabilitation (Master's Degree)**

Semester

	1	2	3	
	Teaching Units (Courses), ECTS*			
	Mandatory			
Courses of General training	5		3	
Courses of Professional training	17	18,5		
TOTAL	22	18,5	3	
	Teaching Units (Courses) Elective**			
Courses of General training		6		
Courses of Professional training	9	4,5	3	
TOTAL	9	10,5	3	
			Internship 8 ECTS	
			Certification Examination in the Profession 1,5 ECTS	
			Master's Thesis 14,5 ECTS	
TOTAL	Mandatory 43,5	Elective 22,5	Internship 8	Certification Examination in the Profession 1,5 ECTS
				Master's Thesis 14,5

*One ECTS credit = 30 academic hours.

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