

**ALFRED NOBEL UNIVERSITY, DNIPRO**

**STUDY PROGRAMME**  
**“SOCIAL AND PEDAGOGICAL ACTIVITY”**  
**(Master’s degree)**  
**Field of study 231 Social Work**

**COURSE CATALOGUE**

**2020-2021 academic year**

**Dnipro 2020**

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## MANDATORY COURSES

<b>MODERN PHILOSOPHY AND METHODOLOGY OF SCIENCE</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 42 hours in class	5 / Mandatory	Olena Lavrentieva, Doctor of Science, Full Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)
<p><b>Course aims:</b> to provide students with a deep mastery of philosophical and methodological issues of science, to promote the formation of modern scientific worldviews, the formation of practical skills in using methodological principles and guidelines in specific research of social and humanitarian orientation and interdisciplinary scientific fields.</p>				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
<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) critically evaluate the results of scientific research and various sources of knowledge about social work practices, formulate conclusions and recommendations for their implementation</p>		<p>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)</p> <p>2) a 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, work in m_krogrupa, 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>1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)</p> <p>2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)</p>

3) demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific research	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	3) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game), test (CAS)
4) analyze the social and individual context of the problems of the individual, family, social group, community, formulate the purpose and objectives of social work, plan interventions in complex and unpredictable circumstances in accordance with the values of social work.	4) game technologies, the presentations, a project work, search in the Internet	4) participation in role-playing game (business game), assessment of the presentation (CAS)
5) present, discuss and defend their views orally and in writing to professional and non-professional audiences.	5) imitating methods, the presentations, a project work, search in the Internet,	5) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills (CAS)
6) take responsibility for making decisions in difficult and unpredictable conditions	6) independent work, the presentations, a project work, search in the Internet	6) research project, assessment of the presentation (individual presentation) (CAS)
7) demonstrate initiative, independence, originality, generate new ideas for solving professional problems, show creative autonomy	7) the presentations, role-playing games, work in microrogroups	7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports

**Assessment**

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

- 20% Participation in the discussion/seminar
- 15% Participation in the role play
- 15% Practical skills assessment
- 15% Research project
- 10% Test (multiple choice, computer)
- 10% Essay (written)
- 15% Presentation (oral, multimedia)

**Contents**

**Thematic structure of the course:**

Module № 1. Philosophy of Science

1. Subject and main concepts of philosophy and methodology of science

2. The emergence and historical development of science
  3. The specifics of scientific knowledge
  4. The structure of scientific knowledge. Classification of sciences
- Module 2. Methodology of science
5. The main levels and methods of scientific research
  6. Dynamics of scientific progress
  7. Scientific traditions and scientific revolutions
  8. Science in the modern world: the state and prospects of development

### **Literature**

#### **Compulsory reading**

1. Алексеева Л. А. Философия науки и техники : учеб. - метод. пособ. для магистрантов / Л. А. Алексеева, Р. А. Додонов, Д. Е. Муза. – Донецк : ДонНТУ, 2010. – 128 с.
2. Баранец Н. Г. Философия науки : учеб. / Н. Г. Баранец. – Ульяновск : Издатель Качалин Александр Васильевич, 2013. – 318 с.
3. Білецький І. П. Філософія науки : навч. посіб. / І. П. Білецький. – Харків : ХНЕУ, 2005. – 128 с.
4. Будко В. В. Философия науки : Учеб. пособие / В. В. Будко. – Харьков : Консум, 2005. – 268 с.
5. Голубинцев В. О. Философия науки / В. О. Голубинцев, А. А. Данцев, В. С. Любченко. – Ростов н/Д. : Феникс, 2007. – 541 с.
6. Гришанов І. В. Навчально-методичні рекомендації з дисципліни «Філософія та методологія науки» для магістрантів та аспірантів усіх спеціальностей. Частина І. / І. В. Гришанов, І. Є. Поліщук. – Херсон : Вид-во ХДУ, 2004. – 120 с.

#### **Recommended reading**

1. Аршинов В. И. Синергетика как феномен постнеклассической науки / В. И. Аршинов. – М. : ИФ РАН, 1999. – 203 с.
2. Базалук О. А. Философские проблемы космологии : Монография / О. А. Базалук, И. В. Владленова. – Харьков : НТУ “ХПР”, 2013. – 190 с.
3. Бахтин М. М. Автор и герой : к философским основам гуманитарных наук / М. М. Бахтин. – СПб. : Азбука, 2000. – 336 с.
4. Бранский В. П. Философия физики XX века. Итоги и перспективы / В. П. Бранский. – СПб. : Политехника, 2002. – 253 с.
5. Гайденок П. П. Научная рациональность и философский разум / П. П. Гайденок. – М. : Прогресс-Традиция, 2003. – 528 с.
6. Добронравова И. С. Синергетика: становление нелинейного мышления / И. С. Добронравова. – К. : “Лыбидь”, 1990. – 150 с.
7. Scenarios and Strategies for VET in Europe. European Synthesis Report. CEDEFOP, ETE, Max Goote Training Centre, Thessaloniki: 2000. – 342 p.
8. Straka G.A. ed. Conceptions of Self-directed Learning. Theoretical and Conceptual Considerations. Los, Learning Organized Self-Directed Research Group. Waxmann, 2000. – 458 p.
9. UN Development Programmer: Human Development Report. Oxford University Pres, New York, 1999. – 2000. – 86 p.
10. White Paper on Education and training: Teaching and Learning – towards the learning society. EC, Office for Official Publications of the EC. – Luxemburg: 1996. – 320 p.
11. Williams O. Towards Lifelong Educaillon: A New Role For Higher Education Inztllullons. – P.; Unesco, 1995. – 147 p.
12. Schwartz B.A. Prospective View of Permanent Education / Permanent Education. A Compendium of Studies... – Strasbourg: 1970 – 86 p.
13. World Employment Report 1998 – 1999. Employability in the Global Economy. How Training Matters. ILO, Genewa: 1998. – 558 p.

**FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION**

<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
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.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (ongoing monitoring CAS, final monitoring FAS)</b>
At the end of the course students will be able to:		
1) discuss educational issues related to the specialization, in order to reach an understanding with other people;	1) Lecture, practical classes, discussion, Role play	1) Participation in the discussion, participation in the role play (CAS)
2) prepare public appearances on a large number of professional issues, using appropriate means of verbal communication, adequate forms of discussion and debate;	2) Practical classes, self-study activity	2) Essay, test (CAS)
3) present on business topics, communicating with the audience	3) Lecture, practical classes	3) Essay, test (CAS)
4) discover new texts, images, audio and video information, contained in the English-speaking branch materials using appropriate search methods and terminology;	4) Case study in small groups, Debate	4) Presentation (CAS)
5) analyze English-language sources to obtain data that are necessary to perform professional tasks and professional decision-making;	5) Problem lecture, discussion	5) Participation in the discussion, test (CAS)
6) write professional texts and documents in English on a number of professional issues;	6) Problem lecture, case study in small groups	6) Peer small group presentation (CAS)
7) write business and professional letters, demonstrating intercultural understanding and background knowledge in a specific professional context;	7) Problem lecture, discussion	7) Participation in the discussion, essay (CAS)
8) translate professional English texts into the native language, using bilingual terminology dictionaries, electronic dictionaries and software translation direction.	8) Case study	8) Case study (Case study presentation) (CAS)
Learning outcomes 1-8		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)
<b>Contents</b>
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Education in Ukraine</li> <li>2. Education in Ukraine. Higher education</li> <li>3. Education in the U.K. Primary and secondary Education, Higher Education</li> <li>4. Reading, discussions and listening on the topic.</li> <li>5. Education in the USA</li> <li>6. Comparison of Education in the U.K. and Ukraine</li> <li>7. Comparison of Education in the USA and Ukraine</li> <li>8. Reading, discussions and listening on the topic.</li> </ol>
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Virginia Evans-Bob Obee. Upstream /Advanced. Student's book. - Express Publishing: 2018. - 264p.</li> <li>2. Virginia Evans-Bob Obee. Upstream/Advanced. Workbook.-Express Publishing: 2018. - 136p.</li> <li>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.</li> <li>4. Thomas Gary. Education, A Very Short Introduction Oxford University Press. – United Kingdom, 2013. – 136 p.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Povey J., Walshe I. An English Teacher's Handbook of Educational Terms. Vyshaya shkola", 2000. – 238 p.</li> <li>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.</li> <li>4. Cotton D., Falvey D., Kent S., (2011), Language Leader Upper-intermediate Coursebook with CD-ROM, Longman: Pearson. – 192 p.</li> </ol>

<b>MANAGEMENT AND MARKETING IN SOCIAL WORK</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 42 hours in class	5 / Mandatory	Olha Lebid, Doctor of Science, Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)
<p><b>Course aims:</b> The aim of the discipline is to acquaint students with the basics of management and marketing, emphasize the important role of management schools, theories of social management, know the different types of organizational structures of social work services, consider the functions of social work management at different levels.</p>				
<p style="text-align: center;"><b>Learning outcomes</b> On completion of the course, students will be able to:</p>		<p style="text-align: center;"><b>Teaching methods, teaching and learning activities</b></p>		<p style="text-align: center;"><b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b></p>

<p>1) explain the basic concepts of management development, models of the relationship of objects and subjects of management in the field of social security, the content and specifics of methods of social management, its functional purpose</p> <p>2) analyze production situations, develop solutions, organize the implementation of decision-making</p> <p>3) to possess modern receptions and methods of management of collective (group), to develop directions of improvement of the management of labor collectives</p> <p>4) to analyze the system of personnel management and organizational and personnel support in the field of social protection and security, the role of the manager in the activities of the organization of the social sphere and professional requirements for him to manage the team</p> <p>5) use different methods and models of staff motivation in the social management system in order to increase the efficiency of work</p> <p>6) to characterize the basic concepts of marketing and their brief characteristics, to analyze the general and specific goals of marketing</p> <p>7) create and conduct advertising campaigns by social organizations in order to promote their activities and involve the public in social campaigns</p>	<p>Problem lecture, seminar, discussion on the basis of lecture materials and students' reading</p> <p>Interactive lecture, seminar, discussion on the basis of lecture materials and students' reading</p> <p>Panel discussion, Seminar, tutorials</p> <p>Problem lecture, seminar, discussion on the basis of lecture materials and students' reading</p> <p>Practical classes, tutorials, case study</p> <p>Lecture, Internet search, self-study activities</p> <p>Interactive lecture, seminar, discussion on the basis of lecture materials and students' reading</p>	<p>Participation in the discussion and seminar, oral answers to questions, essay (CAS)</p> <p>Participation in the discussion and seminar, oral answers to questions, essay (CAS)</p> <p>Participation in the discussion (seminar, debates, brainstorming etc) (CAS)</p> <p>Participation in the discussion and seminar, oral answers to questions, essay (CAS)</p> <p>Practical skills assessment, case study, test</p> <p>Student reports assessment (CAS)</p> <p>Participation in the discussion and seminar, oral answers to questions, essay (CAS)</p>
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**Assessment**

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

- 15% Test (multiple choice, computer)
- 15% Answers (oral)
- 20% Essay
- 15% Participation in the discussion
- 15% Participation in the brainstorming
- 20% Case study presentation

**Contents**

**Thematic structure of the course:**

1. Social management and management of social work
2. Organization in the management of social work
3. Social work management system
4. Objects, subjects, laws, principles and functions of social work management
5. Supervision and management of social work
6. Features of professional activity of managers of social work
7. Personnel management in the system of social work
8. Conceptual foundations of social sphere marketing



9. Marketing planning in the social sphere
10. Marketing in education
11. Healthcare marketing
12. Marketing in the field of culture and leisure

### **Literature**

#### **Compulsory reading**

1. Колбіна Л.А. Менеджмент соціальної роботи : навч. посіб. Одеса : видавець Букаєв Вадим Вікторович, 2017. 406 с.
2. Маркетинг в соціальної сфері : учеб. пособ. [О.В. Нотман, Н.Л. Антонова, О.И. Пименова, А.Н. Новгородцева; под общ. ред. О.В. Нотман]; М-во образования и науки Рос. Федерации, Урал. федер. ун-т. Екатеринбург : Изд-во Урал. ун-та, 2017. 116 с.
3. Менеджмент в соціальної роботі : учеб. для СПО. Под ред. Е.И. Холостовой, Е.И. Комарова, О.Г. Прохоровой. 2-е изд. М. : Издательство Юрайт, 2017. 319 с.
4. Donovan, R. & Henley, N. (2010) Principles and Practice of Social Marketing: An International Perspective. Cambridge: Cambridge University Press
5. Rofuth Todd W. & Piepenbring J. Management and Leadership in Social Work, 2019. 548 p.

#### **Recommended reading**

1. Тимошко Г.М. Менеджмент соціальної роботи : навч. посіб. Ніжин : Видавець ПП М.М., 2011. 308 с.
2. Абчук В.А. Менеджмент и маркетинг в соціальної сфері : учеб. пособ. СПб. : Книж. дом, 2003. 636 с.
3. Главацька О.Л. Менеджмент соціальної роботи. Курс лекцій. Тернопіль, ТДПУ, 2009. 65 с.
4. Лукашевич М.П., Туленков М.В. Менеджмент соціальної роботи: теорія і практика : навч. посіб. К. : Каравелла, 2007. 236 с.
5. Судас Л.Г., Юрасова М.В. Маркетинговые исследования в соціальної сфері : учеб. М. : ИНФРА-М, 2004. 272 с.
6. Шендеровський К.С. Управління соціальною роботою з дітьми та молоддю. Менеджмент соціальної служби. К., 2002. 158 с.
7. Шендеровський К.С. Тактичний менеджмент соціальної служби : посіб. [для керівників соц. служб]. К., 2011. 222 с.
6. Donovan, R. & Henley, N. (2003) Social Marketing Principles and Practice. Melbourne: IP Communication
7. Kotler, P., & Lee, N. (2008) Social Marketing, Influencing Behaviors for Good (3rd ed.), California: Sage
8. Kotler, P., Roberto, Ned, & Lee, N. (2002) Social Marketing: Improving the Quality of Life, (2nd ed.) Thousand Oaks, CA: Sage
9. Lohmann Roger A., Lohmann N. & Reamer Frederic G. Social Administration. Columbia University Press, 2002. 544 p. DOI: 10.7312/loh11198
10. Weinreich, N. (1999) Hands-On Social Marketing: A Step-by-Step Guide Thousand , CA: Sage
11. Weinreich, N. (2010) Hands-On Social Marketing: A Step-by-Step to Designing Change for Good, CA: Sage

## COUNSELING AND SUPPORT IN SOCIAL WORK

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1,2/26 weeks, 90 hours in class	10,5 / Mandatory	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	315 hours (52 h. lectures, 38 h. seminars/practical, 225 h. self-study time)

**Course aims:**

The aim of the discipline: providing students with theoretical knowledge on the basics of psychological counselling, and the formation of practical skills of social workers psychological counselling in the framework of psychological care

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
<p>On completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1) have knowledge of the basics of practical psychology, the theoretical foundations of modern therapeutic schools, the principles of counselling, the structure of the counselling process, the technology of counselling, the requirements for the personality of the counsellor</li> <li>2) the ability to demonstrate knowledge and understanding of the theoretical foundations of counselling psychology</li> <li>3) independently and creatively develop theoretical and practical material, present information in accordance with the goal</li> <li>4) organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs</li> <li>5) choose the technology of individual and other types of psychological counselling depending on the goals and objectives addressed in the counselling process</li> <li>6) correctly analyze the client's complaint and select adequate research and correction methods</li> <li>7) to choose in oral and written professional speech and business communication the most expedient formulas of speech etiquette</li> <li>8) flexibly use their own non-verbal repertoire to convey professionally oriented information</li> <li>9) present, discuss and defend their views in oral and written forms in front of professional</li> </ol>	<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; 13.conversation; oral examination; written survey; control work; certification; colloquium; offset; exam;</p>	<ol style="list-style-type: none"> <li>1) Participation in the discussion, answers (oral) (CAS)</li> <li>2) Participation in the role play, test (CAS)</li> <li>3) Case study presentation, test (CAS)</li> <li>4) Presentation (CAS)</li> <li>5) Participation in the discussion, participation in the role play, test (CAS)</li> <li>6) Peer small group presentation (CAS)</li> <li>7) solution of situational, socio-pedagogical problems, trainings</li> <li>8) Intellectual games, business and role games, Paired and group types of work, presentations,</li> <li>9) discussions,essay, solution of situational,</li> </ol>

<p>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>Learning outcomes 1-10</p>		<p>socio-pedagogical problems, trainings, 10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings,</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Final exam (FAS)</p>
<p><b>Assessment</b></p> <p><b>1 Semester:</b></p> <p><b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b></p> <p><b>40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</b></p> <p><b>60% Continuous assessment:</b></p> <p>15% Test (multiple choice, computer)</p> <p>10% Answers (oral)</p> <p>20% Presentation (oral, multimedia)</p> <p>15% Mid-term control (tests, mini case)</p> <p><b>2 Semester:</b></p> <p><b>40% Final exam (5 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</b></p> <p><b>60% Continuous assessment:</b></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><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to counselling psychology</li> <li>2. The identity of the consultant</li> <li>3. The process of psychological counselling</li> <li>4. The use of micro-skills in psychological counselling</li> <li>5. Ethical principles of professional activity</li> <li>6. The specifics of the consultant's work with different categories of clients</li> <li>7. Remote counselling</li> <li>8. The main theoretical areas in psychological counselling</li> </ol>		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Алешина Ю.Е. Индивидуальное и семейное консультирование. – Изд. 2-е. – М.: Независимая фирма «Класс», 2007. – 208 с.</li> <li>2. Лагутин В.А. Практична психологія: основи психологічного консультування/ В.А. Лагутин, О.П. Ілларіонова. – Д.:ДУЕП ім. Альфреда Нобеля, 2011. – 160 с. (базовий підручник).</li> <li>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.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Франкл В. Человек в поисках смысла (Библиотека зарубежной психологии). М., 1990.</li> </ol>		

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.

## SOCIAL SERVICES AND THE SOCIAL PROTECTION SYSTEMS

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/12 weeks, 48 hours in class	5,5 / Mandatory  <b>Course paper:</b> 1 ECTS credit	Olha Lebid, Doctor of Science, Professor	165 hours (24 h. lectures, 24 h. seminars/practical, 147 h. self-study time) <b>Course paper:</b> 30 hours

### Course aims:

The aim of the course is to acquaintance of applicants with the content and features of the organization of professional activity in social institutions of Ukraine for different categories of the population as one of the directions of development of social work in Ukraine.

Learning outcomes On completion of the course, students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
1) understand the essence and content of the social system public protection	problem lectures; group discussions; implementation individual educational and research task (writing essay);	participation in the dispute, oral answers to questions, essay defence (CAS)
2) characterize the concepts, principles and functions of social protection of the population	problem lecture, seminar, debate, incomplete sentences method, expert group meeting, case method	participation in the discussion, oral answers to questions (CAS)
3) identify socially significant problems and factors in achieving the social well-being of various groups	lecture-press conference, seminar	participation in the discussion, oral answers to questions (CAS)
4) evaluate the process and result of professional activity and quality of social services	problem lecture, seminar, situational role play	participation in the discussion, oral answers to questions (CAS)
5) use legislative and other regulatory legal acts for the provision of social services, social security	performing creative tasks (compilation generalizing schemes, preparation presentations on features activities of specific social institutions), maintaining a terminological dictionary; elaboration of lecture material and preparation for seminars on abstracts, textbooks, special	group discussion, terminological dictation, creative tasks, group discussion of the content of presentations (CAS)

	literature, information of official Internet social services	
6) assess the effectiveness of social services	lecture with pre-planned mistakes, seminar, essay method, project	participation in the discussion, oral answers to questions, essay check, written answer to questions, defense of the project (CAS)
7) identify persons in need of social protection and carry out their accounting	problem lectures; interactive methods of group work (brainstorming, discussions)	Participation in the discussion (CAS)
8) identify the main problems of implementing social protection of the population	seminar, group discussion, independent work, elaboration of lecture material and preparation for seminars on abstracts, textbooks, special literature, information of official Internet social services	participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
Learning outcomes 1-8		Final exam (FAS) Course paper (FAS)

#### Assessment

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

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

**60% Continuous assessment:**

15% Answers (oral)

15% Essay

15% Participation in a discussion/dispute, answers (oral)

15% Creative tasks (written)

**Course paper** is evaluated separately and its score is not included into the course final grade.

Successful completion of the course paper is a prerequisite for student's admission to final examination.

#### Contents

##### Thematic structure of the course:

1. Network of social services in Ukraine
2. Organization of social services
3. The essence and content of social policy
4. Social protection of the population as a component of social policy
5. Management of the social protection system
6. Social protection of families with children
7. The system of social protection of the unemployed
8. Social protection of certain segments of the population

#### Literature

##### Compulsory reading

1. Баранник Л.Б. Соціальний захист громадян: навч. посіб. Вид. 2-ге, доповнене і перероблене. Дніпро : Університет митної справи та фінансів, 2017. 246 с.
2. Гусак Н., Кабаченко Н., Назарук В., Савчук К., Савчук О., Скоропада Л., Чорній Л. Управління діяльністю соціальних служб: метод. посіб. К. : К.І.С., 2013. 178 с.

##### Recommended reading

1. Безпалько О.В., Зверева І.Д., Кияниця З.П., Кузьмінський В.О. та ін. Інтегровані соціальні служби: теорія, практика, інновації: навч.-метод. комплекс. За заг. ред.: І.Д. Зверевої,

Ж.В. Петрочко. К.: Фенікс, 2007. 528 с.

2. Болотіна Н.Б. Право соціального захисту України: навч. посібн. К. : Знання, 2005. 615 с.
3. Кривоконь Н.І. Проблеми соціальної роботи та соціальної політики в Україні: навч. посіб. Чернігів: Чернігівський держ. технолог. ун-т, 2012. 320 с.
4. Прилипко С.М., Гончарова Г.С., Юровська В.В., Конопельцева О.О. Право соціального забезпечення: навч. посіб. За заг. ред. В.В. Жернакова. Х.: Нац. ун-т «Юрид. акад. України ім. Ярослава Мудрого», 2013. 126 с.
5. Сташків Б.І. Право соціального забезпечення. Загальна частина : навч. посіб. Чернігів : ПАТ «ПВК «Десна», 2016. 692 с.
6. Яригіна Є.П. Соціальне забезпечення сімей з дітьми: міжнародний досвід та українська модель: монографія. Х. : Монолит, 2016. 196 с.
7. Ярошенко А.О., Варбан М.Ю., Шульга Л.О. та ін. Особливості надання медичних та соціальних послуг для вразливих категорій населення з використанням гендерно-чутливого підходу: навч. посіб.; за заг. ред. Ярошенко А.О. К. : МБФ «Альянс громадського здоров'я», 2017. 112 с.
8. Browne E. Social protection: Topic guide. Birmingham, UK: GSDRC, University of Birmingham, 2015.
9. Dominelli L. Sociology for Social Work. 1997.
10. García B.A. & Gruat J.V. Social Protection a Life Cycle Continuum Investment for Social Justice, Poverty Reduction and Sustainable Development. Geneva, 2003.
11. Norton A., Conway T. & Foster M. Social Protection Concepts and Approaches: Implications for Policy and Practice in International Development. Overseas Development Institute, 2001.
12. OECD (2018), Social Protection System Review: A Toolkit, OECD Development Policy Tools, OECD Publishing, Paris. <https://doi.org/10.1787/9789264310070-en>

<b>ORGANIZATION AND METHODS OF SOCIAL EDUCATIONAL TRAINING</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	6 / Mandatory	Olesia Donets, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
Course aims: to provide general theoretical and practical training for masters of higher education on the essence of social and educational training as one of the methods of educational work of a social worker, development and implementation of author's training programs, practical skills of training and group work, deepening knowledge about basic methods and techniques of educational work, deepening knowledge of basic techniques, exercises and game methods used in training, encouraging students to actively work on personal development and self-improvement, which will serve as a basis for their practical work related to scientific and practical activities of a psychologist.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) demonstrate knowledge and understanding of the basic concepts of applied psychology, pedagogy and social work;		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)

<p>2) critically comprehend the problems of developing training programs on the basis of social services, independently develop a program of social and educational training and predict its effectiveness;</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>Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)</p>
<p>3) have knowledge of the advantages and limitations of different methods of psychological and pedagogical influence, taking into account the peculiarities of the dynamic processes taking place in the group;</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>Oral answers to questions, problem solving (problem situations), evaluation of the presentation, individual task (CAS)</p>
<p>4) according to the goals and objectives of social and educational training to choose the most acceptable techniques, exercises and techniques for working with a group of people, to predict the results of this choice;</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>Oral answers to questions, problem solving (problem situations), evaluation of the presentation, individual task (CAS)</p>
<p>5) provide constructive feedback when working with the group;</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>Oral answers to questions, problem solving (problem situations), individual task (CAS)</p>
<p>6) present, discuss and defend their views orally and in writing to professional and non-professional audiences</p>	<p>Lecture, discussion on the materials of the lecture and the studied literature sources, problem solving, work in microgroups, presentations, project work</p>	<p>Oral answers to questions, problem solving (problem situations), evaluation of the presentation, individual task (CAS)</p>
<p><b>Assessment</b>  <b>100% Final assessment as a result of 100% Continuous assessment</b>  40% Participation in discussions, debates, problem solving  40% Individual task for the development of social and educational training and its testing  20% Answers (oral)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p>		

1. Training as a learning process
2. Historical and methodological foundations of training work
3. Types and classifications of trainings
4. Organizational and methodological aspects of preparation of socio-pedagogical and socio-psychological training
5. The structure and main provisions of the training session
6. Methodical characteristics of the training session
7. Methods for evaluating the effectiveness of the training session
8. Professional and personal qualities of the coach
9. Methods of organizing group interaction
10. Methods of developing a plan for socio-pedagogical and socio-psychological training
11. Techniques, exercises and game methods used in training

### **Literature**

#### **Compulsory reading**

1. Бакли Р. Теория и практика тренинга / Бакли Р., Кэйпл Дж. – СПб. : Питер–Пресс, 1997. – 225 с. (*базовий підручник*)
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. (*базовий підручник*)
4. Марсанов Г. И. Социально-психологический тренинг / Марсанов Г. И. – [5-е изд., стереотип.] – М., «Когито-Центр»; Московский психолого-социальный институт, 2007. – 251 с.
5. 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. Бадалова М. В. Тренинг интеллектуальных навыков консультирования / Бадалова М. В. // Практична психологія та соціальна робота. – 2004. – № 4. – С. 3–27.
2. Барко В. І. Методика проведення тренінгів управлінського спрямування / Барко В. І. // Практична психологія та соціальна робота. – 2004. – № 4. – С. 70–77.
3. Безпалько О. В. Тренінг як інноваційна форма соціально-педагогічної роботи / Безпалько О. В. // Соціальна педагогіка: теорія та практика. – 2004. – № 1. – С. 22–28.
4. Білоус Р. М. Мій професійний вибір: тренінг старшокласників / Білоус Р. М. // Практична психологія та соціальна робота. – 2010. – № 12. – С. 34–38.
5. Деркачова М. Кохання чи захоплення? Соціально-педагогічний захід з елементами тренінгу для підлітків 14–16 років / Марія Деркачова, Лариса Константинова // Психолог. – 2011. – № 7. – С. 8–15.
6. Деркачова М. Стежинка самопізнання. Тренінгові заняття для підлітків 15–16 років / Марія Деркачова, Лариса Константинова // Психолог. 2011. – № 7. – С. 21–25.
7. Дьяченко Э. В. Тренинговое занятие адаптации к состоянию материнства / Дьяченко Э. В. // Практична психологія та соціальна робота. – 2004. – № 4. – С. 27–29.
8. Жуков Ю. М. Коммуникативный тренинг / Жуков Ю. М. – М. : Гардарики, 2003. – 223 с.
9. Зимівець Н. В. «Рівний – рівному» як соціально-педагогічна технологія формування здорового способу життя підлітків / Зимівець Н. В. // Проблеми педагогічних технологій. – Луцьк, 2002. – Вип. 2. – С. 101–108.
10. Кікінеджи О. М. Формування гендерної культури молоді: науково-методичні матеріали до тренінгової програми / Кікінеджи О. М., Кізь О. Б. // Практична психологія та соціальна робота. – 2007. – № 8. – С. 64–69.
11. Ковалев В. Н. Семинар-тренинг «Стрессменеджмент» – эффективная антистрессовая программа для всех: Валеологический практикум / Ковалев В. Н. // Практична психологія та соціальна робота. – 2005. – № 1. – С. 60–68.



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13. Прутченков А. С. Социально-психологический тренинг в школе / Прутченков А. С. – М., 2001. – 640 с.
14. Пузиков В. Г. Технология ведения тренинга / Пузиков В. Г. – СПб. : Издательство «Речь», 2007. – 224 с.

## INNOVATIVE TECHNOLOGIES IN EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	2/12 weeks, 48 hours in class	4,5 / Mandatory	Nataliia Volkova, Doctor of Science, Full Professor	135 hours (24 h. lectures, 24 h. seminars/practical, 87 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 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) 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 technologies of training;	2) 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,	2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)

<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>7) to present, discuss and protect own views in oral and written forms for a professional and an unprofessional audience</p>	<p>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>7) the presentations, role-playing games, work in microrogroups</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 presentation)</p> <p>7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports</p>
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Learning outcomes 1-4		Mid-term control, tests, mini case presentation (CAS)
Learning outcomes 1-8		Final exam (FAS)
<b>Assessment</b> <b>100% Final assessment as a result of the final exam (40%) and constant assessment (60%)</b> <b>40% Final exam (4 sets of written assignments, each assignment includes 1 essay, 1 mini-case and computer multiple choice tests)</b> <b>60% Constant assessment:</b> 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		
<b>Contents</b>		
<b>Thematic structure of the course:</b> 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		
<b>Literature</b>		
<b>Compulsory reading</b>		
1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний пос. – Дніпро: Університет імені Альфреда Нобеля, 2018. – 360 с. (базовий підручник)		
<b>Recommended reading</b>		
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. 4. Коваль Т.І Підготовка викладачів вищої школи: інформаційні технології у педагогічній діяльності: навч.-метод. пос. / Т.І. Коваль. – К.: Вид. центр КНЛУ, 2009. – 380 с. 5. Кошечко Н.В. Методика викладання у вищій школі: навч. пос. – Ніжин: НДУ ім. М. Гоголя, 2013. – 115 с. Михайліченко М.В., Рудик Я.М. Освітні технології: навч. пос. – К.: ЦП «КОМПРИНТ», 2016 – 583 с. 6. Bender, T. (2012). Discussion-based Online Teaching to Enhance Student Learning. Theory,		

Practice and Assessment. Virginia: Stylus Publishing, LLC.

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8. Lyle, Sue(2008) 'Dialogic Teaching: Discussing Theoretical Contexts and Reviewing Evidence from Classroom Practice', *Language and Education*, 22: 3, 222 — 240  
 (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].

9. Zhu, C. (2012). Student Satisfaction, Performance, and Knowledge Construction in Online Collaborative Learning. *Journal of Educational Technology & Society*, 15(1), 127-136  
 (<http://goo.gl/xl-on1X>) (2015-07-05).

## METHODOLOGY AND ORGANIZATION OF ACADEMIC RESEARCH

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 48 hours in class	6 / Elective	Ivan Batrachenko, Doctor of Science, Professor	180 hours (24 h. lectures, 24 h. seminars/practical, 108 h. self-study time)

### Course aims:

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;	1. Lecture, practical classes, discussion	1. Participation in the discussion (CAS)
2) possess methodology and methods of scientific research;	2. Practical classes, self-study activity, Role play	2. Participation in the role play (CAS)
3) operate the technique of work with documental, informational, bibliographic sources of information and special literature;	3. Lecture, tutorials	3. Test (CAS)
4) apply basic processes of scientific research;	4. Internet search, self-study activities, Student-group reports	4. Test, Student reports assessment (CAS)
5) apply methods of theoretical research and correlation analysis;	5. Solving problems, multimedia	5. Solving problems, (CAS)
6) operate methodology of experimental research and methods of graphic images of experimental results;	6. Writing abstracts of reports, participating in conferences	6. Reports, participating in conferences (CAS)
7) summarize and execute results of scientific research, represent the result of research at scientific conferences and seminars;	7. Practical classes, preparation of a scientific article	7. Participation in the discussion, scientific article (CAS)

Learning outcomes 1, 2, 3, 4		Mid-term control: computational exercises, mini case (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Participation in the discussion 20% Participation in the role play 20% Test (multiple choice, computer) 20% Solving problems 20% Presentation (oral, multimedia)		
<b>Contents</b>		
<b>Thematic structure of the course:</b> 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 of experimental research 7) Scientific work 8) Identify the results of research and planning events for their implementation		
<b>Literature</b>		
<b>Compulsory reading</b>		
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. <i>Методологія та організація наукових досліджень: посібник /</i> 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.		
<b>Recommended reading</b>		
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: Rout ledge. 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

<b>METHODS OF TEACHING OF SOCIAL AND PEDAGOGICAL DISCIPLINES</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 48 hours in class	6 / Elective	Olena Lavrentieva, Doctor of Science, Full Professor	180 hours (24 h. lectures, 24 h. seminars/practical, 132 h. self-study time)
<b>Course aims:</b> The aim of the discipline: to provide the general theoretical and practical training of master's students who are able to provide optimal and scientifically-based teaching of disciplines of socio-pedagogical profile, concerning essence of methodology of teaching social and pedagogical, 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.				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) have knowledge of theoretical and methodological approaches to humanitarization and technologization of the higher education, the methodology of teaching social and pedagogical, the principles, forms, methods, technologies of training at the higher school;		1) 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	1) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)	
2) 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;		2) game technologies, the presentations, a project work, search in the Internet	2) participation in role-playing game (business game), assessment of the presentation (CAS)	

<p>3) choose and apply technologies of training during teaching social and pedagogical subjects depending on the purposes and tasks which are solved in educational process, to use technical and computer learning tools;</p> <p>4) independently and creatively to work at theoretical and practical material, to present information according to the aim;</p> <p>5) apply the methods and techniques of pedagogical influence on personality and methods of pedagogical research in the study and implementation of effective forms and methods of training and education;</p> <p>6) support and form favourable social and psychological climate in a group for successful teaching activity;</p> <p>7) master teaching techniques and culture of teacher of the university, to manage knowledge about students' age features;</p> <p>8) apply methodology of development of educational materials and teaching in higher education;</p> <p>9) use the acquired ability and skills in process of preparing of methodological support for various types of studies and assessment of knowledge;</p> <p>10) follow basic requirements for the organization and control of independent and individual forms of students' work</p>	<p>3) imitating methods, the presentations, a project work, search in the Internet</p> <p>4) independent work, the presentations, a project work, search in the Internet</p> <p>5) lecture, tutorials, discussion Resolution of pedagogical case studies</p> <p>6) tutorials, case study in small groups</p> <p>7) problem lecture, discussion</p> <p>8) problem lecture, discussion</p> <p>9) role-playing game, resolution of pedagogical case studies</p> <p>10) self-study activity, tutorials</p>	<p>3) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills</p> <p>4) research project, assessment of the presentation (individual presentation)</p> <p>5) participation in the discussion Participation in the case study (CAS)</p> <p>6) pedagogical case studies, test (CAS)</p> <p>7) participation in the discussion, practical skills assessment, test (CAS)</p> <p>8) participation in the discussion</p> <p>9) pedagogical case, participation in the pedagogical case studies (CAS)</p> <p>10) practical skills assessment</p>
Learning outcomes 1-5		Mid-term control (CAS)

### Assessment

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

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

### Contents

#### Thematic structure of the course:

- MODULE 1. Methodological and didactic bases of study of professional academic disciplines in the process of preparation of social pedagogues at higher education institution
1. Methodology of teaching of socio-pedagogical disciplines as a science and educational discipline
  2. Content of professional preparation of social workers at higher education institution

3. General didactic principles of the process of training at higher education institution
  4. Organizational features of the process of training at higher education institution
  5. Teachers and students as subjects of the studying process at higher education institution
- MODULE 2.
6. The main forms of organization of cognitive activity of students at higher education institution
  7. Lecture of socio-pedagogical orientation as the main form of presentation of material at higher education institution
  8. Features of seminar, practical, laboratory classes of socio-pedagogical direction
  9. The main means of studying of socio-pedagogical disciplines
  10. Basic methods and techniques of training during the studying of socio-pedagogical disciplines
  11. Organization of students' independent training activities
  12. Organization of students' scientific research activities
  13. Methodology of organizing of socio-pedagogical practices in the process of professional training

### **Literature**

#### **Compulsory reading**

1. Артемова Л. В. Педагогіка і методика вищої школи : навч.-метод. посіб. для викл., асп., студ. магістратури / Л. В. Артемова. – К. : Кондор, 2008. – 272 с.
2. Вайнола Р. Методика викладання дисциплін соціально-педагогічного циклу : навч. посіб. / Р. Вайнола. – К. : Центр учб. л-ри, 2012. – 140 с.
3. Вайнола Р. Х. Методика викладання соціально-педагогічних дисциплін : навч. посіб. / Р. Х. Вайнола, С. О. Сисоєва. – К. : Київ. ун-т ім. Бориса Грінченка, 2010. – 152 с.
4. Капська А. Й. Методика викладання дисциплін соціально-педагогічного циклу : навч. посіб. / А. Й. Капська. – К. : Центр учб. л-ри, 2012. – 140 с.
5. Лякішева А. В. Методика викладання навчальних дисциплін соціально-педагогічного напрямку студентам ВНЗ : навч.-метод. посіб. / А. В. Лякішева, Л. К. Грицюк. – Луцьк : Східноєвроп. нац. ун-т ім. Лесі Українки, 2013. – 504 с.
6. Bender, T. (2012). Discussion-based Online Teaching to Enhance Student Learning. Theory, Practice and Assessment. Virginia: Stylus Publishing, LLC.
7. Sarah Lewthwaite and Michelle M. Holmes (2018) The Pedagogy of Social Science Research Methods Textbooks.
8. Teaching Methods for Higher Education. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.

#### **Recommended reading**

9. Астахова Е. В. Методика организации и проведения семинарских занятий по предметам гуманитарного цикла / Е. В. Астахова. – Харьков : [б. и.], 2000. – 52 с.
10. Білан Л. Л. Методика викладання у вищій школі : навч. посіб. / Л. Л. Білан. – Ніжин : ПП Лисенко, 2010. – 399 с.
11. Грицюк Л. К. Методика викладання соціально-педагогічних дисциплін : навч. посіб. для студ. вищ. навч. закл. / Л. К. Грицюк, А. В. Лякішева. – Луцьк : Волин. нац. ун-т ім. Лесі Українки, 2010. – 328 с.
12. Жигір В. І. Професійна педагогіка : навч. посіб. [для студ. ВНЗ] / В. І. Жигір, О. А. Чернега. – К. : Кондор, 2012. – 338 с.
13. Інтерактивні технології навчання : теорія, практика, досвід : метод. посіб. / авт.-уклад. : О. Пометун, Л. Пироженко. – К. : АПН, 2002. – 136 с.
14. Карандашев В. Н. Методика преподавания психологии : учеб. пособие / В. Н. Карандашев. – СПб. : Питер, 2009. – 250 с.
15. Кнодель Л. В. Педагогіка вищої школи : посіб. для майстрів / Л. В. Кнодель. – К. : Вид. Паливода А. В., 2008. – 136 с.
16. Кучерявий О. Г. Модульно-розвивальне навчання у вищій школі: аспекти проектування / О. Г. Кучерявий. – Донецьк : ДонНУ, 2006. – 304 с.



17. Марчук С. С. Технологія проведення практичних занять, самостійних позааудиторних робіт та самоконтролю знань із спецкурсу «Організація самостійної роботи студентів» / С. С. Марчук. – Луцьк : Твердиня, 2009. – 100 с.
18. Ортинський В. Л. Педагогіка вищої школи : навч. посіб. для студ. ВНЗ / В. Л. Ортинський ; М-во освіти і науки України, Львів. держ. ун-т внутр. справ. – К. : ЦУЛ, 2009. – 472 с.
19. Товканець Г. В. Університетська освіта : навч.-метод. посіб. [для студ. ВНЗ] / Г. В. Товканець ; М-во освіти і науки України, Мукачів. держ. ун-т, Лаб. наук. дослідж. та інновац.-освітн. технологій. – К. : Кондор, 2011. – 186 с.
20. Alexander, R. 2000. *Culture and Pedagogy: International Comparisons in Primary Education*. Oxford: Blackwell.
21. Bates, A. T. (2015). Teaching in a digital age. *Glokalde*, 1(3). Retrieved from <http://dergipark.ulakbim.gov.tr/glokalde/article/view/5000135229>
22. Ball, C. T., and L. E. Pelco. 2006. "Teaching Research Methods to Undergraduate Psychology Students Using an Active Cooperative Learning Approach." *International Journal of Teaching and Learning in Higher Education* 17 (2): 147–154.
23. Keyser, M. (2000). Active learning and co-operative learning: understanding the difference and using both styles effectively. *Research Strategies*, 17 (1), 35-44.
24. Lewthwaite, S. & Nind, M. (2016). Teaching research methods in the social sciences: expert perspectives on pedagogy and practice. *British Journal of Educational Studies*. 64 (4), 413-430. DOI: 10.1080/00071005.2016.1197882.

## ELECTIVE COURSES

<b>PEDAGOGY AND PSYCHOLOGY IN HIGHER EDUCATION</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	6 / Elective	Nataliia Volkova, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
<p><b>Course aims:</b> 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>				
<b>Learning outcomes</b> At the end of the course students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (ongoing monitoring CAS, final monitoring FAS)</b>	
1) apply methods and techniques of pedagogical influence on personality; 2) use knowledge of pedagogy in organizing training, managing staff, promoting social activity of personality; 3) apply methods of pedagogical research in studying and implementing effective forms and methods of training and educating; 4) create and maintain favorable socio-psychological atmosphere for successful educational activities; 5) use methods, techniques of educational and cognitive activity of students (conversation, dialogue, discussion, brainstorming session, role-playing game, group work, etc.); 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; 7) apply the methods of scientific and pedagogical research in work with students; 8) orientate in modern psychological issues of higher educational establishments; 9) take into account psychological peculiarities of a student group during the teaching process;		1) Lecture by guest speaker, tutorials, discussion 2) Tutorials, self-study activity, role-playing game 3) Self-study activity, case study 4) Internet search, self-study activities 5) Lecture, tutorials, role-playing game 6) Problem lecture, case study in small groups 7) Interactive lecture, discussion, case study 8) Self-study activities, mini cases 9) Lecture, work in pairs to solve problems	1) Participation in the discussion (CAS) 2) Participation in the role-playing game, test (CAS) 3) Case study presentation, test (CAS) 4) Presentation (CAS) 5) Participation in the role-playing game, test (CAS) 6) Peer small group presentation (CAS) 7) Participation in the brainstorming session (CAS) 8) Practical skills assessment, case study (CAS) 9) Oral answers to questions, explanation	

<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>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>10) role-playing game, work in pairs to solve problems</p> <p>11) Practical classes, discussion on the basis 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>solving problems (CAS)</p> <p>10) Participation in the role-playing game, explanation solving problems (CAS)</p> <p>11) Practical skills assessment, 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><b>Assessment</b></p> <p><b>100% Final assessment as a result of final exam (40%) and constant assessment (60%)</b></p> <p><b>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</b></p> <p><b>60% Continuous assessment:</b></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><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Theoretical and methodological basis of higher educational pedagogy</li> <li>2. Methods and techniques of modern scientific-pedagogical research</li> <li>3. System of higher education as a special institution</li> <li>4. Regulatory requirements for educational process in higher education</li> <li>5. Ukrainian students as a special socio-demographic group of young</li> <li>6. Pedagogical culture of a teacher of higher education establishments</li> <li>7. Organization of educational process in higher school</li> <li>8. Components of educational process of higher educational establishments</li> <li>9. Teaching methods in a higher education</li> </ol>		

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**

1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний посібник. Дніпро: Університет імені Альфреда Нобеля, 2018. 360 с.
2. Каплінський В.В. Методика викладання у вищій школі: Навчальний посібник. Вінниця: ТОВ «Ніланд ЛТД», 2015. 224 с.
3. Козлова Г.М. Методика викладання у вищій школі: Навчальний посібник. Одеса: ОНЕУ ротапринт, 2014. 200 с.
4. Методика викладання у вищій школі : навчально-методичний посібник / Уклад. : В. І. Кобаль. Мукачево : Вид-во МДУ, 2016. 203 с.
5. Прищак М.Д., Залюбівська О. Б. Педагогіка, психологія та методика викладання у вищій школі: курс лекцій. Вінниця : ВНТУ, 2019. 150 с.

#### **Recommended reading**

1. Brown, C. E., & Sheerin, K. M. (2018). The role of graduate students as mentors in health service psychology programs. *Training and Education in Professional Psychology*, 12, 22–28. <https://doi.org/10.1037/tep0000165>
2. Clark D. Campbell, Jennifer A. Erickson Cornish (2018) Forward to the Special Section in *Training and Education in Professional Psychology “Mentoring in Health Service Psychology”* *Training and Education in Professional Psychology*, 12(1), 2-3. <http://dx.doi.org/10.1037/tep0000189>
3. *Teaching Methods for Higher Education*. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.
4. Klug J, Bruder S, Kelava A, Spiel C, Schmitz B. Diagnostic competence of teachers: A process model that accounts for diagnosing learning behavior tested by means of a case scenario. *Teaching and Teacher Education*. 2013; 30: 38-46.
5. Khnyfr H. The higher education system in the world with strategy. *Journal of Cultural Management*. 2005; 3(9): 10.
6. Mattes, W., (2007), *Nastavne metode. 75 kompaktnih pregleda za nastavnike i učenike*, Zagreb: Naklada Ljevak/
7. McCarthy, P. (1992). *Common Teaching Methods*. Retrieved July 24, 2008
8. *Typical Teaching Situations: A handbook for Faculty and Teaching Assistants* (n.d.). Retrieved July 23, 2008

<b>CUTTING-EDGE TECHNIQUES OF ORGANIZATION OF EDUCATIONAL PROCESS IN IN HIGHER EDUCATION</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/10 weeks, 40 hours in class	4 / Elective	Olha Lebid, Doctor of Science, Professor	120 hours (20 h. lectures, 20 h. tutorials, 80 h. self-study time)
<b>Course aims:</b> The course is aimed at developing mastery of a system of knowledge and skills to use and develop in management in the educational system.				
<b>Learning outcomes</b>  On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) choose the best forms and methods of organizing the educational process and apply them; 2) develop and conduct various studies based on the designed technology;  3) apply basic psychological and pedagogical knowledge for finding rational technological forms and methods of teaching and the ability to combine them with the demands and opportunities of modern higher education; 4) apply modern and effective methods of organizing the educational process; 5) take into account the psychological mechanisms, peculiarities of the teaching and training process when dealing with the different subjects of the educational process; 6) solve and substantiate the choice of pedagogical decisions for introducing effective training technologies		1. Lecture, tutorials  2. Tutorials, self-study activity  3. Guided self-study activities  4. Role play  5. Internet search, self-study activities  6. Pedagogical tasks, case study in small groups	1. Essay, test (CAS)  2. Presentation assessment (individual presentation assessment) (CAS) 3. Participation in the discussion (seminar, debates, brainstorming etc.), answers (oral) test (CAS) 4. Participation in the role play (CAS) 5. Peer small group presentation (CAS)  6. Case study in small group presentation (CAS)	
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 15% Test (multiple choice, computer) 15% Essay(written) 20% Answers (oral), participation in the discussion 15% Participation in the role play 15% Presentation (oral, multimedia) 10% Participation in the brainstorming 10% Case study presentation				
<b>Contents</b>				
<b>Thematic structure of the course:</b>				

1. Concept of technology in education. Technological approach to the teaching process
2. Methodological requirements for technology training
3. Types of teaching technology
4. Self-development technology (by M. Montessori)
5. Personality-centered educating technology
6. Technology of organizing learning activities in groups
7. Technology of developing education (by V.V. Davydov, L.V. Zankovyi)
8. New information technologies (NIT) of training, their characteristics
9. Cooperative teaching technology
10. Collaborative teaching technology
11. Case-technology
12. Design technology
13. Gaming technology training

### Literature

#### Compulsory reading

1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навч.-метод. посіб. Дніпро : Університет імені Альфреда Нобеля, 2018. 360 с.

#### Recommended reading

1. Падалка О.С., Нісемчук А.М., Смолюк І.О., Шпак О.Г. Педагогічні технології : навч. посіб. для вузів. К. : Укр. енцикл. ім. М.П. Бажана, 1995. 254 с.
2. Пехота О.М., Кіктенко А.З., Любарська О.М. та ін. Освітні технології : навч.-метод. посіб. К. : А.С.К., 2001. 256 с.
3. Полат Е.С. Новые педагогические и информационные технологии в системе образования. М.: Академия, 2009. 270 с.
4. Селевко Г.К. Современные образовательные технологии : учеб. пособ. М. : Нар. образование, 1998. 256 с.
5. Хуторской А.В. Современная дидактика : учеб. СПб. : Питер, 2001. 544 с.
6. Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Cambridge, MA: The MIT Press.
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### ***CRISES AND DEFORMATIONS OF PROFESSIONAL DEVELOPMENT OF A SPECIALIST***

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

<p style="text-align: center;"><b>Learning outcomes</b></p> <p>On completion of the course, students will be able to:</p>	<p style="text-align: center;"><b>Teaching methods, teaching and learning activities</b></p>	<p style="text-align: center;"><b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b></p>
<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><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>15% Test (multiple choice, computer)</p> <p>15% Answers (oral)</p>		

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**

1. Кокун О.М. Психологія професійного становлення сучасного фахівця: Монографія. – К.: ДП "Інформ.-аналіт. агенство", 2012. – 200 с.
- Баклицький І.О. Психологія праці: Підручник. 2-ге вид., пер. і доп. – К.: Знання, 2008. – 655 с.
2. Зеєр Е.Ф., Сыманюк Э.Э. Психологія професійних деструкцій: Уч. для вузів. - М.: Академич. проект, 2005. – 240 с.

##### **Recommended reading**

1. Безносков С.П. Профессиональная деформация личности. СПб., 2004. -272 с.
2. Бодров В.А. Психология профессиональной пригодности: Учеб. пособ. для вузов – СПб.: Персе, 2001. – 511 с.
3. Личность и профессия: психологическая поддержка и сопровождение: Учеб. пособие. / Л.М.Митина, Ю.А.Кореляков, Г.В.Шавырина и др.; Под ред. Л.М.Митиной. М.: Академия, 2005. - 336 с.
4. Толочек В. А. Современная психология труда: Учеб. пособ. – СПб.: Питер, 2005. – 479 с.
5. Garvin C. & Rees B. Groupwork with Women / Groupwork with Men. Special issue of Social Work With Groups. – New York: Haworth Press, 1983. – 71 p.
6. Garvin C. “Practice with Task – centered Groups” in Task – centered Practice with Families & Groups. – New York: Springer Publishing Company, 1985. – 90 p.
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8. Holt High School (1997-1998). Handbook. – Holt Senior High School: 1784 Aurelius Road, Holt MI 48842, 1998. – 81 p.
9. Adams, A., Tulasiewicz, W. The Crisis in Teacher Education: A European Concern? London: The Falmer Press. – 1995.
10. Eitzen D. Stanley. Social Problems (2-nd ed.). – Boston: Aclyn & Bacon Inc., 1980. – 590 p.
11. Elementary Intern Program (1964-1973) / Michigan Document Services: MSU's best coursepacks. – Michigan: Michigan State University. Press. – P. 23-24.
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. “Dissennation” in The Task – Centered system. – New York: Columbia University Press, 1978. – 216 p.



**PSYCHOLOGICAL PROBLEMS OF PARENT-CHILD RELATIONSHIPS**

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

<b>Learning outcomes</b> On completion of the course, students will be able to:	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
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), presentations, project work, Internet search	Oral answers to questions, problem solving (problem situations), explanation of problem solving, presentation evaluation (CAS)
3) have knowledge of theoretical and methodological approaches to the humanization and technologicalization of higher education, principles, forms, methods, technologies of higher education;	Lecture, problem lecture, "round table" on the topic of independent search work, seminar-debate, seminar-dialogue, problem solving, work in microgroups,	Oral answers to questions, problem solving (problem situations), participation in a role play (business game) (CAS)

<p>4) compile a 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>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>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><b>Assessment</b>  <b>100% Final assessment as a result of 100% continuous assessment</b>  10% Participation in discussions, debates, participation in game technologies  20% Individual tasks for the development and implementation of learning technologies  30% Tests  40% Mid-term control (mini case, tests, essays)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b>  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.</p>		

## Literature

### Compulsory reading

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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.
6. Кэмпбелл Р. Как на самом деле любить детей / Р. Кэмпбелл. — М.: Знание, 1992. – 192 с.Седих, К. В. Психология сім'ї [Текст]: навч. посіб. / К. В. Седих. – 2-ге вид. – К.: ВЦ «Академія», 2017. – 192 с. (Серія «Альма-матер»)
7. Семиченко, В. А. Психология та педагогіка сімейного спілкування [Текст]: навч. посіб. для вузів / В. А. Семиченко, В. С. Залуженюк. – К.: Веселка, 1998. – 214 с.
8. Стрельник, О. Турбота як робота: материнство у фокусі соціології [Текст]: монографія / О. Стрельник. – Київ: Критика, 2017. – 288 с.
9. Шишак, О. І. Грудне вигодовування як барометр якості материнськодитячого зв'язку [Текст] / О. І. Шишак // Дитяча та юнацька психотерапія. Теорія і практика в сучасних наукових дослідженнях / за заг. ред. Г. В. Католик [Колективна монографія].– Л., 2012. – С.181–193.
- 10.Целуйко В. М. Психология неблагополучной семьи / В. М. Целуйко. – М.: Владос, 2004. – 272 с.
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.
12. Байер О. О. Вибрані лекції з дисципліни «Психологія сім'ї» [Текст] / О.О.Байер, О.І.Глушко. – Дніпро: РВВ ДНУ, 2018. – 52 с.
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. Психология сім'ї / О. І. Бондарчук. – К.: МАУП, 2001. – 197 с.
2. Деніжна С. О. Етика і психология сімейного життя: навчальний посібник / С. О. Деніжна, М. О. Сова. – К.: Вид. центр НУБіП України, 2010. – 212 с.
3. Захаров А.И. Неврозы у детей и подростков: Анамнез, этиология и патогенез / А. И. Захаров. – Л., 1988. – 212 с.
4. Карабанова О.А. Психология семейных отношений и основы семейного консультирования / О. А. Карабанова. – М.: Гардарики, 2005. – 320 с.
5. Кон И. С. Ребенок и общество / И. С. Кон. – М.: Академия, 2003. – 336 с.
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7. Эйдемиллер Э. Г. Семейный диагноз и семейная психотерапия / Э. Г. Эйдемиллер, И. В. Добряков, И. М. Никольская. – СПб: Речь, 2005. – 333 с.
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<b>CORRECTIONAL WORK IN THE FIELD OF EDUCATION</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
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)
<b>Course aim:</b>				
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.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
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 theoretical and practical material, present information in accordance with the goal;		Problem solving. Search for material to solve the problem situation		Independent work, presentation, problem solving (CAS)
3. Critically comprehend the problems of correctional psychology and its applied aspects and have knowledge of modern methods of correction		Video, discussion, practical seminar.		Participation in the discussion, oral answer (CAS)
4. To present, discuss and defend their views orally and in writing to professional and non-professional audiences		Problem lecture, webinar, master class		Master class development, participation in webinars, presentations (CAS)
5. Use theoretical knowledge for the development, implementation and use of new methods of psycho-correctional work.		Presentations, role-playing games, work in microgroups		Participation in a role play, evaluation of the presentation (CAS)
6. Carry out psycho-correctional activities in the educational space (training, psychotherapeutic, counseling, psychodiagnostic and other depending specialization) using scientific verified methods and techniques.		Game technologies, presentations, project work, Internet search		Work in groups, independent work (CAS)

7. Make professional decisions in complex and unpredictable conditions, to adapt to new situations of professional activity, the level of psychological culture of society.	Creating a creative plan.	Independent work, creative task. (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Participation in the discussion/seminar 15% Participation in the role play 15% Practical skills assessment 15% Individual (creative) task 15% Answers (oral) 20% Presentation (oral, multimedia)		
<b>Contents</b>		
<b>Thematic structure of the course:</b> 1. Basic principles, rules and goals of psycho-correctional work in the field of education. 2. Requirements for the personality of a psychologist who exerts psycho-corrective influence in the educational space. 3. The specifics of the group form of psychocorrection. Features of group staffing. Group dynamics. 5. The main corrective forms of work with different age groups in the field of education. 6. Use of Gestalt therapy methods for correctional purposes. 7. The use of transactional analysis methods for corrective purposes. 8. The use of art therapy methods for correctional purposes		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> 1. Бодров В.А. Психологический стресс: развитие и преодоление. М.: ПЕР СЭ, 2006. 352 с. 2. Ващенко І.В., Антонова О.Г. Конфлікт. Посттравматичний стрес: шляхи їх подолання. Навч. посіб. Київ: Знання, 1998. 289 с. 3. Истратова, О. Н. Справочник по групповой психокоррекции. Ростов-наДону: Феникс, 2008. 443с. 4. Малкина-Пых И.Г. Экстремальные ситуации. М.: Эксмо, 2008. 928 с. (Новейший справочник психолога). 5. Немченко С.Г. Асертивні права особистості. Психологічна корекція девіантної поведінки старшокласників загальноосвітньої школи: Методичні рекомендації для вчителів, психологів загальноосвітніх шкіл. Запоріжжя: Прем'єр, 2004. 86 с. 6. Осипова А.А. Общая психокоррекция: Учебное пособие для студентов вузов. М.: ТЦ «Сфера», 2000. 512с. 7. Тимошенко Г.В. Работа с телом в психотерапии: практическое руководство. М.: Психотерапия, 2010. 480 с 8. Шапошников В.А. Основы психоконсультирования и психокоррекции : учебно-методический комплекс по специальности «Социальная педагогика» / авт.-сост.: В.А. Шапошников, Т.Е. Шапошникова. Новосибирск: НГПУ, 2008. 159 с. 9. Яценко Т.С. Психологічні основи групової психокорекції: Навч. посібник. К.: Либідь, 1996. 264 с 10. Яценко Т.С. Теорія і практика групової психокорекції: Активне соціально-психологічне навчання: Навч. посібник. К.: Вища шк., 2004. 679с.  <p style="text-align: center;"><b>Recommended reading</b></p> 1. Гремлинг С., Ауэрбах С. Практикум по управлению стрессом. СПб.: Питер, 2002. 240 с. 2. Кадыров Р.В. Посттравматическое стрессовое расстройство (PTSD): состояние проблемы, психоагностика и психологическая помощь: учебное пособие. СПб. : Речь, 2012. 448 с. 17		

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.
3. Малкина-Пых И.Г. Экстремальные ситуации. М.: Эксмо, 2005. 960 с. (Справочник практического психолога).
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5. Корольчук М.С. Актуальні проблеми психофізіології військової діяльності: Навчальний посібник. К.: КВГІ, 1996. 164 с.
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9. Murrain Stein Psychological Counseling. Textbook for Academic Baccalaureate 1983
10. Keller, P. E., Novembre, G., & Hove, M. J. (2014). Rhythm in Joint Action: Psychological and Neurophysiological Mechanisms for Real-Time Interpersonal Coordination. Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences, 369, 20130394.
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18. Fromm E. Healthy Society / Erich Fromm; trans. from English T.V. Banquetova, S.V.
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20. Zimbardo F. Social Impact / Philip Zimbardo, Mike Leippe; trans. from English
21. N. Malgina, A. Fedorova; under the scientific. ed. A.L. Svetsitsky. - St. Petersburg: Peter, 2011 .-- 448 p

<b>PROJECT MANAGEMENT IN THE SOCIAL SPHERE</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 36 hours in class	4,5 / Elective	Olha Lebid, Doctor of Science, Professor	135 hours (24 h. lectures, 12 h. seminars/practical, 99 h. self-study time)
<b>Course aims:</b> The aim of the discipline is to provide knowledge and basic skills to future professionals in performing the duties of team members to implement a specific project, as well as to lay the foundation for further improvement of their capabilities in the management of projects.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	

1) demonstrate comprehensive knowledge of modern methodological provisions and tools for evaluating the feasibility and effectiveness of educational projects	Problem lecture, lecture-reflection, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue	Participation in a discussion (seminar, debate, brainstorming, etc.), essay (CAS)
2) to use knowledge and experience of use of normative-methodical provisions on the organization of the beginning of project activity, formation of project alternatives, planning of processes of management of the maintenance of the project, communications and risk, acceptance of project decisions	Problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, solution of problem situations, seminar-solution of situational problems analysis of specific situations (case-study), presentations, search on the Internet	Oral answers to questions, problem solving (problem situations), problem solving, presentation evaluation (CAS)
3) ability to determine the phases of the project and its life cycle, type, composition and structure of the project after conducting systematic research, to form a concept, structure the project, establish links and interdependencies of work and stages in the project	Problem lecture, seminar-dialogue, problem solving, work in microgroups, presentations, Internet search, tests	Participation in discussions, solving test tasks (CAS)
4) define criteria for the effectiveness of project implementation, apply methods and tools of project management, evaluate the results of project activities and use methods of analysis of project implementation	Seminar-debate, seminar-dialogue, problem solving, "round table" on the topic of independent search work, presentations, project work, Internet search	Oral answers to questions, participation in the discussion (CAS)
5) use methods to determine the characteristics of each of the potential risks of the project, identify sources, symptoms and impacts of potential risks, quantify the possible consequences of risks for the project, develop risk management plans	"Round table" on the topic of independent search work, work in small groups	Oral and written interview, presentations, defense of projects (CAS)
6) communicate freely with colleagues, the wider pedagogical community, society as a whole on issues related to project management in the education system	Discussion, round table, case study	Participation in the discussion, participation in the case-study discussion (CAS)
7) carry out comprehensive planning of indicators of own project activity	Project protection, case study, presentations, Internet search	Protection of projects, solving situational tasks (CAS)

8) monitor all project implementation processes, identify deviations and justify the need for corrective action, evaluate the results of their own project activities	Project defense, solution of situational problems (case-study), presentations	Protection of projects, solving situational tasks (CAS)
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>15% Test (multiple choice, computer)</p> <p>15% Answers (oral)</p> <p>10% Essay</p> <p>15% Participation in the discussion</p> <p>15% Presentation (oral, multimedia)</p> <p>15% Participation in the brainstorming</p> <p>15% Case study presentation</p>		
<b>Contents</b>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. General characteristics of project management</li> <li>2. Projects as a means of solving management problems</li> <li>3. Social project management</li> <li>4. Social project planning</li> <li>5. Monitoring the implementation of the social project</li> <li>6. Risk management in social projects</li> </ol>		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Безпалько О.В. Соціальне проектування: навч. посіб. К., 2010. 127 с.</li> <li>2. Приймак В.М. Управління проектами: навч. посіб. К. : Київський національний університет імені Тараса Шевченка, 2017. 464с.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Heagney, J. Fundamentals of project management. 4<sup>th</sup> ed. American Management Association, 2012.</li> <li>2. Wallace W. Project Management. Edinburgh Business School, 2016.</li> <li>3. Baars W. Project Management Handbook. 2006.</li> <li>4. Heerkens Gary R. Project Management. The McGraw-Hill Companies, 2002.</li> <li>5. Williams M. The Principles of Project Management. SitePoint Pty. Ltd., 2008.</li> </ol>		



<b>FUNDRAISING IN SOCIAL WORKER'S ACTIVITY</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 36 hours in class	4,5 / Elective	Olha Lebid, Doctor of Science, Professor	135 hours (24 h. lectures, 12 h. seminars/practical, 99 h. self-study time)
<b>Course aims:</b> The course is aimed at developing mastery of a system of knowledge and skills to develop fundraising systems and understand its principles.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) operate the basic concepts and principles of fundraising;		1. Lecture, tutorials, discussion	1. Participation in the discussion (CAS)	
2) use their experience and determine the prospects of fundraising development;		2. Tutorials, self-study activity, role play	2. Participation in the role play, test (CAS)	
3) develop their own project and compose a grant application;		3. Self-study activity, tutorials	3. Project, grant application, test (CAS)	
4) apply method of attracting grants as an additional source of resources;		4. Internet search, self-study activities	4. Presentation (CAS)	
5) effectively use knowledge of planning and technology of project implementation;		5. Lecture, tutorials, Role play	5. Solving problems using appropriate software (CAS)	
6) analyse, monitor of ongoing projects and assess their future prospects;		6. Brainstorming, Solving problems	6. Peer small group presentation (CAS)	
7) choose effective strategy in the process of fundraising activity;		7. Lecture, resolution of case studies	7. Test, Case studies (CAS)	
8) plan the budget and analyse the results of fundraising activity		8. Problem lecture, case study in small groups	8. Peer small group presentation (CAS)	
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Test (multiple choice, computer) 10% Answers (oral) 10% Participation in the discussion 20% Participation in the role play 10% Presentation (oral, multimedia) 10% Participation in the brainstorming 20% Case study presentation				
<b>Contents</b>				
<b>Thematic structure of the course:</b> 1) The essence, principles, basic concepts of fundraising 2) Experience and prospects of fundraising				

- 3) Fundraising activities and forms of support
- 4) Funds and grants
- 5) Methods of fundraising activity
- 6) Planning fundraising activity
- 7) The choice of strategies and addresses
- 8) Budget and performance of fundraising activity
- 9) Basic methods of fundraisers

### **Literature**

#### **Compulsory reading**

1. Чернявська О.В., Соколова А.М. Фандрайзинг : навч. посіб. 2-е вид., з доопрац. та допов. К. : Алерта, 2015. 272 с.
2. Власова А.А., Зарубина Ю.Н. Технологии фандрайзинга в социальной работе : учеб.-метод.е пособ.; Ярослав. гос. ун-т им. П. Г. Демидова. Ярославль : ЯрГУ, 2018. 36 с.

#### **Recommended reading**

1. Бабій О.Я. Посібник з фандрейзингу для бізнес-об'єднань : посіб. К. : 2017. 168 с.
2. Климчук І.О. Теорія і технології реалізації інвестиційних механізмів у шкільній освіті: посіб. К.: Педагогічна думка, 2014. 87 с.
3. Кобзарев О. Фандрейзинг : навч. посіб. [для посадових осіб місцевого самоврядування]. Асоціація міст України. К., ТОВ «ПІДПРИЄМСТВО «ВІ ЕН ЕЙ», 2015. 84 с.
4. Краудфандинг и фандрайзинг как способы успешного привлечения ресурсов для устойчивой работы организации: метод. Материалы. Белгород, 2017. 40 с.
5. Кумаритова А.А. Фандрайзинг в Соединенных Штатах Америки: юридические рекомендации для российских некоммерческих организаций. М. : Проспект, 2015. 40 с.
6. Шевченко Д.А. Фандрайзинг образовательной организации : учеб. пособ. [для обучающихся по доп. проф. программам]. М. : Издательско-торговая корпорация «Дашков и К°», 2017. 335 с.
7. Guide to Fundraising & Grantwriting for Schools. Philadelphia: The School District of Philadelphia Office of Grant Development. 2017. 51 p.
8. Mutz, J. & Murray, K. Fundraising For Dummies, 3<sup>rd</sup> ed. Wiley Publishing, Inc. Indianapolis, Indiana. 2010. 387 p.
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10. Sargeant A., Shang J. Fundraising Principles and Practice, 2<sup>nd</sup> ed. 2017.
11. The Good Fundraising Guide. Where to start... London: Institute of Fundraising. 2006. 64 p.
12. UW-Parkside Fundraising Manual. Campus Activities & Engagement. 2014. 20 p. URL: [https://www.uwp.edu/live/offices/studentactivities/upload/Fundraising\\_manual2014.pdf](https://www.uwp.edu/live/offices/studentactivities/upload/Fundraising_manual2014.pdf)
13. Warner G. Engagement Fundraising. How to raise more money for less in the 21st century. MarketSmart. 2018. 192 p.

**PSYCHOLOGY OF MASS COMMUNICATION**

<b>Teaching language</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
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:**

Purpose of 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.

<b>Learning outcomes</b> On completion of the course, students will be able to:	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) to analyze the theoretical principles and principles of psychology of mass communications;	Lecture, seminar, discussion based on lecture materials and studied literature sources	Theoretical questions, participation in a discussion, Situational tasks (CAS)
2) analyze the features of the impact of mass communication on the recipient;	Lecture-dialogue, "Round table" on the topic of independent work, cases	Independent work, case studies (CAS)
3) possess the basics of psychology of mass communication and behaviour, mass moods and phenomena;	Lecture, seminar, project implementation	Independent work, oral answers to questions, evaluation of practical work (CAS)
4) possess techniques of social communication;	Problem lecture, seminar-dialogue, presentations, role-playing games	Independent work, participation in a role-play, oral answers to questions (CAS)
5) possess the means and models of political communication, their role in the information society	Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study)	Independent work, oral answers to questions, (presentation of case studies (CAS)
6) to recognize models of mass information influences on the subconscious in order to effectively counteract psy-attacks;	Student reports - individual and in groups, presentations, project work, Internet	Oral answers to questions, problem solving (problem situations), project evaluation and

<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>search</p> <p>Lecture, seminar, project implementation</p> <p>Independent work, Case study in small groups, presentations, Internet search</p>	<p>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><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>20% Answers (oral)</p> <p>20% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>25% Presentation (oral, multimedia)</p> <p>25% Case study presentation</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p>MODULE 1. THE ROLE AND SIGNIFICANCE OF MASS COMMUNICATION IN MODERN SOCIETY</p> <p>1. The emergence of mass communication in society</p> <p>2. Mass communication as a socio-psychological phenomenon</p> <p>Topic 3. The main directions and methods of research of mass communication</p> <p>MODULE 2. COMMUNICATIVE TECHNOLOGIES</p> <p>4. Psychological effects of mass communication. Belief in ZMK</p> <p>5. Psychology of propaganda</p> <p>6. Psychology of rumors and prejudices. Features of informing in ZMK</p> <p>7. The impact of demonstration of aggression in the media. The influence of the media on intergroup relations</p> <p>8. The influence of eroticism and sexual information</p> <p>9. Types of mass communication</p> <p>10. Fundamentals of technology of mass communication. Means and methods of mass communication</p> <p>11. Efficiency in mass communication. Effects of mass communication</p>		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <p>1. Богомолова Н.Н. Социальная психология массовой коммуникации. М.: Аспект Пресс, 2008.</p> <p>2. Выглажанин Д.А. Введение в политическую имиджологию. М.: Флинта: МПСИ, 2008.</p> <p>3. Почепцов Г.Г. Когнитивные войны в соцмедиа, массовой культуре и массовых коммуникациях. Оформитель М.С. Мендор. Харьков: Фолио, 2019. 314. (Современные технологии)</p> <p style="text-align: center;"><b>Recommended reading</b></p> <p>1. Бацевич Ф. Основи комунікативної лінгвістики: Підручник. К.: Видавничий центр „Академія”, 2004. 344 с.</p> <p>2. Березин В.М. Массовая коммуникация: сущность, каналы действия. М.: Рип-холдинг, 2003. 174 с</p> <p>3. Брайант Дж., Томпсон С. Основы воздействия СМИ: Пер. с англ. М.; СПб; К.: Узд. Дом „Вильямс”, 2004. 426 с.</p>		

4. Викентьев И.Л. Приемы рекламы и Public Relations. Программы-консультанты: 400 приемов, 200 учебных задач, 20 практических приложений. СПб.: Изд. дом «Бизнес-Пресса», 2004. 380 с.
5. Здоровега В.Й. Теорія і методика журналістської творчості: Підручник. 2-ге вид., перероб. і допов. Львів: ПАІС, 2004. 268 с.
6. Корнеев В.М. Підходи до вивчення прихованого текстового впливу. Вісн. Київ. ун-ту. Журналістика. 2001. Вип. 9. С. 75-79
7. Назаретян А.П. Психология стихийного массового поведения: толпа, слухи, политические и рекламные кампании: учебное пособие. 2-е изд., перераб. М.: Академия, 2005. 160 с
8. Почепцов Г.Г. Коммуникационные технологи. М.: Рефл-бук; К.: Ваклер, 2001. 348 с.
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.
11. Різун В.В., Непийвода Н.Ф., Корнеев В.М. Лінгвістика впливу. К.: Видавничо-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>
13. Стратегія і тактика комунікацій із громадськістю для організацій третього сектора: Методичний посібник. За ред. В.Г. Королька. К.: 2003. 216 с.
14. Чекмишев О.В. Основи професійної комунікації. Теорія і практика новинної журналістики: Підручник-практикум. К.: Видавничо-поліграфічний центр „Київський університет”, 2004. 130 с.
15. Якунин В.И. и др. Новые технологии борьбы с российской государственностью. М., 2013
16. Harris, R. J. & Sanborn, F. W. (2014). A cognitive psychology of mass communication(6th ed.). New York, NY: Routledge.
17. Richard Jackson Harris. A Cognitive Psychology of Mass Communication. New York Routledge, 2013. P. 560
18. William Fergus Martin. Four Steps to Forgiveness. A powerful way to freedom, happiness and success. 2014
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20. Perry, David K. Theory and research in mass communication: contexts and consequences. Second Edition. New York. 2009. 379 p.
21. [http://www.nraismc.com/wp-content/uploads/2017/03/102\\_-\\_Introduction\\_to\\_Mass\\_communication\\_\\_1\\_.pdf](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.

<b>CONTENT AND METHODOLOGY OF PSYCHOSOCIAL WORK</b>				
<b>Teaching language</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
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)
<p><b>Course aims:</b> formation of systemic knowledge about content and methods of psychosocial and social activity, acquisition of knowledge, skills, technologies and methods that contribute to the implementation of an individual psychological approach with different categories of the population who are in a crisis situation and is characterized by various forms of social disadaptation as well as rendering psychosocial assistance in improving interpersonal relations in domestic and industrial spheres; expanding clients' range of socially and personally acceptable means for independent avoidance of problems and capability with difficulties; assistance to clients in actualization of their creative, intellectual, personal, spiritual and physical resources to overcome the crisis state; stimulation of clients' self-esteem and self-confidence.</p>				
<b>Learning results</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) analyze and compare existing views on the object of psychosocial work;		Lecture, seminar, discussion based on the materials of the lecture and studied literature.	Participation in the discussion, oral answers (CAS)	
2) understand socio-psychological factors underlying various social processes and human behavior in society;		Problem-centered lecture, seminar-dialogue, presentations, role-playing games	Independent work, oral answers, role-playing games (CAS)	
3) practice methods and techniques in the field of diagnostics of socio-psychological phenomena, study of problems of population;		Lecture-dialogue, "Round table" on the topic of independent work, cases	Independent work, solving of cases (CAS)	
4) possess methods and technologies for conducting consultation work with clients and their families, taking into account the individual psychological characteristics of clients and the specifics of their problem situation, nature of intra-family relations;		Lecture, seminar, project implementation	Individual work, oral answers, practical work assessment (CAS)	
5) possess basic psychotherapeutic techniques and possible interaction of a social worker, psychologist and psychotherapist;		Problem-centered lecture, "round table" on the topic of independent research work, presentations	Oral answers, tasks solving (problem situations), explanation of tasks solving (CAS)  Independent work, oral answers, case study presentation (CAS)	

6) possess effective technologies of psychosocial work with clients and client social work groups;	Lecture-discussion, seminar, work in small groups, analysis of specific situations (case-study)	
7) demonstrate knowledge about the nature and peculiarities of difficult life situations that are formed in various spheres of life, with various individuals and categories of client groups and the content of technologies for social work with them;	Student reports – individual and in groups, presentations, project work, the Internet search	Oral answers, tasks solving (problem situations), projects and presentations assessment (CAS)
8) possess the technology of conducting group psychosocial work and socio-psychological trainings.	Independent work, case study in small groups, the Internet search	Oral answers, case study (case study presentation), presentation assessment (CAS) Mid-term control (CAS)
Learning outcomes 1-4		

**Assessment**

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

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

**Contents**

**Thematic structure of the course:**

**MODULE 1. PSYCHOSOCIAL ASSISTANCE AND PSYCHOSOCIAL WORK**

1. Concept and features of psychosocial assistance and work
2. Diagnostic and functional schools of social work.
3. Content and methods of psychosocial work in various organizations and institutions.
4. Psychological counseling in social work.
5. Psychology of difficult life situations and behavioral strategies.
6. Theories of aggression and violence, conditions of psychosocial assistance to victims of violence.
7. Addictiveness as a result of social unhappiness.

**MODULE 2. METHODS AND TECHNIQUES OF PSYCHOSOCIAL ASSISTANCE**

8. Forms and technologies of psychosocial activity.
9. Indigo as a new category of children with special needs.
10. Post-traumatic syndrome and mental trauma as an object of prevention and rehabilitation.
11. Private methods and technologies of preventive and rehabilitation work with socially disadvantaged groups.
12. Psychosocial work with the elderly, disabled and people with mental disorders.
13. Psychosocial work in penitentiary institutions.
14. Use of psychosocial technologies in activities of a specialist in social work.
15. Socio-psychological training.

**Literature**

**Compulsory reading**

1. Беззубик К.В. Содержание и методика психосоциальной работы в системе социальной работы: учебное пособие, под ред. Е.А. Сигиды. М.: ИНФРА-М, 2017. 168 с.
2. Фирсов, М.В. Психология социальной работы: содержание и методы психосоциальной

практики: учебное пособие для бакалавров. 6-е изд., перераб. и доп. Москва: Издательство Юрайт, 2013. 390 с. (Бакалавр. Прикладной курс). ISBN 978-5-9916-2656-9. URL: <https://urait.ru/bcode/370700> (дата обращения: 03.05.2020).

3. Холостова, Е.И. Социальная работа с пожилыми людьми [Электронный ресурс]: учебник для бакалавров. 7-е изд., перераб. и доп. М.: Дашков и К, 2014. 340 с.

### Recommended reading

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7. Горбунова В.В., Карачевський А.Б., Климчук В.О., Нетлюх Г.С., Романчук О.І. Соціально-психологічна підтримка адаптації ветеранів АТО: посібник для ведучих груп. Львів: інститут психічного здоров'я Українського католицького університету, 2016. 96 с.

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<b>INTERNSHIP</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2,3 /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><b>Internship aims:</b></p> <p>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.</p> <p>2. Gaining practical experience of socio-pedagogical work on the basis of a specific department of the center of social services for families, children and youth; research of clients' problems, planning, implementation and analysis of the results of professional intervention in a social problem (client's social situation) in accordance with the competence of a specific department of the center of social services for families, children and youth</p>				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
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 social work 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

5) collect, systematize and analyze statistical information;	Self-study activities, work at the internship	pedagogical problems 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 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)
<b>2 semester</b> Learning outcomes 1-2	Writing a report, discussion, preparation of a presentation	Internship report, presentation (CAS)
<b>3 semester</b> Learning outcomes 3-5	Writing a report, discussion, preparation of a presentation	Internship report, presentation (CAS)
<b>Assessment</b> <b>The results of each internship are evaluated separately by the final grade</b> <b>2 semester</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 30% Assessment by the internship employer 50% Report 20% Presentation <b>3 semester</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 30% Assessment by the internship employer 50% Report 20% Presentation		
<b>Contents</b>		
1. Working out and implementing a program of consultation, training, research and educational activity. 2. Contemporary institution of the family, motherhood and fatherhood.		

3. Contemporary organization of socio-pedagogical work studied on the basis of a specific department of the center of social services for families, children and youth
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.
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#### **Recommended reading**

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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

### Social Work and Pedagogy (Master's Degree)

Semester

1	2	3
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Teaching Units (Courses), ECTS*		
Mandatory		

Courses of General training

5		3
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Courses of Professional training

16	16,5	
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**TOTAL**

<b>21</b>	<b>16,5</b>	<b>3</b>
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Teaching Units (Courses)		
Elective**		

Courses of General training

	6	
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Courses of Professional training

9	4,5	3
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**TOTAL**

<b>9</b>	<b>10,5</b>	<b>3</b>
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Internship 9 ECTS
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Master's Thesis 18 ECTS
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**TOTAL**

Mandatory 40,5	Elective 22,5	Internship 9	Master's Thesis 18
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\*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