SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME PSYCHOLOGICAL ASSISTANCE AND RECOVERY (Master's degree)

COURSE CATALOGUE

2025–2026 academic year

Dnipro 2026

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MANDATORY COURSES

<table>
<tr><td colspan="5">ACADEMIC FOREIGN LANGUAGE</td></tr>
<tr><td colspan="5">The course aims to ensure practical mastery of a foreign language at a professional level and to develop the necessary communicative competence for the professional interaction in both oral and written forms. The course aims to enhance the English linguistic competence of Master’s students specializing in Psychology. It focuses on developing skills for fluent and correct communication across a wide range of academic and professional situations, with an emphasis on pragmatic, professional, and intercultural communication, mastering monologues and dialogues within specialized topics to develop skills for articulating a professional stance and employing methods for effective influence on interlocutors, preparing, delivering, and publicly discussing presentations on professional issues and personal research results, with a focus on the communicative aspects of academic discourse.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>English</td><td>1, 2 / 28 weeks</td><td>6 / Mandatory</td><td>Olha Derbak, PhD in Pedagogy, Associate Professor;
Svitlana Storozhuk, PhD in Pedagogy, Associate Professor</td><td>180 hours (48 h. practical classes, 132 h. self-directed learning)</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the course, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS)</td></tr>
<tr><td colspan="3">1) Demonstrate skills in academic, professional, and intercultural communication, as well as international cooperation, presenting results of scientific research in the field of psychology in a foreign language in both oral and written forms and possessing a level of English language proficiency sufficient for successful communication in professional and social spheres.</td><td>Completing tasks for self-directed learning, reading various types of periodicals, analyzing information from specialized academic journals, business magazines, and professional news outlets, listening to audio and video materials in the field of study</td><td>Assessment of practical skills, oral answers to questions, checking the correctness of completing test tasks (CAS)</td></tr>
<tr><td colspan="3">2) Analyse verbal and video texts of upper-intermediate professional complexity, where authors express specific attitudes and viewpoints and recognize a wide range of specialized terminology and abbreviations within the professional field</td><td>Self-directed learning assignments, Internet searches, textbook assignments, vocabulary drills, essay writing based on reading, reading skills testing</td><td>Assessment of practical skills, oral answers to questions, checking written work, checking the correctness of test tasks (CAS)</td></tr>
<tr><td colspan="3">3) Search, process, analyse and contextualize a significant volume of scientific information from diverse sources; interpret research findings in a foreign language in both written and oral forms to participate in extensive conversations and</td><td>Writing abstracts, reviews, literature surveys, or essays on professional topics; testing of speaking and writing skills; short reports (presentations) followed by discussions to</td><td>Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS)</td></tr>
</table>

discussions regarding the interpretation of psychological phenomena and issues	identify and analyze the viewpoints of all participants	
4) Critically evaluate, competently analyse, interpret and annotate scientific research and psychological articles in a foreign language in both written and oral forms while recognizing the value of a subjective position within the information space and account for the specifics of its perception by the interlocutors	Searching for and selecting relevant academic and professional data using global databases and online resources; critically examining texts and providing structured oral assessments of professional literature and materials; summarizing and synthesizing key findings from field-specific articles, expert reports, and video content.	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS)
5) Communicate the results of scientific inquiry and research through clear, detailed descriptions and presentations on a wide range of professional topics, and effectively develop and support arguments using advanced communicative strategies in a foreign language to engage and persuade the audience	Preparation and delivery of a presentation, researching a topic, designing visual aids, and presenting findings orally to the audience	Presentation evaluation, peer assessment, language skills assessment (within a professional context) (CAS)
6) Realize and fully understand the basics of human interaction and communication and of the processes of personality development in psychology, as well as the methods of psychologically influencing human personality	Brainstorming, discussions, presentations, case studies, solving problem tasks, project work, Internet search, gamification	Participation in brainstorming, discussions, evaluating presentations, project work, the solutions of problem tasks, writing essays (CAS)
7) Adapt to and act within new and unconventional situations; generate innovative ideas for solving professional, scientific, and practical problems while recognizing the importance of appropriate behaviour within a multicultural environment, taking into account the national and cultural characteristics of representatives from diverse backgrounds	Brainstorming, pair work and small group work, role-plays, Internet research	Assessment of interactional skills (pair/ group work), speech skills evaluation (CAS)
Assessment		
Final grade as a result of 100% continuous assessment: 20 points for participation in discussions / problem-solving situations; 20 points for participation in role-plays/ case studies; 20 points for written assignments: summary/ abstract/ essay; 10 points for research project presentation (oral with multimedia support); 30 points for final test. Assessment criteria: a) participation in discussions / problem-solving situations		

5 points: The student takes an active part in the discussion; presents material fluently, independently, and with strong arguments using a wide range of vocabulary and complex grammatical structures. All recommendations for academic and professional debating are fully adhered to.
4 points: The student actively participates and provides relevant arguments using a sufficient range of vocabulary and grammar. However, some arguments may lack depth, and there might be minor inaccuracies or occasional non-substantial linguistic errors.
3 points: Participation is fragmentary and superficial (lacks proper argumentation and justification). The student demonstrates significant inaccuracies, a limited vocabulary, and noticeable grammatical errors.
1–2 points: The student partially masters the material; participation is limited to isolated phrases or remarks. The student demonstrates a very narrow vocabulary and numerous grammatical errors that hinder effective communication.
b) participation in role-plays/ case studies
5 points: The student takes an active part in the role-play/ case study; presents role-specific material fluently, independently, and with strong arguments. The student actively proposes innovative ideas using a wide range of vocabulary and complex grammatical structures and fully completes all assigned team tasks.
4 points: The student actively participates in the role-play/ case study and provides relevant arguments according to the assigned role. They use a sufficient range of vocabulary and grammar. However, they may lack linguistic preparation during problem-solving; minor inaccuracies or occasional non-substantial errors occur. All assigned team tasks are fully completed.
3 points: Participation is fragmentary and superficial (lacks proper justification). The student demonstrates significant inaccuracies, a limited vocabulary, and gross grammatical errors. They do not propose original ideas, merely reproducing role-specific information. Assigned team tasks are partially completed.
1–2 points: The student partially masters the material; participation is limited to isolated phrases or remarks relevant to the role. They demonstrate a very narrow vocabulary and numerous grammatical errors that hinder effective communication, and do not participate in completing team tasks.
c) written assignments: summary/ abstract/ essay
5 points: The text is composed according to established standards and is clearly structured using appropriate language clichés and linking words. The written statement is logical, coherent, and well-argued. All task requirements are fully addressed. A wide range of vocabulary and grammatical structures is demonstrated; only a few minor grammatical or lexico-stylistic errors are permitted.
4 points: The text generally follows established standards with the use of language clichés and linking words. The structure is sufficiently clear. Not all task requirements are fully addressed (some are only mentioned). A small number of grammatical or lexico-stylistic errors are present; the range of vocabulary and grammatical structures is adequate but not extensive.
3 points: The text deviates from established standards; there are inaccuracies in the use of language clichés or insufficient use of linking words. Many task requirements are not addressed. A significant number of grammatical and lexico-stylistic errors are present, demonstrating a very narrow vocabulary range.
1–2 points: The text fails to meet established standards and lacks logical structure. Most task requirements are ignored. Critical grammatical and stylistic errors occur frequently, making the text difficult to understand. Vocabulary is extremely limited and often used inappropriately.
d) research project presentation (oral with multimedia support)
9–10 points: The student demonstrates fluent oral proficiency and full adherence to the presentation structure. The relevance of the topic is well-justified; the subject is explored comprehensively. Results are systematically organized and classified, leading to highly persuasive conclusions. Speech is virtually error-free or contains only minor inaccuracies that do not hinder the full delivery of information.
7–8 points: The student demonstrates good oral proficiency and maintains the required presentation structure. The relevance of the topic is justified, and the subject is fully covered. Results are

organized, though conclusions may not be entirely persuasive. Occasional linguistic errors occur but do not interfere with the overall clarity and delivery of information.
5–6 points: The student demonstrates satisfactory oral proficiency with partial adherence to the presentation structure. The relevance of the topic is insufficiently justified, and the subject is only partially explored. Results are not fully systematized, and conclusions lack persuasiveness. Linguistic errors partially hinder the effective delivery of information.
1–4 points: The presentation structure is not followed, and the topic is not disclosed. The student demonstrates a below-average level of oral proficiency. Numerous grammatical and lexical errors significantly hinder communication and prevent the audience from understanding the content.
e) Test
The criteria for the test assignment are written on the test card.

Content

Topic 1. Academic Life: The Social and Academic Environment
Topic 2. The Language of Psychological Constructs and Definitions
Topic 3. Critical Analysis of Empirical Research
Topic 4. Research Paper: Planning, Thinking, and Interacting
Topic 5. Describing and Interpreting Quantitative and Qualitative Results
Topic 6. Hedging, Argumentation, and Controversies in Psychological Science
Topic 7. Methodology and the Ethics of Human Subject Research
Topic 8. Defending Research Findings: Advanced Oral Academic Discourse

Literature

Compulsory reading

1. Bailey, S. (2015). *Academic Writing. A Handbook for International Students*. 4th ed. Routledge, 284 p.
2. Hewings, M. (2014). *Cambridge Academic English*. Upper intermediate. Cambridge University Press.
3. McCarthy, M., & O'Dell, F. (2016). *Academic Vocabulary in Use*. Cambridge University Press. 174 p.
4. Mohelnytska, L. F. (2022). *Anhliiska mova dlia mahistriv* [English for Master Students]. Zhytomyr Polytechnic. 77 p.
5. Morley, J. (2018). *Academic Phrasebank*. The University of Manchester. 151 p.
6. Thaine, C. (2012). *Cambridge Academic English*. Intermediate. Cambridge University Press.

Recommended reading

1. Caplan, N. A., & Johns, A. (2022). *Essential Actions for Academic Writing: A Genre-Based Approach.* Kindle Edition. University of Michigan Press ELT.
2. Cargill, M., & O'Connor, P. (2021). *Writing Scientific Research Articles*. Wiley-Blackwell.Kindle Edition.
3. Duarte, N. (2019). *DataStory: Explain Data and Inspire Action Through Storytelling.* Ideapress Publishing. 240 p.
4. HBR Guide (2021). *HBR Guide to Better Business Writing*. Harvard Business Review Press. 240 p.
5. Higgins, J. (2020). *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho Press.
6. Knaflic, C. N. (2020). *Storytelling with Data: Let's Practice!* Wiley. 448 p.
7. Starodubtseva, T. V., & Miasoid, H. I. (Eds.). (2009). *Present your diploma project in English* [Present your diploma project in English]. DUEP. 53 p.
8. Wizner, A., Devis, A., & Sen, S. (2016). *Communication Strategies in a Diverse World*. Kendall Hunt Publishing Company.

Web-resources

1. APA Highlights in Psychological Research. (n.d.). *Official website*. https://www.apa.org/pubs/highlights
2. APS Observer. (n.d.). *Official website*. https://www.psychologicalscience.org/observer
3. Monitor on Psychology. (n.d.). *Official website*. https://www.apa.org/monitor
4. Psychology Today. (n.d.). *Official website*. https://www.psychologytoday.com/us
5. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks

RESEARCH METHODOLOGY AND ORGANIZATION				
The course aims to develop students' methodological and research competence in the field of psychological research through mastering the principles, logic, stages, and methods of scientific inquiry. The course is designed to equip students with the ability to formulate research problems and hypotheses, design and organize psychological research, select and substantiate appropriate methodological approaches and research methods, critically evaluate scientific information, and interpret research findings. The course also aims to develop academic writing skills, adherence to the principles of academic integrity and research ethics, and the ability to use modern digital tools and scientific databases for conducting, presenting, and discussing research in psychology.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1, 2 / 28 weeks	6 / mandatory	Ivan Batrachenko Doctor of Sciences (Psychology), Associate Professor	180 hours (28 h. lectures, 28 h. practical classes, 124 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Conduct systematic search, selection, and critical analysis of scientific information in psychology using modern digital resources, electronic databases, and information and communication technologies.			Research-oriented lectures, research seminars, guided research activities, analysis of scientific sources, work with scientific databases, collaborative learning, independent research work	Analysis of scientific sources, research assignments on searching and evaluating scientific information, completion of guided research activities, participation in research discussions, analytical assignment on critical evaluation of scientific sources (CAS)
2) Differentiate between scientific, non-scientific, and pseudoscientific approaches in psychology based on the criteria of scientific validity, evidence, and methodological soundness.			Analytical lectures, problem-based seminars, case-based learning, comparative analysis of scientific approaches, analytical discussions, independent analytical work	Case analysis activities, comparative evaluation tasks, participation in analytical discussions, oral analytical presentations, analytical test on differentiating scientific and pseudoscientific approaches (CAS)
3) Evaluate the relevance, credibility, evidence base, and practical significance of scientific sources in accordance with the research problem in psychology.			Research-oriented lectures, methodological workshops, analysis of scientific publications, collaborative learning, analytical reading, guided research activities, research discussions	Analysis of scientific articles, literature review assignments, participation in research discussions, evaluation assignments on scientific sources, written analytical evaluation of a scientific source in accordance with a research problem (CAS)

4) Formulate the problem statement, topic, object, subject, aim, objectives, and hypothesis of psychological research in accordance with the logic of scientific inquiry.	Problem-based lectures, methodological workshops, modelling activities, brainstorming activities, guided research planning, independent research work	Research planning assignments, oral presentation of a research idea, completion of individual research assignments, development of a structured research proposal (CAS)
5) Design and justify a psychological research programme, including its methodological framework, research design, variables, sampling strategy, and stages of implementation.	Research-oriented lectures, project-based learning, modelling activities, case-based learning, guided research activities, collaborative analytical discussions, independent research work	Research design tasks, case analysis activities, participation in collaborative analytical discussions, completion of research assignments, project of a psychological research programme (CAS)
6) Substantiate the selection of methodological approaches as well as theoretical, empirical, and experimental methods of psychological research in accordance with the defined research objectives.	Analytical lectures, methodological workshops, comparative analysis of research methods, case-based learning, problem-based learning, analytical discussions	Comparative evaluation assignments on research methods, oral methodological substantiation assignments, participation in analytical discussions, methodological application tasks, methodological substantiation of research methods for a defined problem (CAS)
7) Evaluate the validity, reliability, methodological rigor, and limitations of research procedures and methods used in psychological research.	Analytical lectures, methodological workshops, critical analysis of psychological studies, analytical discussions, research-based practical activities, independent research work	Methodological evaluation assignments, critical appraisal activities, participation in analytical discussions, written evaluation assignments, analytical evaluation of methodological quality of psychological research (CAS)
8) Adapt and substantiate modifications of research design according to specific research conditions, sample characteristics, ethical considerations, and professional context.	Problem-based lectures, case-based learning, modelling activities, project-based learning, collaborative learning, guided research activities, collaborative analytical discussions	Case analysis activities, research design modification tasks, participation in collaborative analytical discussions, completion of guided research assignments, case-based assignment on adaptation of research design (CAS)
9) Analyse, interpret, and generalize the results of psychological research with consideration of its methodological foundations and research limitations.	Analytical lectures, research-based practical activities, guided data analysis, problem-based learning, analytical	Interpretation assignments, interpretation exercises, participation in analytical discussions, written interpretation assignments,

	discussions, interpretation exercises, independent research work	analytical report on interpretation and generalization of research findings (CAS)
10) Formulate scientifically grounded conclusions and present research findings in oral and written forms using academic style and appropriate scientific terminology.	Research-oriented lectures, presentation activities, scientific communication activities, peer review activities, preparation of scientific reports, analytical discussions	Oral research presentations, written scientific assignments, peer review activities, participation in analytical discussions, scientific communication assignments, written presentation of research findings (CAS)
11) Produce academic texts in accordance with the principles of academic writing, academic integrity, and citation and referencing standards.	Analytical lectures, academic writing workshops, citation and referencing exercises, analysis and editing of scientific texts, independent research work	Academic writing assignments, citation and referencing exercises, editing activities for scientific texts, written academic assignments, preparation of an academic text according to academic writing standards (CAS)
12) Participate in professional scientific discussions by substantiating their own research position through critical analysis of information and scientific evidence.	Research-oriented lectures, debate-based learning, analytical seminar discussions, argumentation exercises, peer feedback activities, evidence-based academic discussions	Participation in analytical discussions and debates, oral argumentation assignments, peer review activities, evidence-based discussion assignments, oral defence of a research position (CAS)
13) Carry out professional reflection on the quality of their own research activity and identify directions for further professional development in the field of psychological research.	Reflective lectures, reflective learning activities, self-assessment exercises, individual consultations, independent research work, professional development planning activities	Reflective assignments, self-assessment activities, participation in reflective discussions, completion of individual reflective assignments, reflective report on research competence and professional development (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on continuous assessment completed during each semester. *100 points for work in the first semester:* 35 points for analytical and research assignments; 25 points for participation in analytical discussions, seminars, and research-oriented activities; 20 points for academic writing and source analysis tasks; 20 points for preparation of methodological components of the research project. Assessment criteria: a) analytical and research assignments		

30–35 points: The student demonstrates a high level of analytical and research competence, critically evaluates scientific information, independently applies methodological approaches, and provides coherent and logically structured argumentation supported by relevant scholarly sources. The assignments demonstrate depth of analysis, elements of critical thinking, and adherence to academic writing standards.
22–29 points: The student demonstrates a good understanding of the course material and methodological principles. The assignments are generally well structured and substantiated but contain minor inaccuracies in argumentation, analytical depth, or logical coherence.
14–21 points: The assignments demonstrate a basic understanding of the material; however, the analysis is superficial or fragmented. The student experiences difficulties in substantiating conclusions, applying methodological reasoning, or organizing the material coherently.
1–13 points: The assignments are incomplete, superficial, or poorly structured. The student demonstrates insufficient understanding of the material and inability to apply analytical or research approaches appropriately.
b) participation in analytical discussions, seminars, and research-oriented activities
21–25 points: The student actively participates in analytical discussions and research-oriented activities, demonstrates the ability to formulate evidence-based arguments, critically evaluates different positions, and appropriately uses academic terminology and scientific examples.
16–20 points: The student participates regularly in discussions and seminars and demonstrates understanding of the material, although argumentation may occasionally lack depth, precision, or methodological substantiation.
8–15 points: Participation is irregular or limited. Responses are often descriptive rather than analytical and reveal noticeable gaps in understanding the course material or research logic.
1–7 points: The student participates minimally in discussions and research-oriented activities or demonstrates insufficient understanding of the discussed issues.
c) academic writing and source analysis tasks
17–20 points: The student demonstrates the ability to critically analyse scientific sources, synthesize scholarly information, and produce academically structured texts in accordance with citation, referencing, and academic integrity standards.
13–16 points: The academic texts and source analyses are generally well prepared but contain minor inconsistencies in structure, academic style, citation, or analytical coherence.
7–12 points: The assignments demonstrate limited analytical processing of scientific sources. Academic writing conventions are applied inconsistently, and the texts contain structural or logical weaknesses.
1–6 points: The assignments are superficial, poorly structured, or do not meet the requirements of academic writing and source analysis.
d) preparation of methodological components of the research project
17–20 points: The methodological components of the research project are formulated clearly, logically, and consistently. The student demonstrates understanding of the structure and logic of scientific research, appropriately substantiates the research problem, objectives, hypothesis, variables, and methodological approaches.
13–16 points: The methodological components are generally formulated correctly but contain minor inaccuracies, insufficient justification, or inconsistencies in research logic.
7–12 points: The research components are partially formulated and demonstrate limited understanding of methodological principles. The justification of research decisions is insufficient or inconsistent.
1–6 points: The methodological components are incomplete, poorly substantiated, or formulated superficially and do not correspond to the requirements of scientific research.
100 points for work in the second semester:
30 points for analytical and practical research tasks;
25 points for participation in discussions, methodological workshops, and case analysis;
20 points for interpretation and generalization assignments;

25 points for the individual research project.
a) analytical and practical research tasks
26–30 points: The student demonstrates a high level of competence in applying research methods and analytical procedures, independently solves research-related tasks, critically evaluates methodological decisions, and appropriately applies principles of psychological research.
19–25 points: The student correctly applies most methodological approaches and analytical procedures but demonstrates minor inaccuracies in interpretation, justification, or application of research methods.
11–18 points: The assignments demonstrate partial understanding of analytical and practical research procedures. The student experiences difficulties in applying methodological approaches independently and consistently.
1–10 points: The assignments are incomplete, fragmented, or demonstrate insufficient understanding of analytical and practical aspects of psychological research.
b) participation in discussions, methodological workshops, and case analysis
21–25 points: The student actively participates in methodological workshops and discussions, demonstrates analytical thinking, critically evaluates research situations, and provides substantiated solutions during case analysis activities.
16–20 points: The student regularly participates in discussions and workshops and demonstrates understanding of methodological issues, although some responses lack analytical depth or precision.
8–15 points: Participation is inconsistent, and responses are often descriptive or insufficiently substantiated. Difficulties in analysing research cases are evident.
1–7 points: The student participates minimally or demonstrates insufficient understanding of methodological and analytical issues discussed during workshops and case analysis activities.
c) interpretation and generalization assignments
17–20 points: The student demonstrates the ability to interpret research findings critically, identify methodological limitations, formulate coherent generalizations, and provide evidence-based conclusions.
13–16 points: Interpretation and generalization are generally correct but may contain minor inconsistencies, insufficient analytical depth, or partially substantiated conclusions.
7–12 points: The assignments demonstrate limited ability to interpret results and formulate generalizations. Conclusions are often descriptive or insufficiently justified.
1–6 points: The assignments are superficial, fragmented, or demonstrate inability to interpret and generalize research findings appropriately.
d) individual research project
21–25 points: The research project demonstrates a high level of methodological and research competence. The research problem, objectives, methodology, design, interpretation of results, and conclusions are logically coherent, scientifically substantiated, and presented in accordance with academic writing standards.
16–20 points: The project is completed at a generally good level but contains some shortcomings in methodological justification, structure, interpretation, or coherence of conclusions.
8–15 points: The project demonstrates partial understanding of research methodology and contains inconsistencies in design, analysis, or interpretation of results.
1–7 points: The project is superficial, incomplete, or methodologically inconsistent and does not meet the requirements for academic research work.

Content

Topic 1. Science and Psychological Research: The Nature, Functions, and Place of Psychology in the System of Sciences
Topic 2. Criteria of Scientificity and Demarcation: Scientific, Non-Scientific, and Pseudoscientific Approaches in Psychology
Topic 3. Scientific Information and Sources: Types, Search, and Selection Criteria
Topic 4. Academic Writing: Scientific Style, Citation, and Referencing
Topic 5. Problem, Topic, Object, Subject, Goal, and Objectives of Psychological Research

Topic 6. Research Framework: Hypothesis, Variables, and Operationalization of Concepts
Topic 7. Stages of Scientific Research: The Logic of Planning, Implementation, and Evaluation
Topic 8. Sample in Psychological Research: Formation, Justification, and Ethical Aspects
Topic 9. Design of Psychological Research: Types and Logic of Construction
Topic 10. Psychological Experiment: Variables, Control, Validity, and Limitations
Topic 11. Methodology of Psychological Research: Principles, Levels, and Approaches
Topic 12. Methods of Psychological Research: Theoretical and Empirical
Topic 13. Quality Criteria in Psychological Research: Validity, Reliability, and Methodological Rigor
Topic 14. Interpretation of Results, Theoretical Generalization, and Formulation of Conclusions

Literature

Compulsory reading

1. Bocheliuk, V. Y., Nechyporenko, V. V., Pozdniakova, O. L., Zavatska, N. Ye., Zavatskyi, Yu. A., Zhyharenko, I. Ye., & Zavatskyi, V. Yu. (2024). *Metodyka ta orhanizatsiia naukovykh doslidzhen z psykholohii* [Methodology and organization of scientific research in psychology]. Kyiv. 384 p.

2. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.

3. Mayrhofer, R. (2024). *Theoretical and methodological foundations of experimental psychological research*. Regensburg.

4. Morling, B. (2021). *Research methods in psychology: Evaluating a world of information* (4th ed.). W. W. Norton & Company.

5. Shkarlatiuk, K. I., Fedorenko, R. P., & Mahdysiuk, L. I. (2022). *Dyzain psykholohichnoho doslidzhennia: orhanizatsiia ta provedennia praktyky praktychnykh psykholohiv* [Design of psychological research: organization and implementation of practical psychologists' training]. Lutsk. 332 p.

6. Vavryniv, O. V. (2023). *Orhanizatsiia ta provedennia psykholohichnykh i sotsialno-psykholohichnykh doslidzhen* [Organization and conduct of psychological and socio-psychological research]. Lviv State University of Internal Affairs. 116 p.

Recommended reading

1. ALLEA. (2023). *The European Code of Conduct for Research Integrity: Revised edition 2023*. Berlin.

2. Bashkir, O. I. (2022). *Akademichna dobrochesnist ta intelektualna vlasnist* [Academic integrity and intellectual property]. Skovoroda Kharkiv National Pedagogical University. 92 p.

3. EU-CONEXUS. (2024). *Research and innovation code of conduct regarding research integrity: Guidelines for safeguarding good research practices*.

4. Goodwin, C. J., & Goodwin, K. A. (2013). *Research in psychology: Methods and design* (7th ed.). Wiley.

5. Haiovych, H. V. (2024). *Ukrainska mova: ofitsiino-dilovyi ta naukovyi styli* [Ukrainian language: official-business and academic styles]. Kyiv. 228 p.

6. Horbunova, V. (2015). Metody ta metodolohiia naukovykh doslidzhen u sferi psykholohichnoi dopomohy [Methods and methodology of scientific research in psychological assistance]. *Psykholohiia osobystosti*, 1 (6), 71–80.

7. Horyn, V. P. (Ed.). (2023). *Metodolohiia naukovykh doslidzhen* [Methodology of scientific research]. Ternopil. 170 p.

8. Kazmirenko, V. O., Davydova, O. V., & Pavlenko, N. H. (2019). Metodolohichni osnovy psykholohichnoho znannia [Methodological foundations of psychological knowledge]. *Yurydychna psykholohiia*, 1 (24), 15–23.

9. Lebid, O., Voshkolup, H., Bykova, V., Metelska, N., & Kuksa, Y. (2025). The impact of psychological research on the choice of effective strategies in family counseling. *Multidisciplinary Science Journal*, *8*(5), 2026328.

10. OECD. (2023). *Artificial intelligence in science: Challenges, opportunities and the future of research*. OECD Publishing.

11. Panok, V. H. (2023). Psykholohichni doslidzhennia v umovakh viiny: problemy i zavdannia [Psychological research in wartime: problems and tasks]. *Visnyk NAPN Ukrainy*, 5 (1), 1–12.

12. Ratnikov, V. S., & Tekliuk, A. I. (2022). *Etyka ta ratsionalnist u naukovomu doslidzhenni* [Ethics and rationality in scientific research]. Vinnytsia National Technical University. 143 p.

13. Resnik, D. B., & Hosseini, M. (2024). The ethics of using artificial intelligence in scientific research: New guidance needed for a new tool. *AI and Ethics*.

14. Ruskulis, L. (2022). *Akademichna dobrochesnist* [Academic integrity]. Mykolaiv. 86 p.

15. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology* (9th ed.). McGraw-Hill.

16. Turynina, O. L. (2018). *Metodolohiia ta metody psykholohichnoho doslidzhennia* [Methodology and methods of psychological research]. Kyiv. 206 p.

17. Weinbaum, C., Landree, E., Blumenthal, M. S., Piquado, T., & Gutierrez, C. I. (2019). *Ethics in scientific research: An examination of ethical principles and emerging topics*.

18. Zahurska, I., & Demianchuk, Yu. (2023). Do problemy planuvannia ta orhanizatsii eksperymentalnykh doslidzhen u psykholohii [On the problem of planning and organizing experimental research in psychology]. *Visnyk Lvivskoho universytetu. Seriia psykholohichni nauky*, 15, 35–42.

Web-resources

1. Alfred Nobel University Library. (n.d.). *Official website.* https://lib.duan.edu.ua/uk/
2. APA PsycNet. (n.d.). *Official website*. https://psycnet.apa.org/home
3. APA Style. (n.d.). *Official website*. https://apastyle.apa.org/
4. Google Scholar. (n.d.). *Official website*. https://scholar.google.com/
5. Mendeley. (n.d.). *Official website*.https://www.mendeley.com/
6. Open Science Framework. (n.d.). *Official website*. https://osf.io/
7. Scopus. (n.d.). *Official website*. https://www.scopus.com/
8. Zotero. (n.d.). Official website. https://www.zotero.org/

INDIVIDUAL AND GROUP APPROACHES TO PSYCHOLOGICAL ASSESSMENT: THEORY, PRACTICE AND SUPERVISION				
The course aims to provide theoretical and practical training in individual and group approaches to psychological assessment, counselling, psychocorrection, and psychological support in educational, crisis, traumatic, and recovery-oriented contexts. The course focuses on the development of competencies in psychological assessment, case conceptualization, counselling interaction, group facilitation, implementation of evidence-based interventions, ethical decision-making, reflective practice, and supervision in contemporary psychological practice.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1, 2 / 28 weeks	9 / mandatory	Hanna Voshkolup, PhD in Pedagogy, Master of Psychology	270 hours (42 h. lectures, 56 h. practical classes, 172 h. self-directed learning)
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) Design, implement, and evaluate evidence-based individual and group psychological interventions for different categories of clients in counselling, educational, crisis, traumatic, and recovery contexts.			Interactive lectures-discussions, practice-oriented discussions, problem-based learning, case-study method, analysis of professional situations, modelling of psychological interventions, supervision-based reflective discussions	Case analysis, development of psychological interventions, practical simulation tasks, supervision reflection (CAS); final exam (FAS)
2) Select, apply, and justify contemporary counselling, psychocorrectional, preventive, and supportive approaches in individual, group, and family psychological practice according to clients' needs and professional contexts.			Interactive lectures-discussions, analytical discussions, comparative analysis of psychological approaches, role-play modelling of professional situations, practice-oriented discussions	Analytical assignments, comparative analysis tasks, role-play modelling of counselling situations, participation in analytical discussions (CAS); final exam (FAS)
3) Develop, adapt, implement, and evaluate psychological counselling, psychocorrectional, preventive, psychoeducational, and supportive programmes according to clients' age, sociocultural background, psychological condition, recovery needs, and professional context.			Interactive lectures-discussions, project-based learning, development of psychological programmes, group work, analysis of professional cases, reflective learning, practice-oriented discussions	Development and presentation of a psychological support programme, group project, reflective report, peer feedback (CAS); final exam (FAS)
4) Conduct psychological assessment, case conceptualization, and formulation of intervention strategies using scientifically grounded, ethically			Interactive lectures-discussions, case-study method, analysis of psychological cases,	Case conceptualization task, analysis of a psychological case, practical assessment

appropriate, and culturally sensitive approaches.	modelling of professional situations, supervision discussions, practice-oriented discussions	task, participation in supervision discussions (CAS); final exam (FAS)
5) Facilitate and critically apply interactive, experiential, reflective, and psychoeducational techniques in group psychological work and psychocorrectional programmes.	Interactive lectures-discussions, training-based technologies, interactive exercises, facilitation of group processes, group work, reflective practices	Facilitation task, conducting a group exercise, reflective journal, peer assessment (CAS); final exam (FAS)
6) Plan and provide psychological support for individuals, groups, and families experiencing crisis, trauma, stress, loss, adaptation difficulties, or recovery-related challenges.	Interactive lectures-discussions, scenario-based learning, analysis of crisis cases, modelling of crisis situations, practice-oriented discussions	Crisis case analysis, practical support planning task, analytical report, participation in professional discussions (CAS); final exam (FAS)
7) Integrate evidence-based, trauma-informed, recovery-oriented, and resilience-focused approaches into psychological assessment, counselling, and support practices in complex professional situations.	Interactive lectures-discussions, evidence-based learning, analysis of professional cases, discussions of trauma-informed approaches, reflective learning, supervision discussions	Evidence-based case analysis, case conceptualization, reflective report, participation in professional discussions (CAS); final exam (FAS)
8) Analyse the complexity of professional situations, determine the limits of personal professional competence, and identify the need for supervision, interdisciplinary cooperation, referral, or additional professional development.	Interactive lectures-discussions, analytical discussions, supervision-based reflective learning, analysis of professional situations, discussions of professional boundaries, independent analytical work	Analysis of a professional situation, supervision reflection, individual analytical assignment, participation in reflective discussions (CAS); final exam (FAS)
9) Apply supervision, professional reflection, self-reflection, and peer consultation to ensure ethical, evidence-based, and professionally responsible psychological practice.	Interactive lectures-discussions, supervision-based learning, peer consultation, reflective practices, interactive professional discussions, group interaction	Supervision reflection report, peer consultation task, reflective journal, participation in supervision activities (CAS); final exam (FAS)
10) Analyse and resolve ethical dilemmas in counselling, psychocorrectional, group, family, and crisis-oriented psychological work in accordance with professional standards, legal regulations, and universal human values.	Interactive lectures-discussions, analysis of ethical cases, problem-based learning, modelling of ethical dilemmas, reflective learning	Ethical case analysis, analytical assignment, reflective ethical commentary, participation in ethical discussions (CAS); final exam (FAS)
11) Adapt and modify psychological methods, intervention strategies,	Interactive lectures-discussions, adaptive	Adaptation task, practical simulation

psychoeducational techniques, and counselling approaches according to specific professional situations, client characteristics, and contextual needs.	learning, case-study method, practical workshops, modelling of professional situations, interactive discussions	task, analytical report, participation in workshops and discussions (CAS); final exam (FAS)
12) Evaluate the effectiveness, methodological validity, ethical appropriateness, and practical outcomes of psychological interventions and support programmes using evidence-based and professional criteria.	Interactive lectures-discussions, evidence-based learning, analytical discussions, evaluation of psychological programmes, reflective discussions, independent analytical work	Evaluation report, evidence-based analytical task, practical evaluation assignment, participation in analytical discussions (CAS); final exam (FAS)
13) Demonstrate professional communication, interdisciplinary collaboration, culturally sensitive professional decision-making, emotional self-regulation, and reflective practice in complex psychological assistance and recovery-oriented contexts.	Interactive lectures-discussions, collaborative learning, communication training, interdisciplinary discussions, reflective practices, group interaction	Collaborative presentation, communication task, reflective journal, peer feedback, participation in interdisciplinary discussions (CAS); final exam (FAS)
14) Integrate theoretical knowledge, psychological assessment data, counselling methods, group facilitation skills, and supervision-based reflection into comprehensive professional decision-making in psychological practice.	Interactive lectures-discussions, integrative learning, comprehensive case analysis, supervision-based reflective discussions, interdisciplinary problem-solving of professional situations	Comprehensive case analysis, integrative practical task, supervision-based reflective report, participation in integrative discussions (CAS); final exam (FAS)

Assessment

The final grade in the first semester is given on a 100-point scale and is based on continuous assessment completed during the semester. The final grade in the second semester is given on a 100-point scale, including 40 points for the final exam and 60 points for continuous assessment completed during the semester.

100 points for work in the first semester:

20 points for case analysis and participation in practice-oriented discussions;
20 points for analytical assignments and comparative analysis tasks;
20 points for psychological assessment and case conceptualization tasks;
20 points for development and presentation of a psychological support programme;
20 points for reflective assignments, supervision reflections, and participation in professional discussions.

Assessment criteria:

a) case analysis and participation in practice-oriented discussions

16–20 points: The student actively participates in practice-oriented discussions and demonstrates the ability to analyse professional psychological situations critically and systematically. Case analyses are logically structured, theoretically grounded, and professionally justified. The student demonstrates initiative in discussions, integrates evidence-based approaches, and appropriately applies psychological assessment and counselling principles.

11–15 points: The student regularly participates in discussions and demonstrates a general understanding of professional situations and psychological approaches. Case analyses are mostly

relevant and logically presented, although some arguments, interpretations, or practical decisions may lack depth or precision.
6–10 points: Participation in discussions is irregular or limited. Case analyses demonstrate only a basic understanding of psychological situations, and there are difficulties in applying theoretical principles to practical contexts. Conclusions are often insufficiently substantiated.
1–5 points: The student rarely participates in discussions and demonstrates significant difficulties in analysing professional situations and applying psychological knowledge. Case analyses are incomplete, superficial, or inconsistent.
b) analytical assignments and comparative analysis tasks
16–20 points: The student completes analytical assignments accurately and independently, demonstrates critical thinking, and effectively compares psychological approaches, methods, and intervention strategies. Arguments are logically structured, evidence-based, and professionally justified.
11–15 points: The student demonstrates a general understanding of the analysed material and completes most assignments correctly. Comparative analysis is generally relevant but may contain minor inaccuracies, insufficient depth, or partially developed arguments.
6–10 points: Assignments demonstrate limited analytical depth. Comparisons are often descriptive rather than analytical, and there are difficulties in justifying professional conclusions or selecting appropriate psychological approaches.
1–5 points: Assignments are incomplete or demonstrate significant misunderstandings of the material. Comparative analysis is superficial or absent, and conclusions lack professional justification.
c) psychological assessment and case conceptualization tasks
16–20 points: The student demonstrates the ability to conduct psychological assessment, formulate case conceptualizations, and develop theoretically grounded intervention strategies. Assessment procedures, interpretations, and conclusions are accurate, logically structured, ethically appropriate, and professionally justified.
11–15 points: The student demonstrates a general ability to conduct assessment and case conceptualization tasks. Interpretations and intervention strategies are mostly appropriate, although some inconsistencies, inaccuracies, or insufficiently developed conclusions may be present.
6–10 points: The student demonstrates only a basic level of assessment and conceptualization skills. There are noticeable difficulties in analysing psychological data, selecting intervention strategies, and formulating coherent conclusions.
1–5 points: The student demonstrates significant difficulties in conducting assessment and case conceptualization tasks. Interpretations are fragmented, inaccurate, or professionally unjustified.
d) development and presentation of a psychological support programme
16–20 points: The student develops a comprehensive, evidence-based, and professionally relevant psychological support programme adapted to clients' needs and contextual conditions. The programme demonstrates logical structure, methodological validity, creativity, and integration of contemporary psychological approaches. The presentation is clear, professional, and well-argued.
11–15 points: The programme is generally relevant and logically structured. The student demonstrates a sufficient understanding of programme development principles, although some components may lack coherence, depth, or methodological justification. The presentation is mostly clear and understandable.
6–10 points: The programme demonstrates only a basic understanding of psychological support planning. Structure, intervention logic, or adaptation to clients' needs may be inconsistent or insufficiently justified. The presentation lacks clarity or professional depth.
1–5 points: The programme is incomplete, poorly structured, or professionally unjustified. The student demonstrates significant difficulties in developing and presenting psychological support strategies.
e) reflective assignments, supervision reflections, and participation in professional discussions

16–20 points: The student demonstrates a high level of reflective thinking, professional self-awareness, and ethical understanding. Reflective assignments are analytical, meaningful, and professionally grounded. The student actively participates in supervision and professional discussions, demonstrates openness to feedback, and critically evaluates personal professional decisions and limitations.
11–15 points: Reflective assignments demonstrate a general understanding of professional reflection and ethical practice. Participation in supervision and discussions is regular, although reflections may lack analytical depth or critical self-evaluation.
6–10 points: Reflective engagement is limited or inconsistent. Assignments are often descriptive rather than analytical, and participation in professional discussions or supervision activities is passive.
1–5 points: Reflective assignments are incomplete or superficial. The student rarely participates in supervision or professional discussions and demonstrates limited reflective awareness.
60 points for work in the second semester:
15 points for facilitation tasks and conducting group psychological exercises;
15 points for crisis case analysis and practical support planning tasks;
10 points for evidence-based analytical tasks and evaluation reports;
10 points for ethical case analysis and adaptation tasks;
10 points for supervision-based reflective reports, peer consultation tasks, and interdisciplinary collaborative activities.
Assessment criteria:
a) facilitation tasks and conducting group psychological exercises
11–15 points: The student confidently facilitates group activities and appropriately applies interactive, experiential, and psychoeducational techniques. Group exercises are well-structured, professionally appropriate, and adapted to the goals of psychological work. The student demonstrates effective communication, facilitation skills, and reflective awareness during group interaction.
6–10 points: The student demonstrates a general ability to facilitate group activities and conduct psychological exercises. However, facilitation may lack confidence, flexibility, or methodological consistency. Some difficulties in managing group interaction or adapting techniques may be present.
1–5 points: The student demonstrates limited facilitation skills and significant difficulties in conducting group exercises. Activities are poorly structured or professionally inappropriate, and group interaction is ineffective.
b) crisis case analysis and practical support planning tasks
11–15 points: The student effectively analyses crisis situations and develops appropriate psychological support plans using trauma-informed and recovery-oriented approaches. Professional decisions are logically justified, ethically appropriate, and adapted to clients' needs and contextual conditions.
6–10 points: The student demonstrates a general understanding of crisis situations and support planning. However, analyses and intervention plans may contain inconsistencies, insufficient justification, or limited adaptation to professional contexts.
1–5 points: The student demonstrates significant difficulties in analysing crisis situations and planning psychological support. Intervention decisions are fragmented, insufficiently justified, or professionally inappropriate.
c) evidence-based analytical tasks and evaluation reports
8–10 points: The student critically evaluates psychological interventions and support programmes using evidence-based and professional criteria. Analytical reports demonstrate methodological understanding, logical reasoning, and the ability to formulate professionally justified conclusions.
4–7 points: The student demonstrates a general understanding of evidence-based evaluation and completes analytical tasks with minor inaccuracies or insufficient analytical depth.
1–3 points: Analytical tasks are superficial or incomplete. The student demonstrates limited understanding of evidence-based evaluation principles and difficulties in formulating justified conclusions.

d) ethical case analysis and adaptation tasks
8–10 points: The student effectively analyses ethical dilemmas and adapts psychological methods and intervention strategies according to professional situations and clients' needs. Decisions are ethically grounded, contextually appropriate, and professionally justified.
4–7 points: The student demonstrates a general understanding of ethical principles and adaptation strategies. However, some professional decisions may lack consistency, depth, or contextual sensitivity.
1–3 points: The student demonstrates limited ability to analyse ethical situations or adapt psychological approaches appropriately. Professional decisions are insufficiently justified or inappropriate.
e) supervision-based reflective reports, peer consultation tasks, and interdisciplinary collaborative activities
8–10 points: The student demonstrates a high level of professional reflection, interdisciplinary collaboration, and engagement in supervision and peer consultation activities. Reflective reports are analytical, professionally grounded, and demonstrate critical self-evaluation and openness to professional feedback.
4–7 points: The student participates in supervision, peer consultation, and collaborative activities regularly and demonstrates a general level of reflective and collaborative competence. However, reflections or professional interactions may lack analytical depth.
1–3 points: Participation in supervision and collaborative activities is minimal or inconsistent. Reflective reports are superficial or incomplete, and professional interaction skills are insufficiently developed.
f) final exam
The final exam is conducted in the form of a comprehensive case-based professional task covering the topics of both semesters and aimed at assessing students' abilities to conduct psychological assessment, case conceptualization, intervention planning, ethical analysis, and evidence-based professional decision-making in complex psychological practice situations.
32–40 points: The student demonstrates a high level of professional competence in analysing complex psychological situations. The case conceptualization is logically structured, theoretically grounded, and professionally justified. Psychological assessment strategies, intervention plans, ethical decisions, and support approaches are appropriate, evidence-based, and adapted to the client's needs and contextual conditions. The student demonstrates critical thinking, reflective awareness, integration of theoretical and practical knowledge, and the ability to formulate comprehensive professional decisions.
21–31 points: The student demonstrates a sufficient level of professional competence and generally appropriate analysis of the professional situation. Assessment strategies and intervention decisions are mostly relevant and logically presented, although some elements may lack depth, consistency, or sufficient professional justification. Ethical and reflective aspects are addressed but may not be fully developed.
11–20 points: The student demonstrates a basic level of professional analysis and understanding of the case. Case conceptualization and intervention planning contain inconsistencies, insufficient justification, or difficulties in integrating theoretical and practical knowledge. Ethical reasoning and professional decision-making are limited or only partially appropriate.
1–10 points: The student demonstrates significant difficulties in analysing the professional situation and formulating appropriate psychological decisions. Assessment, intervention planning, and ethical analysis are fragmented, superficial, or professionally unjustified. The response does not demonstrate sufficient integration of theoretical and practical competencies.

Content

Topic 1. Theoretical and Methodological Foundations of Psychological Assessment and Counselling
Topic 2. Ethical Principles, Professional Standards, and Boundaries in Psychological Practice
Topic 3. Counselling Relationship, Therapeutic Communication, and Psychological Contact

Topic 4. Psychological Interview, Case Conceptualization, and Assessment Formulation
Topic 5. Individual Psychological Assessment: Approaches, Methods, and Procedures
Topic 6. Psychological Assessment and Counselling Work with Children, Adolescents, and Families
Topic 7. Psychological Assistance for Different Categories of Clients in Contemporary Crisis and Recovery Contexts
Topic 8. Theoretical Foundations and Contemporary Approaches to Group Psychocorrection
Topic 9. Structure, Dynamics, and Facilitation of Psychocorrection Groups
Topic 10. Interactive, Experiential, and Reflective Techniques in Group Psychological Practice
Topic 11. Group Psychological Work with Children and Adolescents: Psychological and Educational Approaches
Topic 12. Assessment, Monitoring, and Evaluation in Group Psychological Work
Topic 13. Supervision in Psychological Practice: Professional Reflection, Ethical Decision-Making, and Prevention of Burnout
Topic 14. Professional Identity, Reflective Practice, and Contemporary Challenges in Psychological Assistance and Recovery

Literature

Compulsory reading

1. Baidyk, V. V., Bondaruk, Yu. S., Hopkalo, Yu. P., et al. (2020). *Hrupovi formy roboty v systemi psykhosotsialnoi dopomohy ditiam i sim'iam, shcho opynylys u skladnykh zhyttievykh obstavynakh vnaslidok viiskovykh dii (dosvid uprovadzhennia)* [Group forms of work in the system of psychosocial assistance to children and families in difficult life circumstances due to military actions (implementation experience)]. Kyiv. 122 p.

2. Bulakh, I. S., et al. (2014). *Konsultatyvna psykholohiia* [Counseling psychology]. Vinnytsia. 484 p.

3. Corey, G. (2023). *Theory and practice of group counseling* (10th ed.). Boston, MA: Cengage Learning.

4. Kisarchuk, Z. H., et al. (2015). *Psykholohichna dopomoha postrazhdalym vnaslidok kryzovykh travmatychnykh podii* [Psychological assistance to victims of crisis traumatic events]. Kyiv. 207 p.

5. Kuzio, O. (2022). *Osnovy psykholohichnoi praktyky* [Fundamentals of psychological practice]. Lviv. 124 p.

6. Mushkevych, M. I., & Chaharna, S. Ye. (2017). *Osnovy psykhoterapii* [Fundamentals of psychotherapy]. Lutsk. 420 p.

7. Norcross, J. C., & Lambert, M. J. (Eds.). (2019). *Psychotherapy relationships that work: Volume 1: Evidence-based therapist contributions* (3rd ed.). Oxford University Press.

8. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (3rd ed.). Hoboken, NJ: Wiley.

Recommended reading

1. Bilova, M. E. (2023). *Hrupova psykhoterapiia* [Group psychotherapy]. Odesa. 28 p.

2. Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59 (1), 20–28.

3. Everly, G. S., Lating, J. M., & Mitchell, J. T. (2005). Innovations in group crisis intervention. In A. R. Roberts (Ed.), *Crisis Intervention*. Oxford University Press.

4. Khoruzhyi, S. M., Pishko, I. O., & Lozinska, N. S. (2017). *Psykholohichna robota z posttravmatychnymy stresovymy rozladamy u viiskovosluzhbovtsiv Zbroinykh Syl Ukrainy* [Psychological work with post-traumatic stress disorders in servicemen of the Armed Forces of Ukraine]. Kyiv. 84 p.

5. Lebid, O., Voshkolup, H., Bykova, V., Metelska, N., & Kuksa, Y. (2025). The impact of psychological research on the choice of effective strategies in family counseling. *Multidisciplinary Science Journal*, *8*(5), 2026328.

6. Mushkevych, M. I., et al. (2015). Features of group psychocorrectional work with children of combatants: theory and practice. *Psychological assistance to combatants and their families*. Lutsk. pp. 100–200.

7. Panok, V. H., et al. (2016). *Psykholohichna sluzhba* [Psychological service]. Kyiv. 362 p.

8. Pasichnyk, V. I., Lipatov, I. I., Shestopalova, L. F., Prykhodko, I. I., et al. (2011). *Teoriia ta praktyka psykholohichnoi dopomohy* [Theory and practice of psychological assistance]. Kharkiv. 250 p.

9. Popovych, Y., Pavlenko, H., Voshkolup, H., Potapchuk, Y., & Antonova, Z. (2025). The role of psychosocial training in increasing adaptive coping mechanisms in women survivors of violence. *Revista Cubana de Medicina Militar*, 54 (3), e025076410.

10. Pritz, A., & Vykoukal, E. (2006). *Hrupovyi psykhoanaliz: Teoriia. Tekhnika. Zastosuvannia* [Group psychoanalysis: Theory. Technique. Application]. Lviv. 312 p.

11. Sadova, M., Lapshun, G., Savishchenko, V., Raievska, Y., & Voshkolup, H. (2025). Emergency psychological assistance for victims in difficult life situations. *Universal Journal of Public Health*, 13 (2), 319–328.

12. Tsyhanenko, H. V., & Velykodna, M. S. (2020). *Nadannia psykholohichnoi dopomohy vrazlyvym hrupam naselennia pid chas ta pislia karantynu cherez pandemiiu COVID-19* [Providing psychological assistance to vulnerable groups during and after the COVID-19 pandemic quarantine]. Kyiv; Kryvyi Rih. 100 p.

13. Tsymbaliuk, I. M. (2007). *Psykholohichne konsultuvannia ta korektsiia* [Psychological counselling and psychocorrection]. Kyiv. 544 p.

14. Vasheka, T. V. (2009). *Osnovy psykholohichnoi praktyky* [Fundamentals of psychological practice]. Kyiv. 200 p.

15. Voshkolup, H. Yu. (2022). Psychological features of readaptation of post-combatants after returning from the combat zone. *Bulletin of Alfred Nobel University. Series: Pedagogy and Psychology*, 2(24), 73–80.

16. Yatsenko, T. S. (2004). *Teoriia i praktyka hrupovoi psykhokorektsii* [Theory and practice of group psychocorrection]. Kyiv. 679 p.

Web-resources

1. American Group Psychotherapy Association (AGPA). (n.d.). *Official website.* https://www.agpa.org

2. American Psychological Association. (n.d.). *Official website.* https://www.apa.org/

3. British Association for Counselling and Psychotherapy (BACP). (n.d.). *Official website.* https://www.bacp.co.uk

4. British Psychological Society. (n.d.). *Official website.* https://www.bps.org.uk

5. European Federation of Psychologists' Associations (EFPA). (n.d.). *Official website.* https://www.efpa.eu/

6. Google Scholar. (n.d.). *Official website.* https://scholar.google.com

7. National Institute for Health and Care Excellence (NICE). (n.d.). *Official website.* https://www.nice.org.uk

8. National Psychological Association of Ukraine. (n.d.). *Official website.* https://npa-ua.org/

9. World Health Organization (WHO). (n.d.). *Official website.* https://www.who.int/

NEUROPSYCHOLOGY				
The course aims to develop advanced theoretical knowledge and practical competencies in contemporary neuropsychology, including the analysis and interpretation of cognitive, emotional, behavioural, and adaptive functioning in the context of psychological practice. The course focuses on the application of neuropsychological approaches to psychological assessment, psychological assistance, recovery-oriented practice, and professional decision-making in situations involving stress, psychological trauma, adaptation difficulties, and crisis-related conditions. Particular attention is given to neuroplasticity, evidence-based psychological support, ethical practice, interdisciplinary cooperation, and reflective professional activity in contemporary psychological contexts.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	5 / mandatory	Maryna Karpova, PhD in Professional Education, Master of Psychology	150 h. (14 h. lectures, 14 h. seminars/practical, 122 h. self-directed learning)
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) Analyse neuropsychological mechanisms of cognitive processes, emotional regulation, behaviour, and adaptation in the context of psychological functioning and professional psychological practice.			Interactive lecture; analysis of neuropsychological cases; group discussion; independent study and critical appraisal of scientific sources	analytical case report, participation in group discussions, analytical review of scientific sources (CAS); final exam (FAS)
2) Critically apply and interpret neuropsychological approaches to the assessment of cognitive, emotional, and behavioural functioning using scientifically grounded and ethically appropriate methods in psychological assistance contexts.			Interactive lecture; practical training in the interpretation of neuropsychological assessment results; case-study method; small-group work; independent completion of analytical tasks	assignment on the interpretation of neuropsychological assessment results, analytical case report, presentation of group work outcomes, evidence-based analytical task (CAS); final exam (FAS)
3) Integrate neuropsychological knowledge into psychological support, counselling, and recovery-oriented practice for individuals experiencing stress, psychological trauma, adaptation difficulties, or crisis-related conditions.			Interactive lecture; simulation of counselling situations; case-study method; analysis of psychological assistance and recovery cases; reflective learning	demonstration of counselling interaction, analytical case report, psychological support plan for a proposed situation, reflective assignment (CAS); final exam (FAS)
4) Analyse neuropsychological aspects of psychological trauma, stress reactions, emotional dysregulation, and adaptive functioning in children, adolescents, and adults.			Interactive lecture; case-study method; thematic discussion; critical appraisal of scientific publications	comparative analytical case report, participation in thematic discussions, analytical review of scientific publications

		(CAS); final exam (FAS)
5) Adapt psychological assistance strategies, psychoeducational approaches, and supportive interventions according to age-related, cognitive, emotional, sociocultural, and neuropsychological characteristics of clients.	Interactive lecture; situational analysis; role-play simulation; case-study method; group discussion of psychological assistance cases	presentation of an adapted psychological assistance strategy, demonstration of a role-play situation, analytical case report, participation in group discussion of psychological assistance cases (CAS); final exam (FAS)
6) Evaluate the appropriateness, effectiveness, and professional applicability of neuropsychological approaches and psychological support strategies in individual and group psychological practice using evidence-based and reflective principles.	Interactive lecture; critical analysis of scientific sources; analysis of cases using a neuropsychological approach; debates on the effectiveness of psychological strategies; reflective discussion	critical review of scientific sources, evaluation report on a case, participation in debates, reflective commentary (CAS); final exam (FAS)
7) Apply critical thinking, ethical decision-making, interdisciplinary cooperation, and professional reflection in the use of neuropsychological knowledge in psychological practice.	Interactive lecture; analysis of ethical dilemmas; analysis of ethical cases in psychological practice; problem-based learning; reflective learning	written justification of an ethical decision, analytical case report, completion of a problem-based task, reflective report (CAS); final exam (FAS)
8) Integrate contemporary concepts of neuroplasticity, recovery, resilience, and adaptive functioning into professional psychological decision-making and psychological assistance practice.	Interactive lecture; analysis of contemporary scientific research; analysis of neuroplasticity and recovery cases; project-based learning; independent study of scientific sources	analytical review of contemporary scientific research, analytical case report, presentation of a mini-project on the application of neuroplasticity concepts (CAS); final exam (FAS)
9) Critically interpret neuropsychological information and evaluate professional decisions in the analysis of complex psychological practice situations.	Interactive lecture; analysis of complex neuropsychological cases; decision-making simulation; group discussion; reflective learning	analytical case report, justification of a decision, participation in group discussions, reflective report (CAS); final exam (FAS)
Assessment		
The final grade is given on a 100-point scale, including 40 points for final exam and 60 points for the work in the semester. 60 points for work in the semester: 15 points for participation in seminars, group discussions, case discussions, debates, and other interactive learning activities; 30 points for completion of analytical and case-based assignments; 15 points for analytical, presentation, and reflective tasks. Assessment criteria:		

a) participation in seminars, group discussions, case discussions, debates, and other interactive learning activities
13–15 points: The student consistently and actively participates in seminars, discussions, case analyses, and debates. Contributions demonstrate a comprehensive understanding of course concepts, critical thinking, well-reasoned arguments, and the ability to connect theoretical knowledge with practical situations. The student uses appropriate scientific terminology and actively engages in collaborative learning activities.
10–12 points: The student regularly participates in learning activities and demonstrates a good understanding of the course content. Contributions are generally relevant and supported by appropriate arguments, although some responses may lack depth, critical reflection, or consistency.
7–9 points: Participation is irregular. The student demonstrates a basic understanding of the material, but contributions are often descriptive, insufficiently developed, or only partially related to the discussion topic.
4–6 points: Participation is limited and inconsistent. The student demonstrates a superficial understanding of the material and rarely contributes meaningful arguments or analysis.
1–3 points: The student rarely participates in seminars or discussions and demonstrates limited engagement with course content and learning activities.
0 points: No participation or failure to demonstrate achievement of the expected learning outcomes.
b) completion of analytical and case-based assignments
27–30 points: Assignments are completed independently, accurately, and at a high academic level. The student demonstrates strong analytical skills, critically evaluates information, effectively applies theoretical concepts to case analysis, and provides well-structured, evidence-based conclusions and recommendations.
22–26 points: Assignments are completed correctly and demonstrate a good level of analysis. The student appropriately applies theoretical knowledge to practical situations, although some conclusions or justifications may lack depth or precision.
16–21 points: The student demonstrates a satisfactory level of analytical performance. Assignments contain minor errors, inconsistencies, or insufficient justification. Application of theoretical concepts is sometimes limited or incomplete.
10–15 points: Assignments demonstrate a basic level of understanding. Analysis is often superficial, contains significant inaccuracies, or lacks sufficient evidence and logical argumentation.
1–9 points: Assignments are incomplete, poorly structured, or demonstrate serious difficulties in analysing information and applying course concepts.
0 points: Assignments are not submitted or do not meet the minimum requirements.
c) analytical, presentation, and reflective tasks
13–15 points: The student demonstrates a high level of analytical thinking, successfully interprets information, and presents conclusions in a clear, structured, and well-reasoned manner. Presentations are coherent and professionally delivered, while reflective tasks demonstrate meaningful self-analysis and critical reflection.
10–12 points: The student demonstrates a good level of understanding and analytical ability. Presentations and reflective tasks are generally well prepared, although some elements may lack depth, clarity, or critical insight.
7–9 points: The student demonstrates a satisfactory level of performance. Analytical, presentation, and reflective tasks meet basic requirements but may contain gaps in reasoning, structure, or interpretation.
4–6 points: The student demonstrates limited analytical ability. Presentations and reflective tasks are insufficiently developed, poorly structured, or lack clear justification.
1–3 points: The student demonstrates minimal understanding of the task requirements. Analysis is superficial, and presentations or reflective tasks lack coherence and relevance.
0 points: Tasks are not submitted or do not meet the minimum requirements.
d) final exam (test tasks + neuropsychological case analysis)
Test component (20 points): Points are awarded proportionally to the number of correct answers.

Neuropsychological case analysis (20 points):
16–20 points: The student demonstrates a comprehensive understanding of neuropsychological concepts and accurately analyses the presented case. Neuropsychological mechanisms, cognitive, emotional, behavioural, and adaptive aspects of functioning are correctly identified and interpreted. Conclusions are logically structured, theoretically grounded, and supported by appropriate arguments. The student demonstrates the ability to apply neuropsychological knowledge to psychological practice and justify professional decisions.
11–15 points: The student demonstrates a good understanding of neuropsychological concepts and provides a generally accurate analysis of the case. Interpretation and conclusions are mostly correct, although some aspects may lack depth, precision, or sufficient justification.
6–10 points: The student demonstrates a basic understanding of the case and relevant neuropsychological concepts. Analysis is partially correct but remains descriptive, incomplete, or insufficiently substantiated. Difficulties are evident in the interpretation of neuropsychological information and application of theoretical knowledge.
1–5 points: The student demonstrates limited understanding of neuropsychological concepts and case analysis. Interpretation is superficial or inaccurate, conclusions are weakly justified, and the connection between theory and practice is largely absent.
0 points: The task is not completed or does not demonstrate achievement of the expected learning outcomes.

Content

Topic 1. Contemporary Neuropsychology and Neuropsychological Approaches in Psychological Practice
Topic 2. Neuropsychological Mechanisms of Cognitive, Emotional, and Adaptive Functioning
Topic 3. Neuropsychological Assessment of Cognitive and Emotional Functioning
Topic 4. Neuropsychological Aspects of Stress, Trauma, and Adaptation
Topic 5. Neuropsychological Approaches to Crisis Intervention and Psychological Assistance
Topic 6. Recovery-Oriented Psychological Practice: Neuroplasticity, Resilience, and Recovery Processes
Topic 7. Neuropsychological Approaches to Psychological Assistance Across Different Client Groups

Literature

Compulsory reading

1. Brown, G. G., King, T. Z., Haaland, K. Y., & Crosson, B. (Eds.). *APA Handbook of Neuropsychology* (Vols. 1–2). APA, 2021.
2. DeRight, J. *Essential Neuropsychology: A Concise Handbook for Adult Practitioners*. Springer, 2021.
3. Gurd, J., Kischka, U., & Marshall, J. C. (Eds.). *The Handbook of Clinical Neuropsychology*. Oxford University Press, 2012.
4. Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of Human Neuropsychology* (8th ed.). Worth Publishers.
5. Parsons, M. W. et al. *Clinical Neuropsychology: A Pocket Handbook for Assessment* (4th ed.). APA, 2014.
6. Squire, L. R., et al. (Eds.). (2021). *Fundamental Neuroscience* (5th ed.). Academic Press.
7. Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological Rehabilitation: Theory, Models, Therapy and Outcome*. Cambridge University Press.
8. Wilson, B. A., Herbert, C. M., & Shiel, A. (2017). *Behavioural Approaches in Neuropsychological Rehabilitation: Optimising Rehabilitation Procedures*. Routledge.

Recommended reading

1. Anderson, V., Jacobs, R., & Anderson, P. (2018). *Developmental Neuropsychology: A Clinical Approach*. Routledge.
2. Ben-Yishay, Y., & Diller, L. (2011). *Handbook of Holistic Neuropsychological Rehabilitation: Outpatient Rehabilitation of Traumatic Brain Injury*. Oxford University Press.
3. Doidge, N. (2007). *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. Penguin Books.
4. Friston, K., et al. (2020). *Computational Psychiatry and Neuroimaging.* Academic Press.

5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). *Cognitive Neuroscience: The Biology of the Mind* (5th ed.). Norton.

6. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment* (5th ed.). Oxford University Press.

7. McEwen, B. S. (2017). *The End of Stress as We Know It.* Dana Press.

8. Vijayaraghavan, S., & Felsen, G. (Eds.). (2023). *Neuroscience and Society: The Interface of Neuroscience and Social Sciences*. CRC Press.

9. Vlasiuk, D. (2018). Neuropsychology of the present century: prospects and challenges. *Psychological Perspectives*, 31, 45–56.

10. Zafar, U. (2025). *Mind Metrics: Unlocking the Science of Measuring Brain Health*. CRC Press.

Web-resources

1. BrainFacts. (n.d.). *Official website.* https://www.brainfacts.org/

2. Coursera. (n.d.). *Course in neuropsychology*. https://www.coursera.org/learn/introduction-to-cognitive-psychology-and-neuropsychology

3. ENIGMA-U. (n.d.). *Official website*. https://enigma.ini.usc.edu/education/enigma-u/

4. KnowNeuropsychology. (n.d.). *Official website.* https://knowneuropsych.org/

5. Navigating Neuropsychology. (n.d.). *Official website.* https://www.navneuro.com/

6. Neuropsychological Rehabilitation. (n.d.). *Official website.* https://www.tandfonline.com/journals/pnrh20

7. Neuropsychology Resources (Kapur). (n.d.). *Official website*. https://neuropsychologyresources.com/

8. Neuroscience Information Framework (NIF). (n.d.). *Official website.* https://neuinfo.org/

THEORETICAL AND APPLIED ASPECTS OF COGNITIVE PSYCHOLOGY AND THERAPY				
The course aims to develop students' advanced knowledge and practical competencies in contemporary cognitive psychology and cognitive therapy, enabling them to analyze cognitive mechanisms underlying emotional regulation, stress, psychological trauma, resilience, adaptation, and recovery; conduct cognitive assessment and evidence-based analysis in professional practice; design, implement, and evaluate cognitive-based interventions and rehabilitation strategies; and apply cognitive approaches in psychological assistance and recovery for diverse client groups experiencing crisis, traumatic, and other challenging life circumstances.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Alina Yudina, PhD in Psychology	90 h. (14 h. lectures, 14 h. seminars/practical, 62 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse cognitive mechanisms underlying emotional regulation, stress responses, psychological trauma, resilience, adaptation, and recovery, and evaluate their significance for psychological functioning and professional psychological practice			Interactive lecture; analysis of psychological cases; group discussions; problem-based learning; independent study of scientific literature	Analytical case report; participation in discussions; analytical review of scientific literature, final integrative cognitive case analysis (CAS)
2) Conduct and critically interpret evidence-based cognitive assessment and evaluate cognitive, emotional, and behavioural functioning using scientifically grounded approaches to psychological analysis and professional decision-making			Interactive lecture; practical exercises in cognitive assessment and interpretation; case-study method; small-group work; independent analytical tasks	Cognitive assessment interpretation assignment; analytical case report; presentation of assessment findings, final integrative cognitive case analysis (CAS)
3) Evaluate the influence of cognitive factors on adaptation, resilience, recovery processes, and psychological well-being in individuals experiencing crisis, traumatic, and other challenging life circumstances			Interactive lecture; case-study method; analysis of recovery-related situations; group discussions; analysis of contemporary research findings	Analytical case report; participation in discussions; analytical review of empirical studies, final integrative cognitive case analysis (CAS)
4) Integrate contemporary theories, models, and evidence-based approaches of cognitive psychology and cognitive therapy into psychological assessment, counselling, and recovery-oriented practice			Interactive lecture; problem-based learning; comparative analysis of approaches; case-study method; independent study	Comparative analysis of theoretical approaches; case conceptualisation task; participation in case discussions, final integrative cognitive case analysis (CAS)
5) Design, adapt, and justify cognitive-based psychological assistance, psychoeducational, rehabilitation, and			Interactive lecture; project-based learning; analysis of professional	Psychological assistance programme project; presentation of the

preventive interventions according to the needs and characteristics of diverse client groups	situations; role-play simulation; group work	developed programme; role-play performance, final integrative cognitive case analysis (CAS)
6) Develop, implement, and evaluate cognitive intervention strategies for individuals, groups, and families experiencing stress, psychological trauma, adaptation difficulties, and crisis-related conditions	Interactive lecture; simulation of counselling situations; case-study method; intervention planning workshop; reflective learning	Cognitive intervention plan; analytical case report; demonstration of a professional situation; reflective assignment, final integrative cognitive case analysis (CAS)
7) Critically evaluate the applicability, effectiveness, and ethical implications of cognitive therapeutic approaches and professional interventions in complex and unpredictable psychological practice contexts	Interactive lecture; analysis of ethical dilemmas; debates; analysis of complex professional situations; problem-based learning	Written justification of a professional decision; critical case analysis, participation in debates, final integrative cognitive case analysis (CAS)
8) Critically apply reflective practice, evidence-based professional judgement, and ethical reasoning in planning, implementing, and evaluating cognitive approaches to psychological assistance and recovery	Interactive lecture; reflective learning; analysis of professional situations; facilitated discussion; independent study	Reflective report; analytical case report; evidence-based decision-making task, participation in professional discussions, final integrative cognitive case analysis (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based on continuous assessment completed throughout the semester.
100 points for work in the first semester:
20 points for participation in seminars, discussions, case analyses, and other interactive learning activities;
20 points for analytical and case-based assignments;
20 points for project, presentation, and reflective tasks;
40 points for the final integrative cognitive case analysis.
Assessment criteria:
a) participation in seminars, discussions, case analyses, and other interactive learning activities
16–20 points: The student consistently and actively participates in seminars, discussions, case analyses, and interactive learning activities. Contributions demonstrate a comprehensive understanding of cognitive psychology and cognitive therapy concepts, critical thinking, evidence-based reasoning, and the ability to connect theoretical knowledge with professional psychological practice.
11–15 points: The student regularly participates in learning activities and demonstrates a good understanding of course content. Contributions are generally relevant and supported by appropriate arguments, although some responses may lack depth, critical reflection, or consistency.
6–10 points: Participation is irregular. The student demonstrates a basic understanding of the material, but contributions are often descriptive, insufficiently developed, or only partially related to the discussion topic.
1–5 points: Participation is limited and inconsistent. The student demonstrates a superficial understanding of the material and rarely contributes meaningful arguments or analysis.
0 points: No participation or failure to demonstrate achievement of the expected learning outcomes.
b) analytical and case-based assignments

16–20 points: Assignments are completed independently, accurately, and at a high academic level. The student demonstrates strong analytical skills, critically evaluates information, effectively applies concepts of cognitive psychology and cognitive therapy to case analysis, and provides well-structured, evidence-based conclusions and recommendations.
11–15 points: Assignments are completed correctly and demonstrate a good level of analysis. The student appropriately applies theoretical knowledge to practical situations, although some conclusions or justifications may lack depth or precision.
6–10 points: The student demonstrates a satisfactory level of analytical performance. Assignments contain minor errors, inconsistencies, or insufficient justification. Application of theoretical concepts is sometimes limited or incomplete.
1–5 points: Assignments demonstrate a basic level of understanding. Analysis is often superficial, contains significant inaccuracies, or lacks sufficient evidence and logical argumentation.
0 points: Assignments are not submitted or do not meet the minimum requirements.
c) project, presentation, and reflective tasks
16–20 points: The student demonstrates a high level of analytical thinking, successfully integrates theoretical and practical knowledge, and presents conclusions in a clear, structured, and well-reasoned manner. Presentations are coherent and professionally delivered, while reflective tasks demonstrate meaningful self-analysis and critical reflection.
11–15 points: The student demonstrates a good level of understanding and analytical ability. Presentations and reflective tasks are generally well prepared, although some elements may lack depth, clarity, or critical insight.
6–10 points: The student demonstrates a satisfactory level of performance. Project, presentation, and reflective tasks meet basic requirements but may contain gaps in reasoning, structure, or interpretation.
1–5 points: The student demonstrates limited analytical ability. Tasks are insufficiently developed, poorly structured, or lack clear justification.
0 points: Tasks are not submitted or do not meet the minimum requirements.
d) final integrative cognitive case analysis
31–40 points: The student demonstrates a comprehensive understanding of cognitive mechanisms, cognitive assessment, resilience, adaptation, recovery processes, and cognitive therapeutic approaches. The case analysis is accurate, theoretically grounded, logically structured, and supported by evidence-based arguments. Cognitive intervention strategies are appropriate, well justified, and professionally relevant.
21–30 points: The student demonstrates a good understanding of course concepts and provides a generally accurate analysis of the case. Interpretation and recommendations are mostly correct, although some aspects may lack depth, precision, or sufficient justification.
11–20 points: The student demonstrates a basic understanding of the case and relevant theoretical concepts. Analysis is partially correct but remains descriptive, incomplete, or insufficiently substantiated. Difficulties are evident in applying theoretical knowledge to professional decision-making.
1–10 points: The student demonstrates limited understanding of cognitive psychology and cognitive therapy concepts. Analysis is superficial or inaccurate, conclusions are weakly justified, and the connection between theory and practice is largely absent.
0 points: The task is not completed or does not demonstrate achievement of the expected learning outcomes.

Content

Topic 1. Contemporary Theoretical Foundations of Cognitive Psychology and Cognitive Functioning
Topic 2. Cognitive Mechanisms of Emotional Regulation, Stress, and Psychological Trauma
Topic 3. Cognitive Factors of Resilience, Adaptation, and Psychological Recovery
Topic 4. Cognitive Assessment and Analysis in Psychological Practice
Topic 5. Theoretical Foundations and Contemporary Approaches in Cognitive Therapy

Topic 6. Cognitive Interventions and Rehabilitation in Crisis and Traumatic Contexts
Topic 7. Cognitive Approaches in Psychological Assistance and Recovery Across Different Client Groups

Literature

Compulsory reading

1. Ball, L., Butler, L. T., Sherman, S., & St. Clair-Thompson, H. (2024). *Cognitive Psychology in a Changing World*. London: Routledge. 746 p.

2. Beck, J. S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3rd ed.). New York: Guilford Press. 414 p.

3. Derevianko, S. P. (2023). *Kohnityvno-povedinkova terapiia* [Cognitive Behavioral Therapy]. Chernihiv: Natsionalnyi universytet 'Chernihivskyi kolehium' imeni T. H. Shevchenka. 60 p.

4. Derkach, L. M., Sheviakov, O. V., Bratchykova, Yu. K., & Soloviova, D. V. (2018). *Kohnityvna nauka* [Cognitive Science]. Dnipro: VNZ 'DHU'. 297 p.

5. Maksymenko, S., Derkach, L., Kirichevska, Ye., & Kasynets, M. (2022). *Psykholohiia kohnityvnykh protsesiv* [Psychology of Cognitive Processes]. Kyiv: Vydavnytstvo Liudmyla. 420 p.

6. Sternberg, R. J., Sternberg, K., & Mio, J. (2012). *Cognitive Psychology* (6th ed.). Belmont, CA: Wadsworth Cengage Learning. 576 p.

7. Vestbruk, D., Kennerli, H., & Kirk, Dzh. (2014). *Vstup u kohnityvno-povedinkovu terapiiu* [Introduction to Cognitive Behaviour Therapy]. Lviv: Svichado. 410 p.

Recommended reading

1. Derevianko, S. P. (2012). *Kohnityvna psykholohiia* [Cognitive Psychology]. Chernihiv: Lozovyi V. M. 184 p.

2. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive Psychology: A Student's Handbook* (7th ed.). Hove: Psychology Press. 742 p.

3. Groome, D., & Eysenck, M. W. (2022). *An Introduction to Applied Cognitive Psychology* (3rd ed.). London: Routledge.

4. Maksymenko, S. D., & Pasichnyk, I. D. (2012). Kohnityvna psykholohiia v konteksti doslidzhennia pamiati liudyny [Cognitive psychology in the context of human memory research]. *Aktualni problemy kohnityvnoi psykholohii*, 20, 3–15.

Web-resources

1. Behaviour Research and Therapy. (n.d.). *Official website*. https://www.sciencedirect.com/journal/behaviour-research-and-therapy

2. Cognitive Therapy and Research. (n.d.). *Official website*. https://link.springer.com/journal/10608

3. European Journal of Psychotraumatology. (n.d.). *Official website*. https://www.tandfonline.com/journals/zept20

4. Beck Institute for Cognitive Behavior Therapy. (n.d.). Official website. https://beckinstitute.org

5. Association for Behavioral and Cognitive Therapies (ABCT). (n.d.). *Official website*. https://www.abct.org

6. Psychology Tools. (n.d.). *Official website*. https://www.psychologytools.com

7. National Center for PTSD. (n.d.). *Official website*. https://www.ptsd.va.gov

FAMILY PSYCHOLOGY WITH FOUNDATIONS OF COUNSELING				
The course aims to provide students with advanced knowledge of family psychology and foundations of family counseling, as well as to develop competencies in assessing family relationships, analyzing family functioning and developmental challenges, designing psychological support strategies, and implementing ethically grounded counseling interventions aimed at strengthening family well-being, resilience, and adaptive functioning				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	3 / mandatory	Viktoriia Bykova PhD in Pedagogy, Master of Psychology, Associate Professor	90 hours (14 h. lectures, 14 h. practical classes, 62 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze contemporary theoretical approaches, models, and concepts of family psychology to explain family functioning in diverse social and cultural contexts.			Problem-based lecture; group discussions; comparative analysis of theoretical approaches; independent study of scientific literature	Participation in group discussions; analytical assignment comparing theoretical approaches; review of scientific literature (CAS), Final Exam (FAS)
2) Evaluate the influence of developmental, social, cultural, and psychological factors on partner relationships, parenting practices, and family well-being across the family life cycle.			Lecture with elements of problem-based learning; case method; group discussions; analysis of family development situations	Written case analysis; participation in group discussions; practical assignment on factors influencing family well-being (CAS), Final Exam (FAS)
3) Assess family dynamics, interaction patterns, resources, and risk factors in the context of family functioning, conflicts, and developmental challenges.			Practice-oriented lecture; case method; genogram construction and analysis; practical exercises on family interaction analysis	Written analysis of a family situation; genogram construction and interpretation; practical assignment on identifying family resources and risk factors (CAS), Final Exam (FAS)
4) Analyze family conflicts, stressful life events, crisis situations, traumatic experiences, and their impact on family relationships and psychological adjustment.			Problem-based lecture; case method; group discussions; analysis of crisis and conflict situations	Written analysis of a crisis case; participation in group discussions; practical assignment on the impact of crises and trauma on family functioning (CAS), Final Exam (FAS)
5) Develop evidence-informed recommendations and psychological support strategies aimed at strengthening			Practice-oriented lecture; case method; group work;	Written case analysis; participation in group work; development and

family resilience and promoting adaptive family functioning.	development of family support recommendations	presentation of psychological support recommendations for families (CAS), Final Exam (FAS)
6) Design appropriate counseling interventions for families and family members based on identified needs, presenting concerns, and contextual factors.	Practice-oriented lecture; analysis of counseling cases; role-play of counseling interactions; design of counseling interventions	Written analysis of a counseling case; demonstration of counseling interaction skills; counseling intervention plan (CAS), Final Exam (FAS)
7) Apply ethical principles, ethical standards, and professional boundaries in family counseling and psychological support practice.	Lecture based on professional situations; analysis of ethical dilemmas; group discussions; reflective consideration of professional boundaries	Solution of an ethical case scenario; participation in group discussions; reflective assignment on professional boundaries (CAS), Final Exam (FAS)
8) Justify the selection of counseling models, methods, and techniques for working with families in various psychological and social situations.	Problem-based lecture; comparative analysis of counseling approaches; case method; group discussion of counseling decisions	Analytical assignment comparing counseling approaches; written justification of the selected counseling model; participation in group discussions (CAS), Final Exam (FAS)
9) Evaluate the effectiveness and limitations of psychological interventions and counseling approaches used in family contexts.	Lecture with elements of critical analysis; analysis of scientific literature; case method; evaluation of psychological intervention examples	Critical review of a scientific source; written case analysis; analytical assignment evaluating the effectiveness and limitations of psychological interventions (CAS), Final Exam (FAS)
10) Collaborate effectively with professionals from related disciplines to address complex family needs in crisis, educational, healthcare, and community settings.	Practice-oriented lecture; group work; analysis of interdisciplinary situations; simulation of professional collaboration	Participation in group work; written analysis of an interdisciplinary case; presentation of an interdisciplinary case solution (CAS), Final Exam (FAS)
Assessment		
The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester. 60 points for work in the semester: 20 points for analytical and practical assignments;		

20 points for written case analyses;
20 points for participation in group discussions and presentations.
Assessment criteria:
a) analytical and practical assignments
16–20 points: The student demonstrates an excellent understanding of the course content and successfully applies theoretical knowledge to practical tasks. The assignments are completed accurately, critically analysed, logically structured, and supported by relevant scientific sources. The student demonstrates independent thinking and well-justified conclusions.
11–15 points: The student demonstrates a good understanding of the material and adequately applies theoretical concepts to practical tasks. The assignments are generally accurate and well-structured, although some aspects may lack depth, clarity, or sufficient justification.
6–10 points: The student demonstrates a basic understanding of the material. The assignments contain inaccuracies, insufficient analysis, limited justification of conclusions, or weaknesses in structure and argumentation.
1–5 points: The assignments demonstrate a poor understanding of the material. Major inaccuracies, omissions, weak argumentation, or a lack of logical structure are evident.
b) written case analyses
16–20 points: The student accurately identifies key issues presented in the case, demonstrates excellent analytical skills, applies relevant theoretical concepts, and provides well-reasoned conclusions and recommendations.
11–15 points: The student correctly identifies most key issues and demonstrates a good understanding of the case. The analysis is generally appropriate, although some conclusions may be insufficiently justified or detailed.
6–10 points: The student demonstrates a limited ability to analyse the case. Important aspects may be overlooked, and the conclusions may lack coherence or theoretical support.
1–5 points: The student demonstrates little understanding of the case, with substantial omissions, inaccuracies, and unsupported conclusions.
c) participation in group discussions and presentations
16–20 points: The student actively participates in group discussions and presentations, demonstrates excellent knowledge and understanding of the course material, provides well-reasoned arguments, critically analyses issues, and effectively presents ideas, recommendations, and conclusions.
11–15 points: The student regularly participates in discussions and presentations, demonstrates a good understanding of the course material, and provides generally relevant arguments and explanations, although some points may lack depth or critical analysis.
6–10 points: The student demonstrates a basic understanding of the course material and participates in discussions and presentations occasionally. Contributions may be limited, insufficiently substantiated, or only partially relevant to the topic.
1–5 points: The student rarely participates in discussions and presentations, demonstrates little understanding of the course material, and provides minimal, inaccurate, or unsupported contributions.
40 points for the final exam:
10 points – theoretical question;
15 points – family case analysis;
15 points – counseling intervention task.

Content

Topic 1. Family Psychology as a Scientific Field and Professional Practice
Topic 2. The Family in Social, Cultural, and Contemporary Contexts
Topic 3. Psychological Foundations of Partner Relationships and Family Functioning
Topic 4. Development of Family Relationships and the Family Life Cycle
Topic 5. Parent–Child Relationships, Parenting Practices, and Child Development in the Family
Topic 6. Family Conflicts, Stress, Crisis Situations, Trauma, and Family Resilience

Topic 7. Family Counseling: Principles, Models, Methods, Ethical Issues, and Professional Boundaries of the Psychologist

Literature

Compulsory reading

1. Gladding, S. T. (2021). *Family Therapy: History, Theory, and Practice* (7th ed.). Boston, MA: Pearson.

2. Goldenberg, H., Goldenberg, I., & Stanton, M. (2021). *Family Therapy: An Overview* (10th ed.). Boston, MA: Cengage Learning.

3. Polishchuk, V. M., Ilina, I. M., Polishchuk, S. A., et al. (2023). *Psykholohiia simi* [Family Psychology] (2nd ed.). Sumy: Universytetska Knyha.

4. Tsilmak, O. M. (Ed.). (2020). *Psykholohiia simi ta shliubu: tablytsi, skhemy, komentari* [Psychology of Family and Marriage: Tables, Schemes, and Commentaries]. Kyiv: Lira-K.

Recommended reading

1. Fedorenko, R. P. (2007). *Psykholohiia molodoi simi i simeina kryza* [Psychology of the Young Family and Family Crisis]. Lutsk: RVV 'Vezha' Volynskoho derzhavnoho universytetu imeni Lesi Ukrainky.

2. Horetska, O. V., & Serdiuk, N. P. (2015). *Psykholohiia simi* [Family Psychology]. Berdiansk: Vydavets Tkachuk O. V.

3. Kramchenkova, V., & Volos, O. (2025). Systemna simeina psykhoterapiia yak zasib pidvyshchennia psykholohichnoho imunitetu ta resursnosti osobystosti u period separatsiinoi kryzy [Systemic Family Psychotherapy as a Means of Enhancing Psychological Immunity and Personal Resourcefulness during a Separation Crisis]. *Naukovi Perspektyvy*, 5 (59). https://doi.org/10.52058/2708-7530-2025-5(59)-1959-1974

4. Leung, J. T. Y., Tsui, P., Kong, C. C. K., et al. (2025). Adventure-based Family Intervention in Strengthening Family Resilience during Pandemic and Postpandemic Periods. *Research on Social Work Practice*. https://doi.org/10.1177/10497315251347895

5. Sova, M. O., & Denizhna, S. O. (2014). *Psykholohiia simi* [Family Psychology]. Kyiv.

6. Stoliarchuk, O. A. (2015). *Psykholohiia suchasnoi simi* [Psychology of the Contemporary Family]. Kremenchuk: Shcherbatykh O. V.

7. Todd, E., Pond, R., & Coomber, K. (2025). Client Perspectives of Family Therapy: A Qualitative Systematic Review. *Journal of Marital and Family Therapy*, 51 (3), e70024. https://doi.org/10.1111/jmft.70024

8. Walsh, F. (2021). Family Resilience: A Dynamic Systemic Framework. In *Multisystemic Resilience*. Oxford: Oxford University Press. https://doi.org/10.1093/oso/9780190095888.003.0015

Web-resources

1. American Association for Marriage and Family Therapy. (n.d.). Official website. https://www.aamft.org
2. American Counseling Association. (n.d.). Official website. https://www.counseling.org
3. Bowen Center for the Study of the Family. (n.d.). Official website. https://www.thebowencenter.org
4. European Association for Psychotherapy. (n.d.). Official website. https://www.europsyche.org
5. Family Process. (n.d.). Official website. https://www.familyprocess.org
6. International Family Therapy Association. (n.d.). Official website. https://www.ifta-familytherapy.org
7. National Council on Family Relations. (n.d.). Official website. https://www.ncfr.org
8. National Psychological Association of Ukraine. (n.d.). Official website. https://www.npa-ua.org

PSYCHOLOGY AND PEDAGOGY IN HIGHER EDUCATION				
The course aims to develop advanced knowledge and competencies in psychology and pedagogy of higher education, enabling students to critically evaluate educational processes, design effective learning environments, integrate evidence-based educational practices, and implement psychological support strategies that foster academic success, well-being and resilience in higher education settings.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	3 / mandatory **Course paper:** 1 ECTS credit	Nataliia Volkova, Doctor of Sciences (Pedagogics), Full Professor	120 hours (28 h. lectures, 14 h. practical classes, 78 h. self-directed learning)
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) Critically analyze and evaluate contemporary psychological and pedagogical theories, concepts and evidence-based approaches to higher education.			Interactive lectures; problem-based learning; critical reading and discussion of scientific literature; comparative analysis of theoretical approaches; case-based discussions	Critical analysis of scientific literature; comparative analysis of theoretical approaches; participation in evidence-based discussions (CAS); final exam; term paper (FAS)
2) Analyze students' psychological characteristics, educational needs and developmental challenges and critically interpret relevant psychological and educational data.			Case-study method; problem-based learning; analysis and interpretation of psychological and educational data; research tasks; small-group discussions	Written case analysis; interpretation of psychological and educational data; research-based analytical task (CAS); final exam; term paper (FAS)
3) Design and justify educational activities and learning environments based on student-centered, competency-based and evidence-informed approaches.			Project-based learning; workshops; educational design tasks; collaborative design of learning environments; peer review and discussion of educational solutions	Design and justification of an educational activity or learning environment; project presentation and peer review (CAS); final exam (FAS)
4) Develop and justify evidence-based strategies for enhancing students' learning motivation, self-regulated learning and academic engagement.			Problem-based learning; case-study method; analysis of research evidence; development and discussion of learning-	Analysis of a problem-based case; development and justification of an evidence-based learning-support strategy; reflective task (CAS); final exam;

	support strategies; reflective activities	term paper (FAS)
5) Critically assess psychological well-being, inclusiveness and safety of higher education environments and formulate evidence-based recommendations for their improvement.	Case-study method; educational environment analysis; simulation of professional situations; group research tasks; analysis of inclusive and psychologically safe practices	Analytical assessment of an educational environment; evidence-based recommendations for improving psychological safety and inclusion; analysis of a professional case (CAS); final exam; term paper (FAS)
6) Select, apply and critically evaluate effective communication, feedback and conflict-management strategies in educational and professional interactions.	Role-playing; simulation of professional situations; communication training; analysis of communication and conflict cases; peer feedback and self-reflection	Performance in simulated professional interactions; analysis and justification of a conflict-management or feedback strategy; peer- and self-assessment (CAS); final exam; term paper (FAS)
7) Critically select and integrate digital technologies, including AI-supported tools, into educational, psychoeducational and student-support practices in higher education.	Hands-on work with digital and AI-supported tools; analysis of digital learning scenarios; project-based learning; collaborative online activities; critical discussion of opportunities, limitations and ethical risks of educational technologies	Design and justification of a digital educational or psychoeducational solution; practical task involving digital tools; critical analysis of the educational and ethical implications of selected technologies (CAS); final exam (FAS)
8) Develop and justify evidence-based psychological support strategies for students experiencing stress, crisis, trauma and adaptation challenges, considering professional and ethical boundaries.	Case-study method; problem-based learning; analysis of evidence-based support practices; simulation of professional situations; design and critical discussion of psychological support strategies	Written analysis of a complex case; development and justification of a psychological support strategy/programme; analysis of professional and ethical decisions (CAS); final exam; term paper (FAS)
9) Critically reflect on professional practice, make ethically grounded decisions and plan continuous professional development in accordance with contemporary standards of psychological practice and higher	Reflective learning; analysis of ethical dilemmas; guided self-assessment; reflective journaling; peer discussion;	Analysis and justification of decisions in an ethical dilemma; reflective portfolio; individual professional development plan (CAS); final exam;

education.	professional development planning	term paper (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for work during the semester.
60 points for work in the semester:
20 points – analytical and evidence-based assignments;
20 points – case analyses and professional problem-solving tasks;
20 points – practical, project-based and reflective activities, including educational design tasks, simulations, digital learning activities, group discussions and presentations.
Assessment criteria:
a) Analytical and evidence-based assignments
16–20 points: The student demonstrates an excellent understanding of contemporary psychological and pedagogical theories and evidence-based approaches in higher education. The student critically analyses and compares relevant concepts and research evidence, integrates appropriate scientific sources, constructs well-reasoned arguments, and formulates independent and substantiated conclusions.
11–15 points: The student demonstrates a good understanding of relevant theories and approaches and provides generally appropriate analysis. Scientific sources are used appropriately, although the analysis, comparison, or justification of conclusions may occasionally lack depth or precision.
6–10 points: The student demonstrates a basic understanding of the material. The analysis is mainly descriptive or partially inconsistent, with limited use of scientific evidence and insufficient justification of conclusions.
1–5 points: The student demonstrates a poor understanding of the material. The work contains substantial inaccuracies, lacks critical analysis and appropriate scientific support, or presents poorly justified conclusions.
0 points: The assignments are not completed or do not meet minimum academic requirements.
b) Case analyses and professional problem-solving tasks
16–20 points: The student accurately identifies and critically analyses the psychological and pedagogical issues presented in the case, appropriately applies relevant theories and evidence, considers alternative interpretations and professional or ethical implications, and develops well-justified recommendations or solutions.
11–15 points: The student correctly identifies the main issues and appropriately applies relevant theoretical concepts. The proposed conclusions and solutions are generally justified, although some aspects may lack depth, integration of evidence, or consideration of alternatives.
6–10 points: The student identifies some relevant issues but demonstrates limited analytical depth. The application of theoretical concepts is incomplete, and proposed conclusions or solutions are only partially justified.
1–5 points: The student demonstrates substantial difficulties in identifying and analysing the relevant issues. The application of theory is inaccurate or minimal, and conclusions or recommendations are unsupported.
0 points: The tasks are not completed or do not meet minimum academic requirements.
c) Practical, project-based and reflective activities
16–20 points: The student demonstrates an excellent ability to apply psychological and pedagogical knowledge to the design and evaluation of educational and support practices in higher education. The student effectively participates in simulations, project and collaborative activities, appropriately uses digital tools, provides constructive feedback, demonstrates professional communication and reflection, and clearly justifies proposed solutions.
11–15 points: The student demonstrates a good ability to apply theoretical knowledge in practical and project-based activities. The proposed solutions are generally appropriate and well presented, although some aspects may lack depth, originality, critical reflection, or sufficient justification.

6–10 points: The student demonstrates a basic ability to perform practical and project-based tasks. Participation and contributions are inconsistent, and proposed solutions demonstrate limited integration of theoretical knowledge, evidence, or critical reflection.
1–5 points: The student demonstrates minimal engagement in practical and collaborative activities and substantial difficulties in applying theoretical knowledge, communicating professional decisions, or reflecting on their effectiveness.
0 points: The student does not participate in or complete the required practical, project-based and reflective activities.
40 points for the final exam:
10 points – theoretical and analytical question;
15 points – analysis of a complex psychological and pedagogical case in higher education;
15 points – professional problem-solving task requiring the development and justification of an evidence-based educational, psychological support, communication, or learning-environment strategy.

Assessment of the Term Paper

The term paper is assessed separately on a 100-point scale:
70 points – written term paper;
30 points – oral defence.
The written term paper is assessed according to the relevance and clarity of the research problem, quality of theoretical analysis, appropriateness of research methodology, analysis and interpretation of findings, validity of conclusions, academic writing, referencing, and compliance with academic integrity requirements.
The oral defence is assessed according to the clarity and logic of the presentation, ability to justify research decisions and conclusions, provide well-reasoned answers to questions, use appropriate professional terminology, and critically reflect on the results and limitations of the study.
Assessment criteria
90–100 points: The term paper demonstrates an excellent level of independent research. The research problem is clearly formulated and relevant; theoretical analysis is critical and systematic; methodological decisions are well justified; findings are accurately analysed and interpreted; and conclusions are logically substantiated. The student presents the study clearly and professionally, provides well-reasoned answers to questions, and demonstrates critical reflection on the research.
75–89 points: The term paper demonstrates a good level of independent research. The theoretical and methodological foundations are generally sound, and the analysis and conclusions are appropriate. The student presents and defends the study competently, although some aspects may lack depth, precision, or sufficient justification.
60–74 points: The term paper demonstrates a satisfactory level of achievement. The research problem and theoretical foundations are presented, but there are limitations in critical analysis, methodological justification, interpretation of findings, or argumentation. During the defence, the student demonstrates a general understanding of the study but may experience difficulties in substantiating particular decisions or conclusions.
1–59 points: The term paper demonstrates substantial deficiencies in theoretical analysis, methodology, interpretation of findings, conclusions, academic writing, or compliance with the requirements. During the defence, the student demonstrates limited understanding of the research and substantial difficulties in justifying decisions or answering questions.
0 points: The term paper is not submitted, is not defended, or does not meet minimum academic and academic integrity requirements.

Content

Topic 1. Psychology and Pedagogy of Higher Education as a Scientific and Professional Field
Topic 2. Psychological Characteristics of Students in Higher Education
Topic 3. Adult Learning and Andragogical Principles in Higher Education
Topic 4. Learning Motivation and Self-Regulated Learning
Topic 5. Psychological Well-Being and Mental Health of Higher Education Students

Topic 6. Psychological Safety and Supportive Educational Environment
Topic 7. Communication and Interpersonal Interaction in Higher Education
Topic 8. Teaching and Learning Methods in Higher Education
Topic 9. Assessment, Feedback and Psychological Aspects of Learning Evaluation
Topic 10. Inclusive Education and Diversity in Higher Education
Topic 11. Digital Technologies and Psychological Aspects of Online Learning
Topic 12. Crisis Situations in Higher Education and Psychological Support
Topic 13. Professional Competence and Personal Development of the University Teacher
Topic 14. Contemporary Challenges and Prospects of Higher Education Development

Literature

Compulsory reading

1. Bates, T. (2022). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning (3rd ed.). Vancouver, BC: Tony Bates Associates Ltd.

2. Bearman, M., Ajjawi, R., & Boud, D. (Eds.). (2022). Re-imagining University Assessment in a Digital World. Cham: Springer.

3. Hrabovska, S., Hrebin, N., Prots, O., Petrovska, I., & Rybak, O. (2024). Psykholohiia vyshchoi shkoly [Psychology of Higher Education]. Lviv: Ivan Franko National University of Lviv.

4. Selwyn, N. (2023). Education and Technology: Key Issues and Debates (3rd ed.). London: Bloomsbury Academic.

5. Vasetska, L. I. (2023). Osnovy pedahohiky ta innovatsiini tekhnolohii u vyshchii shkoli [Fundamentals of Pedagogy and Innovative Technologies in Higher Education]. Zaporizhzhia: ZDMFU.

6. Volkova, N. P. (2018). Interaktyvni tekhnolohii navchannia u vyshchii shkoli [Interactive Learning Technologies in Higher Education]. Dnipro: Alfred Nobel University.

7. Vynohradova, V. Ye., & Yurchenko, V. I. (2020). Psykholohiia vyshchoi osvity: teoretychni ta praktychni aspekty [Psychology of Higher Education: Theoretical and Practical Aspects] (2nd ed.). Kyiv: Lira-K.

Recommended reading

1. Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2021). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Technology in Higher Education*, 18, 50.

2. Crisol-Moya, E., Romero-López, M. A., & Caurcel-Cara, M. J. (2020). Active methodologies in higher education: Perception and opinion as evaluated by professors and their students. *Frontiers in Psychology*, 11, 1703.

3. Martseva, L. A. (2022). Pedahohika i psykholohiia vyshchoi shkoly [Pedagogy and Psychology of Higher Education]. Zhytomyr: Zhytomyr Polytechnic State University.

4. Means, B., & Neisler, J. (2020). Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic. Digital Promise.

5. Melnychuk, L. B., & Shkabarina, M. A. (2021). Pedahohika i psykholohiia vyshchoi shkoly [Pedagogy and Psychology of Higher Education]. Lviv: Novyi Svit–2000.

6. Mezirow, J. (2018). Transformative Learning Theory.

7. Mukhina, H. V. (2020). Pedahohika ta psykholohiia vyshchoi shkoly [Pedagogy and Psychology of Higher Education]. Kyiv: Dakor.

8. Nind, M., & Lewthwaite, S. (2018). Methods that teach: Developing pedagogic research methods, developing pedagogy. *International Journal of Research & Method in Education*, 41(4), 398–410.

9. OECD. (2021). 21st Century Readers: Developing Literacy Skills in a Digital World. Paris: OECD Publishing.

10. Pryshchak, M. D., & Zaliubivska, O. B. (2020). Pedahohika, psykholohiia ta metodyka vykladannia u vyshchii shkoli [Pedagogy, Psychology and Teaching Methodology in Higher Education]. Vinnytsia: VNTU.

11. Stynska, V., & Prokopiv, L. (Eds.). (2021). Aktualni problemy rozvytku vyshchoi osvity [Current Issues of Higher Education Development]. Ivano-Frankivsk.

12. UNESCO. (2023). Guidance for Generative AI in Education and Research. Paris: UNESCO.

13. Veilande, L. V.-V., & Prokofieva, L. B. (2023). Pedahohika ta psykholohiia vyshchoi shkoly [Pedagogy and Psychology of Higher Education]. Odesa.

14. Vitvytska, S. S. (2018). Osnovy pedahohiky vyshchoi shkoly [Fundamentals of Higher Education Pedagogy] (2nd ed.). Kyiv: Tsentr uchbovoi literatury.

15. Vorotnykova, I. P. (Ed.). (2022). Dystantsiine ta zmishane navchannia yak zasib realizatsii indyvidualnoi traiektorii profesiinoho rozvytku pedahoha [Distance and Blended Learning as a Means of Implementing an Individual Trajectory of Teacher Professional Development]. Kyiv: Borys Hrinchenko Kyiv University.

Web-resources

1. Advance HE. (n.d.). *Official website.* https://www.advance-he.ac.uk

2. Council of Europe. (n.d.). Education. https://www.coe.int/en/web/education

3. European Commission. (n.d.). European Education Area. https://education.ec.europa.eu

4. European Higher Education Area (EHEA). (n.d.). *Official website.* https://www.ehea.info

5. European University Association (EUA). (n.d.). *Official website.* https://www.eua.eu

6. Ministry of Education and Science of Ukraine. (n.d.). *Official website.* https://mon.gov.ua

7. National Agency for Higher Education Quality Assurance of Ukraine. (n.d.). *Official website.* https://naqa.gov.ua

8. OECD. (n.d.). Education. https://www.oecd.org/education

9. UNESCO. (n.d.). Education. https://www.unesco.org/en/education

INNOVATIVE TEACHING TECHNOLOGIES IN PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES				
The course aims to develop advanced knowledge and practical competencies in designing, implementing, and evaluating innovative teaching technologies in psychological and pedagogical courses, with a focus on evidence-informed educational practices, interactive and digital learning, effective pedagogical interaction, and critical reflection on teaching effectiveness.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / mandatory	Nataliia Volkova, Doctor of Sciences (Pedagogics), Full Professor	120 h. (14 h. lectures, 14 h. seminars/ practical, 92 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse and evaluate contemporary approaches, principles, and evidence underlying innovative teaching technologies in psychological and pedagogical disciplines.			Interactive and problem-based lectures; critical analysis of scientific literature; comparative analysis of contemporary teaching approaches; group discussions	Analytical tasks; comparative analysis of teaching approaches; critical review of scientific literature; participation in evidence-based discussions (CAS)
2) Select and justify teaching technologies, methods, and tools according to learning outcomes, course content, and learners' educational and psychological characteristics.			Problem-based learning; analysis of pedagogical situations; case-study method; comparative analysis of teaching technologies; collaborative decision-making	Analysis of pedagogical situations; case-based assignments; justification of the selection and combination of teaching technologies and methods (CAS)
3) Design educational activities, materials, and course components using student-centred, professionally oriented, and evidence-informed approaches.			Project-based learning; educational design workshops; collaborative development of educational materials; peer review	Development of educational activities and materials; design of a course component; presentation and justification of design decisions; peer assessment (CAS)
4) Apply and adapt dialogical, discussion-based, case-based, game-based, and simulation technologies to teaching psychological and pedagogical disciplines.			Project-based learning; educational design workshops; collaborative development of educational materials; peer review	Development of educational activities and materials; design of a course component; presentation and justification of design decisions; peer assessment (CAS)
5) Design and facilitate collaborative learning and pedagogical interaction based on dialogue, partnership,			Collaborative learning; small-group work; facilitation-based	Facilitation of group activities and discussions; analysis of

constructive feedback, and facilitation principles.	discussions; peer learning; role-play; feedback activities	pedagogical interaction; peer feedback; reflective tasks (CAS)
6) Select and apply coaching approaches and techniques to support learning, reflection, self-directed learning, and professional development.	Coaching techniques; modelling of coaching interactions; role-play; analysis of coaching situations; reflective learning	Analysis of coaching situations; development and demonstration of coaching-based activities; reflective assignments; peer feedback (CAS)
7) Critically select and integrate digital and distance learning technologies according to educational objectives, learning context, and pedagogical value.	Digital learning activities; practical work with digital tools and learning platforms; analysis of digital and distance learning scenarios; project-based learning	Practical tasks using digital tools; development and presentation of digital educational materials; analysis and justification of digital learning solutions (CAS)
8) Evaluate the effectiveness of teaching technologies and educational activities using appropriate criteria, feedback, and reflective analysis, and formulate recommendations for their improvement.	Evaluation of educational activities and products; peer assessment; analysis of feedback; reflective learning; comparative analysis of teaching practices	Evaluation of an educational activity or product; analytical and reflective report; peer- and self-assessment; evidence-based recommendations for improvement (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based on continuous assessment of the student's learning activities completed throughout the semester.
100 points for work during the semester:
20 points – participation in seminars, discussions, case analyses, simulations, and other interactive learning activities;
30 points – analytical and case-based assignments, including analysis, selection, and justification of teaching technologies and methods;
30 points – design and demonstration of educational activities, materials, and teaching solutions, including collaborative, facilitation-based, coaching, and digital learning activities;
20 points – evaluation and reflective tasks, including assessment of teaching effectiveness, peer- and self-assessment, and evidence-based recommendations for improvement.
Assessment criteria
a) Participation in seminars, discussions, case analyses, simulations, and other interactive learning activities
16–20 points: The student consistently and actively participates in learning activities, demonstrates a comprehensive understanding of innovative teaching technologies, critically analyses pedagogical situations, provides well-reasoned contributions, and effectively applies relevant concepts and approaches.
11–15 points: The student regularly participates in learning activities and demonstrates a good understanding of course content. Contributions are generally relevant and justified, although some responses may lack depth, consistency, or critical analysis.
6–10 points: Participation is irregular. The student demonstrates a basic understanding of the material, but contributions are mainly descriptive, insufficiently justified, or only partially related to the learning task.

1–5 points: Participation is limited and inconsistent. The student demonstrates superficial understanding and has difficulty analysing pedagogical situations or applying relevant teaching approaches. 0 points: The student does not participate in the relevant learning activities or does not demonstrate achievement of the expected learning outcomes. b) Analytical and case-based assignments 24–30 points: The student critically analyses pedagogical situations and contemporary teaching approaches, appropriately selects and combines teaching technologies and methods, and provides clear, evidence-informed justification of pedagogical decisions. Conclusions are logical, well-structured, and supported by relevant academic sources. 16–23 points: The student demonstrates a good level of analysis and generally appropriate selection of teaching technologies and methods. Decisions are adequately justified, although some aspects may lack depth, precision, or sufficient evidence. 8–15 points: The student demonstrates a basic level of analysis. Teaching technologies and methods are generally identified appropriately, but their selection and justification are incomplete, predominantly descriptive, or insufficiently supported. 1–7 points: The analysis is superficial or contains significant inaccuracies. The selection of teaching technologies and methods is poorly justified or inappropriate to the educational situation. 0 points: The assignments are not completed or do not meet the minimum requirements. c) Design and demonstration of educational activities, materials, and teaching solutions 24–30 points: The student designs and demonstrates coherent, pedagogically appropriate, and well-justified educational activities or materials. The proposed solutions are aligned with learning outcomes, course content, and learner characteristics and demonstrate effective use of interactive, collaborative, facilitation-based, coaching, and/or digital teaching approaches. 16–23 points: The student develops appropriate educational activities or materials and demonstrates a good understanding of relevant teaching technologies. The proposed solutions are generally coherent and justified, although some elements may require further development or adaptation. 8–15 points: The developed activities or materials meet basic requirements but demonstrate limited alignment between learning outcomes, teaching methods, learner characteristics, and educational context. Pedagogical decisions are only partially justified. 1–7 points: The developed activities or materials are incomplete, poorly structured, or pedagogically inappropriate. Teaching decisions lack sufficient justification. 0 points: The tasks are not completed or do not meet the minimum requirements. d) Evaluation and reflective tasks 16–20 points: The student critically evaluates the effectiveness of teaching technologies and educational activities using appropriate criteria, feedback, peer- and self-assessment, and formulates clear, evidence-based recommendations for improvement. Reflection demonstrates the ability to critically reconsider and improve pedagogical decisions. 11–15 points: The student appropriately evaluates teaching activities and demonstrates meaningful reflection. Recommendations are generally relevant and justified, although some aspects may lack depth or sufficient evidence. 6–10 points: The student demonstrates a basic ability to evaluate and reflect on teaching activities, but the analysis is mainly descriptive and recommendations are general or insufficiently justified. 1–5 points: Evaluation and reflection are superficial, poorly structured, or unsupported. Recommendations for improvement are absent or insufficiently related to the identified issues. 0 points: The tasks are not completed or do not demonstrate achievement of the expected learning outcomes.
Content
Topic 1. Contemporary Trends in Higher Education and Teaching Psychological and Pedagogical Disciplines

Topic 2. Designing Professionally Oriented Pedagogical Technologies for Teaching Psychological and Pedagogical Disciplines
Topic 3. Dialogical and Discussion-Based Teaching Technologies
Topic 4. Case-Based and Situational Learning Technologies in Teaching Psychological and Pedagogical Disciplines
Topic 5. Game-Based and Simulation Learning Technologies
Topic 6. Collaborative Learning and Facilitation Technologies
Topic 7. Coaching Technologies in Teaching Psychological and Pedagogical Disciplines
Topic 8. Digital and Distance Learning Technologies in Psychological and Pedagogical Education

Literature

Compulsory reading

1. Bates, T. (2022). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning (3rd ed.). Tony Bates Associates Ltd. 564 p.

2. Lappo, V. V. (2020). Pedahohichna innovatyka [Pedagogical innovation]. Ivano-Frankivsk: NAIR. 360 p.

3. Prokopiv, L. M. (Ed.). (2020). Innovatsiini osvitni tekhnolohii [Innovative educational technologies]. Ivano-Frankivsk. 172 p.

4. Salmon, G. (2013). E-tivities: The Key to Active Online Learning (2nd ed.). Routledge. 288 p.

5. Vasetska, L. I. (Ed.). (2023). Osnovy pedahohiky ta innovatsiini tekhnolohii u vyshchii shkoli [Fundamentals of pedagogy and innovative technologies in higher education]. Zaporizhzhia: ZDMFU. 145 p.

6. Volkova, N. P. (2018). Interaktyvni tekhnolohii navchannia u vyshchii shkoli [Interactive learning technologies in higher education]. Dnipro: Alfred Nobel University. 360 p.

7. Zaichenko, I. V. (2021). Pedahohika i metodyka navchannia u vyshchii shkoli [Pedagogy and teaching methods in higher education]. Kyiv: Lira-K. 456 p.

Recommended reading

1. Bereziuk, O. S., & Vlasenko, O. M. (2017). Dydaktyka: teoriia i praktyka [Didactics: Theory and Practice]. Zhytomyr: ZhDU im. Ivana Franka. 211 p.

2. Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2021). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Technology in Higher Education*, 18, 50. https://doi.org/10.1186/s41239-021-00282-x

3. Crisol-Moya, E., Romero-López, M. A., & Caurcel-Cara, M. J. (2020). Active methodologies in higher education: Perception and opinion as evaluated by professors and their students. *Frontiers in Psychology*, 11, 1703. https://doi.org/10.3389/fpsyg.2020.01703

4. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

5. Dychkivska, I. M. (2015). Innovatsiini pedahohichni tekhnolohii [Innovative pedagogical technologies]. Kyiv: Akademvydav. 304 p.

6. Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge. 272 p.

7. Kulishov, V. S. (2023). Innovatsiini tekhnolohii v roboti pedahoha zakladu profesiinoi osvity: Elektronnyi navchalnyi kurs [Innovative technologies in the work of a vocational education teacher: Electronic course]. Bila Tserkva: BINPO DZVO "UMO" NAPN Ukrainy. 35 p.

8. Nind, M., & Lewthwaite, S. (2018). Methods that teach: Developing pedagogic research methods, developing pedagogy. *International Journal of Research & Method in Education*, 41 (4), 398–410. https://doi.org/10.1080/1743727X.2018.1427057

9. Oliinyk, V. V. (Ed.). (2019). Tekhnolohiia zmishanoho navchannia v systemi vidkrytoi pisliadyplomnoi osvity [Blended learning technology in the system of open postgraduate education]. Kyiv. 196 p.

10. Redecker, C. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. European Commission. 95 p.

11. Semenova, A. V. (Ed.). (2020). Profesiina pedahohika [Professional Pedagogy]. Odesa: Bondarenko M. O. 575 p.

12. UNESCO. (2023). Guidance for Generative AI in Education and Research. Paris: UNESCO. 64 p.

13. Vorotnykova, I. P. (Ed.). (2022). Dystantsiine ta zmishane navchannia yak zasib realizatsii indyvidualnoi traiektorii profesiinoho zrostannia pedahoha [Distance and blended learning as a means of implementing an individual trajectory of teacher professional development]. Kyiv: Borys Hrinchenko Kyiv University. 256 p.

14. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education*, 16, 39. https://doi.org/10.1186/s41239-019-0171-0

Web-resources

1. European Commission. (n.d.). European Education Area. https://education.ec.europa.eu/

2. European Commission. (n.d.). Digital Education Action Plan (2021–2027). https://education.ec.europa.eu/focus-topics/digital-education/action-plan

3. European Commission. (n.d.). European School Education Platform. https://school-education.ec.europa.eu/

4. LearningApps. (n.d.). Official website. https://learningapps.org/

5. Ministry of Education and Science of Ukraine. (n.d.). *Official website.* https://mon.gov.ua/

6. Ukrainian Institute of Scientific and Technical Expertise and Information. (n.d.). National Repository of Academic Texts. https://nrat.ukrintei.ua/

7. V. I. Vernadskyi National Library of Ukraine. (n.d.). *Official website.* https://www.nbuv.gov.ua/

8. OECD. (n.d.). Education. https://www.oecd.org/en/topics/education.html

9. UNESCO. (n.d.). Education. https://www.unesco.org/en/education

10. UNESCO. (n.d.). Digital Learning and Transformation of Education. https://www.unesco.org/en/digital-education

STATISTICAL ANALYSIS OF EXPERIMENTAL DATA IN PSYCHOLOGY				
The course aims to develop in students the ability to apply statistical methods for the analysis of experimental data in psychology, including the measurement and structuring of data, the use of descriptive and inferential statistics, the identification of differences and relationships between variables, and the use of regression and multivariate techniques. The course also aims to form students' competence in interpreting statistical results, making evidence-based conclusions, and presenting research findings in a clear, accurate, and scientifically grounded manner.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3	3 / mandatory	Olha Lebid Doctor of Sciences (Pedagogy), Full Professor, Master of Psychology	90 hours (16 h. lectures, 14 h. practical classes, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Identify and justify appropriate measurement scales and organise psychological research data for subsequent statistical analysis.			Lectures; analysis of psychological variables and measurement scales; case-based tasks; practical data coding and structuring; work with sample datasets	measurement-scale identification and justification tasks; data coding and structuring tasks (CAS)
2) Select and justify statistical methods according to the type of data, research design, and hypotheses of a psychological study.			Lectures; case method based on psychological research situations; comparative analysis of statistical methods; method-selection algorithms; group discussion	method-selection tasks; case-based tasks; justification of statistical method choice (CAS)
3) Design a coherent statistical analysis strategy for a psychological study in accordance with its research questions, hypotheses, design, and data characteristics.			Lectures; analysis of psychological research designs; problem-based learning; development and comparative analysis of statistical analysis strategies; guided review	development and justification of a statistical analysis strategy; analysis of alternative analytical strategies (CAS)
4) Apply and interpret descriptive statistical methods to summarise psychological data and identify its key characteristics and distributions.			Lectures; calculation-based practical work; analysis of empirical datasets; construction and interpretation of frequency distributions and descriptive indicators; computer-based exercises	descriptive statistics tasks; analysis of empirical datasets; interpretation of descriptive statistical output (CAS)
5) Select and apply appropriate statistical procedures to test hypotheses about			Lectures; problem-based learning; analysis of	method-selection and hypothesis-

differences between groups and critically interpret the results.	psychological research hypotheses; case-based selection and application of statistical tests; interpretation of statistical output; analysis of typical errors	testing tasks; statistical analysis of group differences; interpretation and critical evaluation of statistical results (CAS)
6) Select and apply appropriate statistical procedures to analyse relationships between psychological variables and critically interpret the results.	Lectures; problem-based learning; case analysis of relationships between psychological variables; correlation analysis; interpretation and comparison of statistical output	selection and application of statistical procedures; correlation analysis tasks; interpretation and justification of conclusions (CAS)
7) Analyse and critically interpret regression and multivariate analysis results to explain relationships between psychological variables and formulate evidence-based conclusions.	Lectures; analysis of regression and multivariate models; computer-based practical work; interpretation of statistical output; case analysis; formulation and discussion of evidence-based conclusions	regression and multivariate analysis tasks; statistical output interpretation; case analysis; formulation and justification of evidence-based conclusions (CAS)
8) Select and effectively use appropriate digital tools to conduct statistical analysis of psychological research data.	Demonstrations; computer-based practical work; guided and independent data analysis using JASP and PSPP; comparative analysis of software procedures; problem-solving exercises	software-based statistical analysis; independent data-processing tasks; interpretation of software output (CAS)
9) Critically interpret, visualize, and present statistical results in accordance with scientific standards and formulate evidence-based conclusions from psychological research data.	Analysis of statistical reports and visualizations; construction and critical evaluation of graphs, charts, and tables; structured academic writing; preparation and presentation of a short statistical report	development and evaluation of statistical visualizations; short statistical report; presentation and interpretation of research results; justification of conclusions (CAS)
Assessment		
The final grade is awarded on a 100-point scale and is based on the cumulative results of continuous assessment (CAS) throughout the semester. 100 points for work during the semester: 40 points – practical statistical analysis and data processing tasks; 30 points – analytical, method-selection, and interpretation tasks; 20 points – computer-based statistical analysis using appropriate software; 10 points – preparation and presentation of a short statistical report. Assessment criteria: a) Practical statistical analysis and data processing tasks		

32–40 points: The student accurately and independently performs statistical analyses, appropriately applies statistical procedures to psychological research data, correctly processes and structures data, and demonstrates a clear understanding of the logic and sequence of statistical analysis.
21–31 points: The student generally performs statistical analyses correctly and demonstrates a good understanding of statistical procedures, although minor errors in data processing, analysis, or application of methods may occur.
11–20 points: The student demonstrates a basic ability to perform statistical analysis, but makes noticeable errors in data processing, selection or application of statistical procedures, or the logic of analysis.
1–10 points: Statistical tasks are completed only partially or contain significant errors. The student demonstrates substantial difficulties in applying statistical procedures to psychological research data.
0 points: The tasks are not completed or do not meet the minimum requirements.
b) Analytical, method-selection, and interpretation tasks
24–30 points: The student appropriately selects statistical methods according to the research design, hypotheses, measurement scales, and data characteristics; provides clear and well-founded justification; critically interprets statistical results; and formulates evidence-based conclusions.
16–23 points: The student generally selects appropriate statistical methods and correctly interprets results. Justification and conclusions are mostly sound, although some aspects may lack depth, precision, or completeness.
8–15 points: The student demonstrates a basic understanding of statistical method selection and interpretation, but justification is incomplete or predominantly descriptive and conclusions may contain inaccuracies.
1–7 points: The selection of statistical methods is inappropriate or poorly justified. Interpretation is superficial or contains significant errors, and conclusions are insufficiently supported by the results.
0 points: The tasks are not completed or do not meet the minimum requirements.
c) Computer-based statistical analysis
16–20 points: The student independently and appropriately uses statistical software to organise and analyse psychological research data, correctly performs relevant procedures, interprets statistical output, and identifies appropriate analytical solutions.
11–15 points: The student effectively uses statistical software and correctly performs most analytical procedures, although minor errors in data processing, procedure selection, or interpretation may occur.
6–10 points: The student demonstrates basic software skills but requires guidance or makes noticeable errors in data processing, statistical procedures, or interpretation of output.
1–5 points: The student demonstrates limited ability to use statistical software and has significant difficulties in performing or interpreting statistical analyses.
0 points: The tasks are not completed or do not demonstrate the required ability to use statistical software.
d) Short statistical report and presentation
8–10 points: The report is logically structured and scientifically grounded. Statistical results are accurately interpreted and appropriately presented using tables, graphs, and/or charts. Conclusions are evidence-based and consistent with the results of the analysis. The presentation is clear and uses appropriate academic and statistical terminology.
5–7 points: The report is generally well structured and presents the main statistical results correctly, although minor inaccuracies in interpretation, visualization, formatting, or conclusions may occur.
2–4 points: The report demonstrates a basic presentation of statistical results but contains noticeable weaknesses in structure, interpretation, visualization, or formulation of conclusions.

1 point: The report is incomplete, superficial, or contains significant errors in the presentation and interpretation of statistical results.
0 points: The report is not submitted or does not meet the minimum requirements.

Content

Topic 1. Measurement Scales, Data Preparation and Structuring in Psychological Research
Topic 2. Descriptive Statistics and Data Visualization in Psychology
Topic 3. Statistical Analysis Strategy in Psychological Research
Topic 4. Statistical Hypothesis Testing in Psychology
Topic 5. Statistical Analysis of Differences Between Groups
Topic 6. Statistical Analysis of Relationships Between Variables
Topic 7. Regression and Multivariate Analysis in Psychology
Topic 8. Interpretation, Visualization and Reporting of Statistical Results

Literature

Compulsory reading

1. Bosniuk, V. F. (2025). Matematychni metody v psykholohii [Mathematical methods in psychology]. Cherkasy. 151 p.
2. Howell, D. C. (2010). Statistical methods for psychology (7th ed.). Belmont, CA: Wadsworth Cengage Learning.
3. Hryhulych, S. M., Lisovska, V. P., Makarenko, O. I., et al. (2015). Matematychna statystyka [Mathematical statistics]. Kyiv. 203 p.
4. Klymchuk, V. O. (2009). Matematychni metody u psykholohii [Mathematical methods in psychology]. Kyiv. 288 p.
5. Moskalov, I. O., & Lysenko, D. P. (2023). Zastosuvannia metodiv matematychnoi statystyky u psykholoho-pedahohichnykh doslidzhenniakh [Application of mathematical statistics methods in psychological and pedagogical research]. Kyiv. 187 p.
6. Pleskach, B. V., & Korkos, Ya. O. (2025). Matematychni metody v psykholohii [Mathematical methods in psychology]. Kharkiv. 180 p.

Recommended reading

1. Mitina, S. V. (2024). Metody matematychnoi statystyky u psykholohichnykh doslidzhenniakh [Methods of mathematical statistics in psychological research]. Kyiv. 63 p.
2. Peers, I. S. (2006). Statistical analysis for education and psychology researchers. London: Falmer Press (Taylor & Francis Group).
3. Vasylenko, O. A., & Sencha, I. A. (2011). Matematychno-statystychni metody analizu v prykladnykh doslidzhenniakh [Mathematical and statistical methods of analysis in applied research]. Odesa. 166 p.
4. Zhaldak, M. I., Kuzmina, N. M., & Mykhalin, H. O. (2017). Teoriia ymovirnostei i matematychna statystyka [Probability theory and mathematical statistics] (3rd ed.). Kyiv. 707 p.
5. Zhernovnikova, Ya., Dolhopolova, N., & Pyatysotska, S. (2025). Vykorystannia Google-tablyts dlia obrobky ta analizu eksperymentalnykh danykh [Using Google Sheets for processing and analyzing experimental data]. Osvita. Innovatyka. Praktyka, 13 (6), 19–25.
6. Williams, L. J., Krishnan, A., & Abdi, H. (2009). The R companion for experimental design and analysis for psychology. New York: Oxford University Press.
7. Hashemi, A., & Berry, M. (2024). Real analysis of data in psychology, neuroscience & behaviour.

Web-resources

1. JASP Team. (n.d.). *Official website*. https://jasp-stats.org/
2. IBM. (n.d.). *Official website*. https://www.ibm.com/docs/en/spss-statistics
3. PSPP. (n.d.). *Official website*. https://www.gnu.org/software/pspp/
4. Laerd Statistics. (n.d.). *Official website*. https://statistics.laerd.com/
5. American Psychological Association (APA). (n.d.). *Official website*. https://apastyle.apa.org/
6. Open Science Framework (OSF). (n.d.). *Official website.* https://osf.io/
7. Google Sheets. (n.d.). *Official website.* https://sheets.google.com/
8. R Project for Statistical Computing. (n.d.). *Official website.* https://www.r-project.org/

ELECTIVE COURSES

PSYCHOLOGY OF THE NEGOTIATION PROCESS				
The course aims to develop students' ability to analyse and apply psychological principles, strategies, and techniques of negotiation in professional, conflict, intercultural, and high-stakes contexts, with particular attention to cognitive, emotional, and communicative processes, decision-making, psychological influence and resistance to manipulation, conflict resolution and mediation, ethical decision-making, and critical evaluation of negotiation effectiveness.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / elective	Inesa Harkusha, PhD (Social Communications), Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Analyse the psychological structure, dynamics, and key mechanisms of negotiation in different interaction contexts.			Lectures; analysis of negotiation situations; case-based learning; comparative analysis of negotiation types and processes; guided discussion	Analysis of negotiation situations; case-based analytical tasks; identification and explanation of psychological mechanisms of negotiation (CAS)
2) Critically evaluate cognitive and emotional factors influencing negotiation behaviour, judgement, and decision-making.			Lectures; problem-based learning; analysis of cognitive and emotional factors in negotiation; case studies; reflective discussion; analysis of decision-making situations	Case analysis; identification and critical evaluation of cognitive and emotional factors; decision-making analysis; reflective tasks (CAS)
3) Select, apply, and critically evaluate communication, argumentation, and persuasion techniques appropriate to negotiation goals and contexts.			Interactive lectures; communication exercises; argumentation and persuasion tasks; role-play; negotiation simulations; peer feedback	Communication and argumentation tasks; participation in role-play and negotiation simulations; evaluation of persuasion strategies; peer- and self-assessment (CAS)
4) Select and justify negotiation strategies and tactics according to the goals, interests, positions, and dynamics of the parties involved.			Lectures; case-based learning; comparative analysis of negotiation strategies and tactics; problem-solving tasks; negotiation simulations; group discussion	Strategy-selection tasks; analysis of negotiation cases; development and justification of negotiation strategies; performance in negotiation simulations (CAS)

5) Analyse psychological influence, manipulation, and pressure in negotiation and select appropriate strategies for recognising and counteracting them.	Lectures; analysis of influence and manipulation techniques; situational tasks; case method; role-play; simulation of high-pressure negotiation situations; reflective analysis	Identification and analysis of influence and manipulation techniques; situational tasks; development and demonstration of resistance strategies; reflective analysis (CAS)
6) Design and apply psychologically grounded approaches to conflict resolution, mediation, and third-party intervention in negotiation situations.	Lectures; problem-based learning; conflict case analysis; mediation exercises; role-play; simulation of mediator and third-party interventions; peer feedback	Conflict analysis tasks; development of mediation strategies; participation in mediation role-play and simulations; justification of intervention decisions (CAS)
7) Adapt negotiation strategies and communication to professional and intercultural contexts and justify decisions in accordance with ethical principles and professional standards.	Lectures; intercultural and professional case studies; ethical dilemma analysis; comparative analysis of communication contexts; role-play; group discussion	Analysis of professional and intercultural negotiation cases; ethical decision-making tasks; adaptation and justification of negotiation strategies; participation in simulations and discussions (CAS)
8) Critically analyse crisis and high-stakes negotiation situations and develop psychologically grounded and ethically appropriate negotiation solutions.	Lectures; crisis case analysis; scenario-based learning; problem-solving; simulation of high-stakes negotiation situations; structured reflection and debriefing	Analysis of crisis and high-stakes negotiation cases; development and justification of negotiation solutions; performance in scenario-based simulations; reflective analysis (CAS)
Assessment		
The final grade is awarded on a 100-point scale and is based on the cumulative results of continuous assessment (CAS) throughout the semester. Continuous assessment (CAS) – 100 points: 30 points – practical negotiation activities, role-play, mediation exercises, and negotiation simulations; 25 points – case-based and analytical assignments on psychological mechanisms, cognitive and emotional factors, communication, influence, manipulation, and decision-making in negotiation; 25 points – development and justification of negotiation strategies, conflict-resolution and mediation solutions for professional, intercultural, and high-stakes situations; 20 points – reflective and evaluative tasks, including critical evaluation of negotiation effectiveness, ethical decision-making, peer assessment, and self-assessment. Assessment criteria: a) Practical negotiation activities, role-play, mediation exercises, and negotiation simulations 24–30 points: The student actively and effectively participates in negotiation and mediation activities; appropriately applies communication, argumentation, persuasion, emotional regulation, and conflict-management techniques; adapts behaviour to the negotiation context; and demonstrates well-reasoned and ethically appropriate decisions.		

16–23 points: The student demonstrates generally effective application of negotiation techniques and appropriate participation in simulations, with minor inconsistencies in strategy selection, communication, or justification of decisions.
8–15 points: The student demonstrates basic negotiation skills but applies psychological techniques inconsistently; strategy selection and communication show noticeable weaknesses and require additional guidance.
1–7 points: The student demonstrates limited ability to apply negotiation techniques; participation is fragmentary and decisions or actions are poorly justified.
0 points: The activities are not completed or minimum requirements are not met.
b) Case-based and analytical assignments
20–25 points: The student accurately identifies and critically analyses psychological, cognitive, emotional, and communicative factors in negotiation situations; recognises influence and manipulation techniques; and formulates well-supported conclusions.
13–19 points: The analysis is generally correct and relevant, although some aspects lack depth, precision, or sufficient justification.
7–12 points: The student demonstrates basic understanding, but the analysis is predominantly descriptive, incomplete, or contains noticeable inaccuracies.
1–6 points: The analysis is superficial or fragmented and demonstrates significant difficulties in applying psychological concepts to negotiation situations.
0 points: The assignments are not completed or minimum requirements are not met.
c) Development and justification of negotiation, conflict-resolution, and mediation strategies
20–25 points: The student develops a coherent, psychologically grounded, context-appropriate, and ethically justified strategy; appropriately considers the interests and positions of the parties, conflict dynamics, possible influence and pressure, and anticipated negotiation outcomes.
13–19 points: The proposed strategy is generally appropriate and logically structured but contains minor weaknesses in psychological justification, contextual adaptation, or consideration of alternatives.
7–12 points: The strategy demonstrates basic understanding but is insufficiently developed, only partially adapted to the situation, or weakly justified.
1–6 points: The proposed strategy is fragmented, poorly adapted to the negotiation context, or lacks adequate psychological justification.
0 points: The task is not completed or minimum requirements are not met.
d) Reflective and evaluative tasks
16–20 points: The student critically evaluates negotiation processes and outcomes, identifies strengths and limitations of the strategies used, provides reasoned ethical judgments, effectively uses peer- and self-assessment, and formulates relevant recommendations for improvement.
11–15 points: The student provides generally appropriate evaluation and reflection, with minor limitations in critical depth, ethical justification, or recommendations.
6–10 points: Reflection and evaluation demonstrate basic understanding but remain largely descriptive or insufficiently substantiated.
1–5 points: Reflection is superficial, fragmented, or demonstrates limited ability to evaluate negotiation behaviour and outcomes.
0 points: The tasks are not completed or minimum requirements are not met.

Content

Topic 1. Negotiation as a Psychological Process: Structure, Functions, and Types
Topic 2. Cognitive Processes and Decision-Making in Negotiation
Topic 3. Communication, Argumentation, and Persuasion in the Negotiation Process
Topic 4. Emotions, Emotional Regulation, and Emotional Intelligence in Negotiation
Topic 5. Negotiation Strategies and Tactics: Cooperation, Competition, and Conflict Management
Topic 6. Psychological Influence, Manipulation, and Resistance to Pressure in Negotiation
Topic 7. Mediation and Third-Party Intervention in Conflict Resolution

Topic 8. Intercultural and Professional Negotiation: Psychological and Ethical Dimensions
Topic 9. Negotiation in Crisis and High-Stakes Situations

Literature

Compulsory reading

1. Addimando, F. (2024). Negotiation Neuroscience: The Brain Science Behind Business Deals. Springer. 187 p. https://doi.org/10.1007/978-3-031-69754-8

2. Boothby, E. J., Cooney, G., & Schweitzer, M. E. (2023). Embracing complexity: A review of negotiation research. *Annual Review of Psychology*, 74, 299–332. https://doi.org/10.1146/annurev-psych-033020-014116

3. Hanaway, M. (2021). Psychologically Informed Mediation: Studies in Conflict and Resolution. Routledge. 264 p.

4. Jensen, K. (2024). The Elements of Negotiation: 103 Tactics to Win Every Deal. Wiley.

5. Lewicki, R. J., Saunders, D. M., & Barry, B. (2023). *Negotiation* (9th ed.). McGraw Hill. 684 p.

6. Prassa, K., Pezirkianidis, C., Lekka, D., Avgoustaki, A., & Stalikas, A. (2024). Emotions in negotiation: A boon or bane? *Hellenic Journal of Psychology*, 21, 26–48. https://doi.org/10.26262/hjp.v21i1.9423

7. Rakhlis, V. L. (2021). *Perehovory i mediatsiia: pidruchnyk dlia profesiinoho perehovirnyka* [Negotiation and mediation: A textbook for professional negotiators] (2nd ed.). 344 p.

8. Shapiro, D. L., & Iwry, J. (2022). Worldviews in conflict: Negotiating to bridge the divide. *Negotiation Journal*, *38*(3), 435–452. https://doi.org/10.1111/nejo.12407

9. Voloshenko, M., & Azarkina, O. (2021). Psykholohiia profesiinoho spilkuvannia [Psychology of professional communication]. Oldi-Plus. 280 p.

Recommended reading

1. Aquilar, F., & Galluccio, M. (2008). Psychological Processes in International Negotiations: Theoretical and Practical Perspectives. Springer. 172 p. https://doi.org/10.1007/978-0-387-71380-9

2. Barker, A. (2019). Improve Your Communication Skills: How to Build Trust, Be Heard and Communicate with Confidence. Kogan Page. 176 p.

3. Bystrytskyi, Ye., Zymovets, R., & Proleiev, S. (2020). Komunikatsiia i kultura v hlobalnomu sviti [Communication and culture in the global world]. Dukh i Litera. 416 p.

4. Gates, S. (2022). The Negotiation Book. Wiley. 272 p.

5. Gelfand, M. J., & Brett, J. M. (Eds.). (2004). The Handbook of Negotiation and Culture. Stanford University Press. 479 p.

6. Harkusha, I. V. (2019). Rytorychna kultura movlennia suchasnoho fakhivtsia-psykholoha [Rhetorical culture of speech of a modern psychologist]. Alfred Nobel University. 144 p.

7. Harkusha, I. V., & Kryzhanovskyi, A. Ye. (2021). Komunikatyvni kompetentsii maibutnikh fakhivtsiv [Communicative competencies of future professionals]. In Modeliuvannia kompetentnisnoi profesiinoi osvity (pp. 183–197). Alfred Nobel University.

8. Harkusha, I. V., & Vasylieva, A. Yu. (2022). Komunikatyvni bariery hromadian Ukrainy [Communication barriers of Ukrainian citizens]. *Visnyk Universytetu imeni Alfreda Nobelia*, 2 (24), 98–107.

9. Hlovyuk, I. V., Lapkin, A. V., Mazur, M. R., Nor, V. T., Torbas, O. O., Tumaniants, A. R., & Tsuvina, T. A. (2022). Perehovory i mediatsiia u kryminalnomu provadzhenni [Negotiation and mediation in criminal proceedings]. Lviv National University. 328 p.

10. Kemp, J. (2019). Spershu skazhy “NI” [Start with No]. Nash Format. 256 p.

11. Khamlichi, N., & Benahmed, N. (2024). Decisions and negotiations in business. International *Journal of Trade and Management*, 1 (3), 51–60. https://doi.org/10.34874/PRSM.ijtm-vol1iss3.1342

12. Malhotra, D., & Bazerman, M. H. (2008). Psychological influence in negotiation: An introduction long overdue. *Journal of Management*, 34 (3), 509–531. https://doi.org/10.1177/0149206308316060

13. Martin, S. J., Goldstein, N. J., & Cialdini, R. B. (2019). Tak! 60 sekretiv iz nauky perekonannia [Yes! 60 Secrets from the Science of Persuasion]. Book Chef. 304 p.

14. Reif, J. A. M., Kugler, K. G., & Brodbeck, F. C. (2022). Gender differences in motives for initiating and avoiding negotiations. *Negotiation and Conflict Management Research*, 15 (4). https://doi.org/10.34891/pkae-ey24

15. Stone, D., Patton, B., & Heen, S. (2019). Difficult Conversations: How to Discuss What Matters Most. Penguin Books. 315 p.

16. Verba-Sydor, O. B. (Ed.). (2021). Alternatyvni sposoby vyrishennia tsyvilnykh sporiv za zakonodavstvom Ukrainy [Alternative dispute resolution under Ukrainian legislation]. Lviv State University of Internal Affairs. 416 p.
17. Voss, C., & Raz, T. (2019). Nikoly ne ydit na kompromis [Never Split the Difference]. Nash Format. 264 p.
18. Wheeler, M. (2019). The Art of Negotiation. Brilliance Audio. 320 p.

Web-resources

1. Harvard Law School. (n.d.). Program on Negotiation. https://www.pon.harvard.edu/
2. Harvard Law School. (n.d.). Program on Negotiation: Research. https://www.pon.harvard.edu/research-home/
3. Harvard Law School. (n.d.). Teaching Negotiation Resource Center. https://www.pon.harvard.edu/store/
4. Negotiations Ninja. (n.d.). Negotiation resources and podcast. https://negotiations.ninja/
5. Prometheus. (n.d.). Perehovory: yak ne pohodzhuvatysia na menshe [Negotiations: How not to settle for less]. https://prometheus.org.ua/prometheus-plus/negotiations/
6. United States Institute of Peace. (n.d.). Conflict management and mediation resources. https://www.usip.org/

PSYCHOLOGICAL TECHNIQUES IN BUSINESS CONSULTING				
The course aims to develop students' ability to analyse and apply psychological approaches, methods, and technologies in business consulting, with particular attention to the diagnosis of individual, group, and organizational factors influencing business processes, managerial decision-making, leadership, communication, and organizational development. The course also aims to develop students' competencies in designing, implementing, and evaluating psychologically grounded consulting interventions, providing evidence-based recommendations, and maintaining ethical and professional standards in consulting practice.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	4 /elective	Serhii Dubinskyi PhD in Economics, Associate Professor, Master of Psychology	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse theoretical approaches, models, stages, and psychological mechanisms of business consulting.			Lectures; analysis of consulting models and processes; problem-based learning; comparative analysis; guided discussion	Analytical tasks; comparative analysis of consulting models; case-based assignments (CAS)
2) Analyse consultant-client interaction and justify professional decisions in accordance with ethical principles, professional roles, and boundaries.			Lectures; analysis of consultant-client interaction; ethical case analysis; role-play; group discussion; reflective exercises	Analysis of consultant–client cases; ethical decision-making tasks; role-play; reflective assignments (CAS)
3) Select and apply appropriate psychological methods to diagnose individual, group, and organizational problems in business consulting.			Lectures; case-based learning; diagnostic exercises; analysis of organizational situations; practical work with psychological assessment methods; problem-solving	Diagnostic tasks; analysis of organizational cases; selection and justification of psychological assessment methods (CAS)
4) Analyse psychological factors influencing motivation, leadership, communication, conflict, and decision-making in business organizations.			Lectures; case studies; problem-based learning; analysis of organizational behaviour; group discussion; situational tasks	Case analysis; analytical tasks; problem-solving assignments; interpretation of organizational situations (CAS)
5) Design and apply psychologically grounded consulting interventions to address individual, group, and organizational problems.			Workshops; project-based learning; consulting simulations; role-play; intervention-design tasks;	Development and justification of consulting interventions; practical tasks; consulting

	collaborative problem-solving	simulations; project work (CAS)
6) Apply coaching, communication, conflict-management, and decision-support technologies in business consulting contexts.	Coaching exercises; role-play; simulation; case-based learning; communication and conflict-management exercises; peer feedback	Coaching and communication tasks; conflict-management cases; participation in simulations; peer- and self-assessment (CAS)
7) Develop evidence-based recommendations for organizational change, development, and improvement of business processes based on psychological analysis.	Case studies; project-based learning; organizational problem analysis; development of consulting recommendations; presentation and peer review	Development and justification of consulting recommendations; organizational case analysis; project presentation (CAS)
8) Critically evaluate the effectiveness of psychological consulting interventions and formulate recommendations for their improvement.	Evaluation of consulting cases and interventions; reflective learning; analysis of feedback and outcomes; peer review; structured reflection	Evaluation of consulting interventions; reflective and analytical tasks; development of evidence-based recommendations for improvement (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based on the cumulative results of continuous assessment (CAS) throughout the semester.

Continuous assessment:

30 points – case-based, analytical, and psychological diagnostic tasks;

30 points – practical consulting activities, simulations, role-play, coaching, communication, and conflict-management tasks;

25 points – development and presentation of a consulting project, including psychologically grounded interventions and evidence-based recommendations;

15 points – evaluation and reflective tasks, including assessment of consulting effectiveness, ethical case analysis, peer assessment, and self-assessment.

Assessment criteria

a) Case-based, analytical, and psychological diagnostic tasks

24–30 points: The student critically analyses organizational and consulting situations, accurately identifies relevant individual, group, and organizational factors, selects and justifies appropriate psychological diagnostic methods, and formulates evidence-based conclusions.

16–23 points: The student demonstrates generally correct analysis and appropriate selection of psychological methods, with minor inaccuracies or insufficient depth in justification and interpretation.

8–15 points: The student demonstrates basic understanding but the analysis is incomplete or predominantly descriptive; selection and application of psychological methods contain noticeable inaccuracies.

1–7 points: The student demonstrates limited ability to analyse consulting situations or select appropriate psychological methods; conclusions are fragmented or insufficiently justified.

0 points: The tasks are not completed or minimum requirements are not met.

b) Practical consulting activities, simulations, role-play, coaching, communication, and conflict-management tasks

24–30 points: The student effectively applies psychological consulting technologies in simulated professional situations; demonstrates appropriate communication, coaching, conflict-management, and decision-support skills; adapts interventions to the consulting context; and provides well-reasoned professional decisions.
16–23 points: The student generally applies appropriate consulting techniques and participates effectively in practical activities, with minor inconsistencies in the selection, application, or justification of interventions.
8–15 points: The student demonstrates basic practical skills but applies consulting technologies inconsistently and requires additional guidance in complex situations.
1–7 points: The student demonstrates limited ability to apply psychological consulting technologies; professional actions are fragmented or poorly justified.
0 points: The activities are not completed or minimum requirements are not met.
c) Consulting project and evidence-based recommendations
20–25 points: The student develops a coherent and professionally relevant consulting project based on appropriate psychological analysis; designs justified interventions; formulates evidence-based and practically applicable recommendations; and presents the project clearly and convincingly.
13–19 points: The project is generally coherent and appropriate but contains minor weaknesses in psychological justification, intervention design, argumentation, or practical applicability.
7–12 points: The project demonstrates basic understanding of the consulting process but is insufficiently developed, only partially grounded in psychological evidence, or contains weaknesses in the proposed interventions and recommendations.
1–6 points: The project is fragmented, poorly justified, or demonstrates significant difficulties in translating psychological analysis into consulting interventions and recommendations.
0 points: The project is not completed or minimum requirements are not met.
d) Evaluation, ethical analysis, and reflective tasks
12–15 points: The student critically evaluates the process and outcomes of consulting interventions, appropriately applies ethical principles and professional standards, identifies strengths and limitations of consulting decisions, and formulates relevant recommendations for improvement.
8–11 points: The student provides generally appropriate evaluation and reflection, with minor limitations in critical depth, ethical justification, or recommendations.
4–7 points: The student demonstrates basic ability to evaluate consulting activities, but reflection is predominantly descriptive or insufficiently substantiated.
1–3 points: Evaluation and reflection are superficial, fragmented, or demonstrate limited understanding of ethical and professional aspects of consulting practice.
0 points: The tasks are not completed or minimum requirements are not met.

Content

Topic 1. Business Consulting as a Field of Professional Psychological Practice
Topic 2. The Consulting Process: Contracting, Problem Identification, Diagnosis, Intervention, and Evaluation
Topic 3. Consultant-Client Interaction: Psychological Processes, Professional Roles, and Ethical Boundaries
Topic 4. Psychological Diagnosis of Individual, Group, and Organizational Processes in Business Consulting
Topic 5. Psychological Consulting Technologies for Motivation, Leadership, and Human Resource Development
Topic 6. Communication, Conflict Management, and Decision-Making Technologies in Business Consulting
Topic 7. Psychological Technologies of Organizational Change and Development
Topic 8. Coaching as a Psychological Consulting Approach in Business Organizations
Topic 9. Designing and Evaluating Psychological Consulting Interventions

Literature

Compulsory reading

1. Anderson, D. L. (2024). Organization Development: The Process of Leading Organizational Change (6th ed.). SAGE Publications.
2. Cummings, T. G., & Worley, C. G. (2024). Organization Development and Change (12th ed.). Cengage.
3. Kalenychenko, R. A., Kokhanets, A. S., & Nezhynska, O. O. (2023). Psykholohiia biznesu [Psychology of Business]. Irpin: State Tax University. 270 p.
4. Passmore, J. (Ed.). (2021). The Coaches' Handbook: The Complete Practitioner Guide for Professional Coaches. Routledge.
5. Rothwell, W. J., Stavros, J. M., & Sullivan, R. L. (Eds.). (2022). Practicing Organization Development: Leading Transformation and Change (5th ed.). Wiley.
6. Schein, E. H., & Schein, P. A. (2021). Humble Inquiry: The Gentle Art of Asking Instead of Telling (2nd ed.). Berrett-Koehler Publishers.
7. Schein, E. H., & Schein, P. A. (2023). Humble Consulting: How to Provide Real Help Faster. Berrett-Koehler Publishers.
8. Zhyhailo, N. I. (Ed.). (2023). Psykholohiia biznesu ta upravlinnia [Psychology of Business and Management] (2nd rev. and enl. ed.). Lviv: Ivan Franko National University of Lviv. 400 p.

Recommended reading

1. Block, P. (2011). Flawless Consulting: A Guide to Getting Your Expertise Used (3rd ed.). Pfeiffer.
2. Bohdan, Zh. B. (2022). Orhanizatsiina psykholohiia [Organizational Psychology]. Kharkiv: National Technical University "Kharkiv Polytechnic Institute". 88 p.
3. Goleman, D. (2021). Emotsiinyi intelekt u biznesi [Emotional Intelligence in Business]. Kharkiv: Vivat.
4. Grant, A. M. (2017). The third "generation" of workplace coaching: Creating a culture of quality conversations. Coaching: An International Journal of Theory, Research and Practice, 10 (1), 37–53. https://doi.org/10.1080/17521882.2016.1266005
5. Kalenychenko, R. A., & Kokhanets, A. S. (2021). Konfliktolohiia i psykholohiia upravlinnia [Conflictology and Psychology of Management]. Kyiv: Komprint. 167 p.
6. Kets de Vries, M. F. R. (2006). The Leader on the Couch: A Clinical Approach to Changing People and Organizations. Jossey-Bass.
7. Pachkovskyi, Yu. F. (2018). Psykholohiia pidpryiemnytstva [Psychology of Entrepreneurship]. Kyiv: Karavela.
8. Schein, E. H. (1999). Process Consultation Revisited: Building the Helping Relationship. Addison-Wesley.

Web-resources

1. American Psychological Association (APA). (n.d.). Consulting Psychology Journal. https://www.apa.org/pubs/journals/cpb
2. American Psychological Association (APA). (n.d.). Society of Consulting Psychology (Division 13). https://www.apa.org/about/division/div13.html
2. Chartered Institute of Personnel and Development (CIPD). (2025). Organisation development. https://www.cipd.org/en/knowledge/factsheets/organisational-development-factsheet/
4. International Coaching Federation (ICF). (2025). ICF Code of Ethics. https://coachingfederation.org/credentialing/coaching-ethics/icf-code-of-ethics/
5. International Coaching Federation (ICF). (2025). ICF Core Competencies. https://coachingfederation.org/credentialing/coaching-competencies/icf-core-competencies/
6. Society for Industrial and Organizational Psychology (SIOP). (n.d.). Research. https://www.siop.org/resources-publications/research/
7. Society for Industrial and Organizational Psychology (SIOP). (n.d.). Resource Library. https://www.siop.org/resources-publications/resource-library/
8. Society for Industrial and Organizational Psychology (SIOP). (n.d.). Resources & Publications. https://www.siop.org/resources-publications/

PRACTICAL PSYCHOLOGY: POST-TRAUMATIC STRESS RECOVERY TECHNIQUES				
The course aims to develop students' advanced knowledge and practical competencies in understanding, assessing, and addressing the psychological consequences of traumatic experiences, with particular attention to traumatic stress, post-traumatic stress disorder, and recovery processes. The course focuses on trauma-informed and evidence-based psychological support, assessment of trauma-related conditions and needs, stabilization and psychological first aid, selection and application of appropriate recovery techniques, adaptation of psychological support to different client groups and contexts, and the promotion of resilience and psychosocial recovery. Particular attention is given to ethical and professional boundaries, referral, prevention of secondary traumatic stress, and psychologists' professional self-care.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Inesa Harkusha, PhD in Social Communications, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse psychological concepts, mechanisms, and consequences of trauma and traumatic stress, and differentiate trauma-related responses, adaptation processes, and manifestations of post-traumatic stress disorder.			Lectures; comparative analysis of trauma and traumatic stress concepts; analysis of psychological responses to traumatic events; case-based learning; guided discussion	Analytical tasks; comparative analysis tasks; case analysis; participation in discussions (CAS)
2) Analyse psychological manifestations of post-traumatic stress and evaluate risk and protective factors influencing adaptation and recovery after traumatic experiences.			Lectures; case-based learning; analysis of risk and protective factors; problem-based learning; analysis of individual recovery trajectories; group discussion	Case-based tasks; identification and analysis of risk and protective factors; analytical assignments; interpretation of trauma-related situations (CAS)
3) Select and apply appropriate methods for the psychological assessment of trauma-related conditions, individual needs, and resources, and justify directions for further psychological support or referral.			Lectures; practical work with psychological assessment methods; analysis of assessment cases; case-based learning; interpretation of assessment results; decision-making exercises	Psychological assessment tasks; analysis and interpretation of assessment results; case-based selection and justification of assessment methods and support needs (CAS)
4) Select and apply trauma-informed principles and appropriate psychological support techniques to promote safety,			Lectures; workshops; psychological first aid exercises; stabilization	Practical tasks; demonstration of stabilization and

stabilization, and immediate psychosocial support following traumatic experiences.	techniques; role-play; simulation of psychological support situations; case-based learning	psychological first aid techniques; participation in simulations and role-play; case-based tasks (CAS)
5) Critically evaluate evidence-based psychological approaches to trauma recovery and select appropriate techniques according to clients' needs, psychological condition, stage of recovery, and professional scope of practice.	Lectures; critical analysis of evidence-based approaches; comparative analysis of psychological interventions; case studies; problem-based learning; guided discussion of intervention selection	Comparative analysis of evidence-based approaches; intervention-selection tasks; case analysis; justification of selected psychological techniques (CAS)
6) Design and adapt psychologically grounded support and recovery interventions for different client groups and trauma-related contexts.	Workshops; project-based learning; analysis of cases involving different client groups and contexts; intervention-design tasks; collaborative problem-solving; peer review	Development and justification of psychological support interventions; adaptation of interventions to specific client groups and contexts; case-based assignments; project work (CAS)
7) Develop psychologically grounded strategies to support resilience, adaptive coping, post-traumatic growth, and psychosocial recovery following traumatic experiences.	Lectures; case-based learning; analysis of coping and resilience resources; intervention-design exercises; reflective learning; group discussion	Development and justification of recovery-support strategies; case analysis; resilience and coping tasks; reflective assignments (CAS)
8) Critically evaluate psychological support practices in trauma-related contexts and make professionally and ethically justified decisions regarding boundaries, referral, secondary traumatic stress, and professional self-care.	Analysis of ethical and professional cases; problem-based learning; reflective learning; case discussion; analysis of professional boundaries and referral decisions; self-care planning	Ethical case analysis; professional decision-making tasks; referral and boundary-management cases; reflective tasks; development of a professional self-care plan (CAS)
Assessment		
The final grade is awarded on a 100-point scale and is based on the cumulative results of continuous assessment (CAS) throughout the semester. Continuous assessment (CAS): 30 points – analytical, case-based, and psychological assessment tasks, including analysis of trauma-related responses, manifestations of post-traumatic stress, risk and protective factors, and psychological support needs; 30 points – practical trauma-informed support activities, including psychological first aid and stabilization techniques, simulations, role-play, and selection and justification of evidence-based psychological techniques;		

25 points – development and presentation of a psychological support and recovery project adapted to a specific client group and trauma-related context, including evidence-based recommendations for promoting resilience, adaptive coping, and psychosocial recovery;
15 points – evaluative and reflective tasks, including ethical case analysis, professional decision-making concerning boundaries and referral, evaluation of psychological support practices, and reflection on secondary traumatic stress and professional self-care.
Assessment criteria
a) Analytical, case-based, and psychological assessment tasks
24–30 points: The student critically analyses trauma-related situations, accurately identifies relevant psychological manifestations, risk and protective factors, appropriately selects and justifies psychological assessment methods, and formulates evidence-based conclusions regarding psychological support needs.
16–23 points: The student demonstrates generally correct analysis and appropriate selection of assessment methods, with minor inaccuracies or insufficient depth in justification, interpretation, or identification of support needs.
8–15 points: The student demonstrates a basic understanding of trauma-related conditions, but the analysis is incomplete or predominantly descriptive; assessment decisions and conclusions contain noticeable inaccuracies or insufficient justification.
1–7 points: The student demonstrates limited ability to analyse trauma-related situations or select appropriate assessment methods; conclusions are fragmented, inaccurate, or poorly justified.
0 points: The tasks are not completed or minimum requirements are not met.
b) Practical trauma-informed support activities
24–30 points: The student effectively applies trauma-informed principles and appropriate psychological support techniques in simulated professional situations; demonstrates appropriate psychological first aid and stabilization skills; selects and justifies evidence-based techniques according to the client's needs and context; and acts within professional boundaries.
16–23 points: The student generally applies appropriate trauma-informed support techniques and performs practical tasks effectively, with minor inconsistencies in technique selection, application, adaptation, or justification.
8–15 points: The student demonstrates basic practical skills but applies psychological support techniques inconsistently, has difficulties adapting them to the situation, or requires additional guidance.
1–7 points: The student demonstrates limited ability to apply trauma-informed psychological support techniques; professional actions are fragmented, inappropriate to the situation, or insufficiently justified.
0 points: The activities are not completed or minimum requirements are not met.
c) Psychological support and recovery project
20–25 points: The student develops a coherent, evidence-based, and professionally appropriate psychological support and recovery project adapted to the needs of a specific client group and trauma-related context; selects and justifies appropriate interventions and formulates relevant recommendations for resilience, adaptive coping, and psychosocial recovery.
13–19 points: The project is generally coherent and appropriate but contains minor weaknesses in psychological justification, adaptation to the target group or context, selection of interventions, or formulation of recommendations.
7–12 points: The project demonstrates a basic understanding of psychological support and recovery but is insufficiently developed, only partially evidence-based, or inadequately adapted to the selected client group or context.
1–6 points: The project is fragmented, poorly justified, or demonstrates significant difficulties in translating psychological knowledge into appropriate support and recovery interventions.
0 points: The project is not completed or minimum requirements are not met.
d) Evaluative, ethical, and reflective tasks

12–15 points: The student critically evaluates psychological support practices, makes professionally and ethically justified decisions concerning boundaries and referral, recognises risks of secondary traumatic stress, and demonstrates meaningful professional reflection and appropriate self-care planning.
8–11 points: The student provides generally appropriate evaluation and reflection, with minor limitations in critical depth, ethical justification, referral decisions, or consideration of professional self-care.
4–7 points: The student demonstrates a basic ability to evaluate psychological support practices, but reflection is predominantly descriptive and ethical or professional decisions are insufficiently justified.
1–3 points: Evaluation and reflection are superficial or fragmented and demonstrate limited understanding of ethical boundaries, referral, secondary traumatic stress, or professional self-care.
0 points: The tasks are not completed or minimum requirements are not met.

Content

Topic 1. Psychological Trauma and Traumatic Stress: Concepts, Mechanisms, and Consequences
Topic 2. Psychological Responses to Traumatic Events: Acute Stress, Post-Traumatic Stress, and Adaptation
Topic 3. Post-Traumatic Stress Disorder: Psychological Manifestations, Risk and Protective Factors
Topic 4. Psychological Assessment of Trauma-Related Conditions and Needs for Psychological Support
Topic 5. Trauma-Informed Psychological Support: Principles, Safety, Stabilization, and Psychological First Aid
Topic 6. Evidence-Based Psychological Approaches and Techniques for Trauma Recovery
Topic 7. Psychological Support and Trauma Recovery in Different Client Groups and Contexts
Topic 8. Resilience, Coping, Post-Traumatic Growth, and Psychosocial Recovery
Topic 9. Professional and Ethical Practice in Trauma Support: Boundaries, Referral, Secondary Traumatic Stress, and Self-Care

Literature

Compulsory reading

1. Forbes, D., Bisson, J. I., Monson, C. M., & Berliner, L. (Eds.). (2020). Effective Treatments for PTSD: Practice Guidelines from the International Society for Traumatic Stress Studies (3rd ed.). The Guilford Press. 558 p.

2. Hrandt, V. V. (Ed.). (2024). Psykholohiia travmuiuchykh sytuatsii [Psychology of Traumatic Situations]. Zaporizhzhia: Zaporizhzhia National University. 107 p.

3. Omelchenko, Ya. M. (Ed.). (2023). Zastosuvannia psykhoterapevtychnykh tekhnolohii u nadanni dopomohy postrazhdalym z proiavamy posttravmatychnoho stresovoho rozladu [Application of Psychotherapeutic Technologies in Providing Assistance to People with Manifestations of Post-Traumatic Stress Disorder]: Practical Guide. Kyiv: G. S. Kostiuk Institute of Psychology of the NAES of Ukraine. 256 p.

4. Perry, B. D., & Winfrey, O. (2022). What Happened to You? Conversations on Trauma, Resilience, and Healing. Bluebird. 272 p.

5. Van der Kolk, B. (2022). Tilo vede lik: yak lyshyty psykhotravmy v mynulomu [The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma]. Kharkiv: Vivat. 624 p.

6. World Health Organization. (2020). Vazhlyvi navychky v periody stresu: iliustrovane kerivnytstvo [Doing What Matters in Times of Stress: An Illustrated Guide]. World Health Organization.

7. World Health Organization. (2023). Mental Health Gap Action Programme (mhGAP) Guideline for Mental, Neurological and Substance Use Disorders (3rd ed.). World Health Organization. 184 p.

8. U.S. Department of Veterans Affairs & U.S. Department of Defense. (2023). VA/DoD Clinical Practice Guideline for the Management of Posttraumatic Stress Disorder and Acute Stress Disorder. Version 4.0.

Recommended reading

1. American Psychological Association. (2025). Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD) in Adults. American Psychological Association.

2. Fedotova, S. (2024). Suchasni metody psykhoterapii pry roboti z psykhotravmoiu [Modern Methods of Psychotherapy in Working with Psychological Trauma]. *Problemy ekstremalnoi ta kryzovoi psykholohii*, 2(8), 91–99. DOI: 10.52363/dcpp-2024.2.9

3. Harkusha, I. V., & Dubinskyi, S. V. (2023). Osoblyvosti zhyttievoi perspektyvy vymushenykh pereselentsiv pid chas zbroinoho konfliktu v Ukraini [Features of Life Perspective of Forced Displaced Persons During Armed Conflict in Ukraine]. *Bulletin of Alfred Nobel University. Series "Pedagogy and Psychology"*, 1 (25), 131–140. DOI: 10.32342/2522-4115-2023-1-25-14

4. Herman, J. L. (2015). Psykholohichna travma ta shliakh do vyduzhannia: naslidky nasylstva – vid znushchan u simi do politychnoho teroru [Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror]. Lviv: Vydavnytstvo Staroho Leva. 416 p.

5. International Society for Traumatic Stress Studies. (2019). Posttraumatic Stress Disorder Prevention and Treatment Guidelines: Methodology and Recommendations. ISTSS.

6. Ishchenko, Y., Chystovska, Y., Vovchenko, O., Harkusha, I., & Voshkolup, H. (2023). The role of emotional intelligence in rehabilitation of former prisoners of war. International Journal of Statistics in Medical Research, 12, 240–248. DOI: 10.6000/1929-6029.2023.12.28

7. Monson, C. M., & Shnaider, P. (2014). Treating PTSD with Cognitive-Behavioral Therapies: Interventions That Work. American Psychological Association. 132 p.

8. Schwartz, A., & Maiberger, B. (2018). EMDR Therapy and Somatic Psychology: Interventions to Enhance Embodiment in Trauma Treatment. W. W. Norton & Company. 384 p.

Web-resources

1. American Psychological Association (APA). (2025). Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD) in Adults. https://www.apa.org/ptsd-guideline/

2. EMDR Europe Association. (n.d.). Professional information and resources on EMDR therapy. https://www.emdr-europe.org/

3. European Society for Traumatic Stress Studies (ESTSS). (n.d.). Research, professional resources, and information on traumatic stress. https://estss.org/

4. International Society for Traumatic Stress Studies (ISTSS). (n.d.). Trauma treatment and clinical resources. https://istss.org/clinical-resources/trauma-treatment/

5. National Center for PTSD, U.S. Department of Veterans Affairs. (n.d.). PTSD information, assessment, treatment, and professional resources. https://www.ptsd.va.gov/

6. National Institute for Health and Care Excellence (NICE). (n.d.). Post-traumatic stress disorder: NICE guideline NG116. https://www.nice.org.uk/guidance/ng116

7. U.S. Department of Veterans Affairs & U.S. Department of Defense. (2023). Clinical Practice Guideline for the Management of Posttraumatic Stress Disorder and Acute Stress Disorder. https://www.healthquality.va.gov/guidelines/MH/ptsd/

8. World Health Organization (WHO). (n.d.). Mental health resources and evidence-based guidance. https://www.who.int/health-topics/mental-health

9. World Health Organization (WHO). (2011). Psychological First Aid: Guide for Field Workers. https://www.who.int/publications/i/item/9789241548205

PSYCHOLOGICAL SUPPORT IN CRISIS SITUATIONS				
The course aims to develop students' advanced knowledge and professional competencies in the assessment, planning, provision, and evaluation of psychological support in crisis situations. The course focuses on critical understanding of psychological crisis states, assessment of clients' conditions, needs, and risks, professional decision-making, selection and application of crisis counselling and intervention strategies, stabilization techniques, psychoeducation and resilience support, and adaptation of psychological support to different crisis situations and client groups. Particular attention is given to ethical and professional boundaries, referral, evaluation of support effectiveness, reflective practice, and psychologists' professional self-care.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Ruslan Ilchenko, PhD in Psychology, Associate Professor	120 h. (18 h. lectures, 14 h. seminars /practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse psychological crisis states, their mechanisms and manifestations, and evaluate risk and protective factors influencing individual responses to crisis situations.			Lectures; comparative analysis of crisis concepts and types; case-based learning; analysis of crisis situations; guided discussions	Analytical tasks; comparative analysis tasks; case analysis; participation in guided discussions (CAS)
2) Assess clients' psycho-emotional conditions, psychological needs, and risks in crisis situations and make professionally justified decisions regarding psychological support and referral.			Lectures; practical exercises in psychological assessment; case-based learning; risk-assessment exercises; situational tasks; professional decision-making exercises	Psychological assessment tasks; risk-assessment tasks; case analysis; situational professional decision-making tasks (CAS)
3) Select, justify, and apply appropriate crisis counselling and psychological support methods according to clients' needs and crisis contexts.			Workshops; case-based learning; simulation of crisis counselling; role-play; supervised practice; analysis and demonstration of psychological support techniques	Practical tasks; simulated crisis counselling; role-play performance; case-based selection and justification of psychological support methods (CAS)

4) Select, apply, and adapt crisis intervention and stabilization strategies according to clients' psychological conditions, needs, risks, and situational contexts.	Workshops; demonstration and practice of stabilization techniques; simulations; case-based learning; problem-based learning; intervention-selection exercises	Demonstration of stabilization techniques; simulation tasks; case-based intervention selection and adaptation; practical performance (CAS)
5) Design and deliver psychoeducational activities aimed at crisis coping, prevention, resilience, and mental health support.	Workshops; development of psychoeducational materials; project-based learning; microteaching; simulation of psychoeducational activities; peer feedback	Development of a psychoeducational product; simulated psychoeducational session; presentation and justification of selected content and methods (CAS)
6) Design and adapt psychologically grounded support strategies for different crisis situations and client groups.	Case-based learning; project-based learning; analysis of cases involving different client groups; support-strategy design; collaborative problem-solving; peer review	Development and presentation of a psychological support strategy; adaptation of support to a specific client group and crisis context; case-based tasks (CAS)
7) Critically evaluate the effectiveness of psychological support and crisis interventions using appropriate criteria, feedback, and reflective analysis, and formulate recommendations for improving professional practice.	Evaluation of cases and interventions; analysis of feedback; mini-research tasks; reflective analysis; peer review; problem-based learning	Intervention-evaluation tasks; analysis and interpretation of feedback; analytical report; evidence-based recommendations for improvement (CAS)
8) Critically reflect on professional actions and decisions in crisis support and make ethically justified decisions regarding professional boundaries, referral, secondary traumatic stress, and professional self-care.	Analysis of ethical and professional cases; reflective learning; supervision; case discussions; self-assessment; development of professional self-care strategies	Ethical case analysis; professional decision-making tasks; reflective report; referral and professional-boundary tasks; professional self-care plan (CAS)
Assessment		
The final grade is awarded on a 100-point scale and is based on the cumulative results of continuous assessment (CAS) throughout the semester. Continuous assessment (CAS): 25 points – analytical, case-based, and psychological assessment tasks, including analysis of psychological crisis states, risk and protective factors, assessment of clients' psycho-emotional conditions and psychological needs, risk assessment, and professional decision-making regarding psychological support and referral; 30 points – practical crisis counselling and psychological support activities, including simulations, role-play, psychological first aid, stabilization techniques, and selection, application, and adaptation of crisis intervention strategies according to clients' needs and situational contexts;		

25 points – psychoeducational and psychological support design activities, including development and presentation of psychoeducational materials and activities and design and adaptation of psychological support strategies for different crisis situations and client groups;
20 points – evaluative, ethical, and reflective tasks, including evaluation of psychological support and crisis interventions, analysis of feedback, ethical decision-making concerning professional boundaries and referral, critical reflection on professional actions and decisions, secondary traumatic stress, and professional self-care.
Assessment criteria:
a) Analytical, case-based, and psychological assessment tasks
20–25 points: The student critically analyses psychological crisis situations, accurately identifies relevant manifestations and risk and protective factors, appropriately assesses clients' psycho-emotional conditions, psychological needs, and risks, and makes well-justified professional decisions regarding psychological support and referral.
13–19 points: The student demonstrates generally correct analysis and assessment and makes appropriate professional decisions, with minor inaccuracies or insufficient depth in interpretation, risk assessment, identification of support needs, or justification.
7–12 points: The student demonstrates a basic understanding of psychological crisis situations, but the analysis is incomplete or predominantly descriptive; assessment and professional decisions contain noticeable inaccuracies or insufficient justification.
1–6 points: The student demonstrates limited ability to analyse psychological crisis situations, assess clients' conditions and needs, or make appropriate professional decisions; conclusions are fragmented, inaccurate, or poorly justified.
0 points: The tasks are not completed or minimum requirements are not met.
b) Practical crisis counselling and psychological support activities
24–30 points: The student effectively applies crisis counselling and psychological support methods in simulated professional situations; demonstrates appropriate psychological first aid and stabilization skills; selects, justifies, and adapts crisis intervention strategies according to clients' needs and situational contexts; and acts within professional and ethical boundaries.
16–23 points: The student generally applies appropriate crisis counselling, psychological support, and stabilization techniques effectively, with minor inconsistencies in selection, application, adaptation, or justification.
8–15 points: The student demonstrates basic practical skills but applies psychological support techniques inconsistently, has difficulties adapting interventions to clients' needs or situational contexts, or requires additional guidance.
1–7 points: The student demonstrates limited ability to apply crisis counselling, psychological support, or stabilization techniques; professional actions are fragmented, inappropriate to the situation, or insufficiently justified.
0 points: The activities are not completed or minimum requirements are not met.
c) Psychoeducational and psychological support design activities
20–25 points: The student develops coherent, professionally appropriate, and psychologically grounded psychoeducational materials and psychological support strategies; appropriately adapts their content and methods to a specific crisis situation and client group and formulates relevant recommendations for crisis coping, resilience, and mental health support.
13–19 points: The developed materials and support strategies are generally appropriate and coherent but contain minor weaknesses in psychological justification, design, or adaptation to the selected client group or crisis context.
7–12 points: The student demonstrates a basic understanding of psychoeducation and psychological support design, but the developed materials or strategies are insufficiently developed, only partially justified, or inadequately adapted to the selected context.
1–6 points: The developed materials or strategies are fragmented, poorly justified, or demonstrate significant difficulties in translating psychological knowledge into appropriate professional practice.

0 points: The tasks are not completed or minimum requirements are not met.
d) Evaluative, ethical, and reflective tasks
16–20 points: The student critically evaluates the effectiveness of psychological support and crisis interventions using appropriate criteria and feedback; formulates relevant recommendations for improving professional practice; makes professionally and ethically justified decisions concerning boundaries and referral; and demonstrates meaningful reflection on professional actions, secondary traumatic stress, and professional self-care.
11–15 points: The student provides generally appropriate evaluation and reflection, with minor limitations in critical depth, interpretation of feedback, ethical justification, referral decisions, or consideration of professional self-care.
6–10 points: The student demonstrates a basic ability to evaluate and reflect on psychological support practices, but evaluation and reflection are predominantly descriptive and professional or ethical decisions are insufficiently justified.
1–5 points: Evaluation and reflection are superficial or fragmented and demonstrate limited understanding of intervention effectiveness, professional boundaries, referral, secondary traumatic stress, or professional self-care.
0 points: The tasks are not completed or minimum requirements are not met.

Content

Topic 1. Psychological Crisis: Contemporary Concepts, Mechanisms, Risk and Protective Factors
Topic 2. Assessment of Psychological Crisis States and Client Needs
Topic 3. Risk Assessment and Professional Decision-Making in Crisis Situations
Topic 4. Crisis Counselling and Psychological Support
Topic 5. Crisis Intervention Strategies and Stabilization Techniques
Topic 6. Psychoeducation, Prevention, and Resilience Support in Crisis Situations
Topic 7. Psychological Support for Different Crisis Situations and Client Groups
Topic 8. Professional Ethics, Referral, and Self-Care in Crisis Psychology
Topic 9. Evaluation and Reflective Improvement of Psychological Support

Literature

Compulsory reading

1. Dattilio, F. M., Shapiro, D. I., & Greenaway, D. S. (Eds.). (2023). Cognitive-Behavioral Strategies in Crisis Intervention (4th ed.). New York: Guilford Press. 398 p.

2. Jackson-Cherry, L. R., & Erford, B. T. (2024). Crisis Assessment, Intervention, and Prevention (4th ed.). Pearson.

3. Kalishchuk, S. M. (2023). Psykhotekhniky kryzovoho konsultuvannia: modeli, alhorytmy, vpravy, pryklady [Psychotechniques of crisis counselling: Models, algorithms, exercises, examples]. Kyiv: MaisterKnyh. 367 p.

4. Muzychko, L., Matsevko, T., & Kapinus, O. (2024). Psykholohiia kryzovykh staniv: navchalno-metodychnyi posibnyk [Psychology of crisis states: Study and methodological guide]. Lviv: National Army Academy. 325 p.

Recommended reading

1. Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59 (1), 20–28. https://doi.org/10.1037/0003-066X.59.1.20

2. Herman, J. L. (2015). Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror. New York: Basic Books.

3. Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., et al. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70 (4), 283–315. https://doi.org/10.1521/psyc.2007.70.4.283

4. Inter-Agency Standing Committee (IASC). (2007). IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC.

5. Kisarchuk, Z. H., Omelchenko, Ya. M., Bila, I. M., Lazos, H. P., et al. (Eds.). Psykholohichna dopomoha ditiam u kryzovykh sytuatsiiakh: metody i tekhniky [Psychological support for children in crisis situations: Methods and techniques]. Kyiv: Lohos.

6. Kisarchuk, Z. H., Omelchenko, Ya. M., Lazos, H. P., Lytvynenko, L. I., Tsarenko, L. H., et al. (Eds.). (2015). Psykholohichna dopomoha postrazhdalym vnaslidok kryzovykh travmatychnykh podii [Psychological support for people affected by traumatic crisis events]. Kyiv: Lohos. 207 p.

7. Tytarenko, T. M. (Ed.). (1998). Psykholohiia zhyttievoi kryzy [Psychology of life crises]. Kyiv: Ahropromvydav Ukrainy. 348 p.

8. World Health Organization. (2011). Psychological First Aid: Guide for Field Workers. Geneva: World Health Organization.

Web-resources

1. American Psychological Association (APA). (n.d.). *Official website.* https://www.apa.org/

2. Inter-Agency Standing Committee (IASC). (n.d.). *Official website.* https://interagencystandingcommittee.org/

3. International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support (IFRC PS Centre). (n.d.). *Official website.* https://pscentre.org/

4. National Child Traumatic Stress Network (NCTSN). (n.d.). *Official website.* https://www.nctsn.org/

5. National Institute of Mental Health (NIMH). (n.d.). *Official website.* https://www.nimh.nih.gov/

6. World Health Organization (WHO). (n.d.). *Official website.* https://www.who.int/

FUNDAMENTALS OF ART THERAPY				
The course aims to develop students' advanced knowledge and professional competencies in the selection, application, integration, design, adaptation, and evaluation of art therapy methods and interventions in psychological practice. The course focuses on understanding the psychological mechanisms and therapeutic factors of creative expression, assessing clients' psychological needs, making professionally justified decisions regarding the selection of art therapy methods, applying multimodal creative techniques in individual and group work, and integrating art therapy into contemporary psychological approaches. Particular attention is given to adapting art therapy interventions to different client groups and psychological needs, evaluating their effectiveness, and maintaining professional ethics, reflective practice, and professional self-care.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	4 / elective	Iryna Oliinyk, PhD in Pedagogy, Associate Professor, Master of Psychology	120 hours (18 h. of lectures, 14 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse contemporary theoretical and methodological approaches to art therapy and explain the psychological mechanisms and therapeutic factors of creative expression.			Lectures; analysis of contemporary approaches and research; comparative analysis; case-based learning; guided discussions	Analytical tasks; comparative analysis; case analysis; participation in guided discussions (CAS)
2) Assess clients' psychological needs and relevant contextual factors and make professionally justified decisions regarding the selection and appropriateness of art therapy methods.			Case-based learning; analysis of psychological assessment data and contextual information; situational tasks; professional decision-making exercises; guided discussions	Case-based assessment tasks; analysis and interpretation of psychological assessment data and contextual information; selection and justification of appropriate art therapy methods (CAS)
3) Select, justify, and apply appropriate art therapy methods and multimodal creative techniques according to psychological goals, clients' needs, and professional contexts.			Practical workshops; demonstrations; individual and group creative exercises; multimodal art therapy activities; simulations; peer feedback	Practical tasks; demonstration and application of selected art therapy techniques; justification and adaptation of methods to specific cases (CAS)
4) Plan and facilitate individual and group art therapy activities while maintaining psychological safety, appropriate therapeutic interaction, and professional boundaries.			Simulation of individual and group sessions; role-play; facilitation exercises; supervised simulation and practice exercises; analysis of professional situations;	Simulation of individual and group art therapy activities; facilitation performance; analysis of professional situations and boundaries (CAS)

	peer feedback	
5) Integrate and adapt art therapy methods within contemporary psychological approaches according to the goals and context of psychological support.	Integrative case analysis; workshops; problem-based learning; analysis of the integration of art therapy methods within contemporary psychological approaches; collaborative tasks	Integrative case tasks; development and justification of an integrated psychological support strategy; presentation and discussion (CAS)
6) Design and adapt psychologically grounded art therapy interventions for different client groups and psychological needs.	Project-based learning; intervention-design workshops; analysis of cases involving different client groups; collaborative problem-solving; consultations; peer review	Development and presentation of an art therapy intervention; adaptation to a specific client group and psychological need; justification of selected methods (CAS)
7) Critically evaluate art therapy interventions using appropriate criteria, client feedback, and reflective analysis and formulate recommendations for their improvement.	Intervention evaluation; case evaluation; analysis of feedback and outcomes; reflective analysis; peer review	Evaluation of an art therapy intervention; analysis and interpretation of feedback; analytical report; recommendations for improvement (CAS)
8) Make ethically justified professional decisions and critically reflect on art therapy practice, including professional boundaries, limitations of methods, referral, practitioner self-awareness, and professional self-care.	Ethical case analysis; reflective learning; professional case discussions; self-assessment; peer feedback; self-care planning	Ethical case analysis; professional decision-making tasks; reflective report; analysis of professional boundaries and referral decisions; professional self-care plan (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS): 25 points – analytical, case-based, and professional decision-making tasks; 30 points – practical art therapy activities and facilitation; 25 points – design and adaptation of art therapy interventions; 20 points – evaluation, ethical decision-making, and reflective practice. Assessment criteria: a) Analytical, case-based, and professional decision-making tasks 20–25 points – demonstrates a comprehensive and critical understanding of contemporary art therapy approaches and their psychological foundations; accurately analyses clients' psychological needs and relevant contextual factors; selects and justifies appropriate art therapy methods using relevant theoretical and professional considerations; arguments and conclusions are coherent, well-founded, and professionally appropriate. 13–19 points – demonstrates a generally sound understanding of art therapy approaches; analyses the main aspects of cases and client needs appropriately; selects relevant methods and provides reasonable justification, although some aspects of the analysis, argumentation, or professional decision-making lack depth or consistency.		

7–12 points – demonstrates a basic understanding of relevant concepts; case analysis is mainly descriptive or incomplete; identification of client needs and selection of art therapy methods are only partially justified; professional decisions demonstrate limited consideration of relevant psychological and contextual factors.
1–6 points – demonstrates fragmentary understanding; case analysis is superficial or substantially incomplete; selected methods are poorly justified or inappropriate to the identified needs and context; professional reasoning contains significant inaccuracies.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
b) Practical art therapy activities and facilitation
24–30 points – appropriately selects, applies, and adapts art therapy methods and multimodal creative techniques; demonstrates confident and professionally appropriate facilitation of simulated individual and group activities; maintains psychological safety, appropriate interaction, and professional boundaries; clearly explains and justifies professional actions.
16–23 points – appropriately applies the main art therapy methods and techniques and demonstrates generally effective facilitation; psychological safety and professional boundaries are maintained, although some aspects of technique application, adaptation, facilitation, or justification require improvement.
8–15 points – demonstrates basic practical skills but applies techniques inconsistently or with limited adaptation to psychological goals and client needs; facilitation is partially effective; justification of professional actions is limited.
1–7 points – demonstrates substantial difficulties in selecting or applying art therapy methods; facilitation lacks consistency or professional justification; important aspects of psychological safety, interaction, or professional boundaries are insufficiently addressed.
0 points – the practical activities are not completed or do not demonstrate achievement of the assessed learning outcomes.
c) Design and adaptation of art therapy interventions
20–25 points – designs a coherent, psychologically grounded art therapy intervention with clearly defined goals, appropriate methods, and logical structure; effectively adapts the intervention to a specific client group, psychological need, and professional context; integrates relevant art therapy methods and contemporary psychological approaches; provides a convincing professional justification for design decisions.
13–19 points – designs an appropriate and generally coherent intervention; goals and methods are relevant to the selected client group and psychological needs; adaptation and professional justification are present but may lack depth, consistency, or full integration.
7–12 points – presents a basic intervention design, but connections between psychological needs, goals, methods, and expected outcomes are only partially developed; adaptation to the client group or context is limited; justification is mainly descriptive.
1–6 points – the intervention is fragmented or poorly structured; selected methods are insufficiently related to psychological needs and goals; adaptation and professional justification are minimal or substantially inaccurate.
0 points – the intervention is not developed or does not demonstrate achievement of the assessed learning outcomes.
d) Evaluation, ethical decision-making, and reflective practice
16–20 points – critically evaluates art therapy interventions using appropriate criteria, feedback, and reflective analysis; formulates well-founded recommendations for improvement; identifies ethical issues and limitations of art therapy methods; makes professionally justified decisions regarding boundaries and referral; demonstrates critical professional reflection and appropriate understanding of professional self-care.
11–15 points – appropriately evaluates the main strengths and limitations of interventions and identifies relevant ethical considerations; recommendations and professional decisions are generally justified, although analysis or reflection may lack depth in some areas.

6–10 points – provides a mainly descriptive evaluation; identifies some ethical or professional issues but analyses them superficially; recommendations, referral decisions, or reflective conclusions are only partially justified.
1–5 points – evaluation and reflection are fragmentary; ethical and professional issues are poorly identified or inadequately addressed; recommendations and professional decisions lack sufficient justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.

Content

Topic 1. Contemporary Theoretical and Methodological Foundations of Art Therapy
Topic 2. Psychological Mechanisms and Therapeutic Factors of Creative Expression
Topic 3. Assessment of Client Needs and Professional Decision-Making in Art Therapy Practice
Topic 4. Art Therapy Methods and Multimodal Creative Techniques
Topic 5. Individual and Group Art Therapy: Process, Facilitation, and Therapeutic Interaction
Topic 6. Integration of Art Therapy into Contemporary Psychological Approaches
Topic 7. Art Therapy with Different Client Groups and Psychological Needs
Topic 8. Design, Adaptation, and Evaluation of Art Therapy Interventions
Topic 9. Professional Ethics, Reflective Practice, and Self-Care in Art Therapy

Literature

Compulsory reading

1. Case, C., Dalley, T., & Reddick, D. (2023). The Handbook of Art Therapy (4th ed.). Routledge. 321 p.
2. Hills de Zárate, M., Waller, D., & Vaculik, C. L. (Eds.). (2026). The Routledge International Handbook of Art Therapy Practice. Routledge. 686 p.
3. Rastogi, M., Feldwisch, R. P., Pate, M., & Scarce, J. (Eds.). (2022). Foundations of Art Therapy: Theory and Applications. Academic Press. 620 p.
4. Robb, M. A. (2022). Group Art Therapy: Practice and Research. Routledge. 178 p.
5. Tararina, O. (2023). Hlybynna art-terapiia: praktyky transformatsii [Depth Art Therapy: Practices of Transformation]. Kyiv: ASTAMIR-V. 240 p.

Recommended reading

1. Artiukhina, N. V. (2022). Psykhodiahnostychnyi potentsial art-terapii: metodychni rekomendatsii do kursu dlia zdobuvachiv spetsialnosti 053 ‘Psykholohiia’ druhoho (mahisterskoho) rivnia vyshchoi osvity [Psychodiagnostic Potential of Art Therapy: Methodological Recommendations for Master’s Students in Specialty 053 Psychology]. Odesa: Odesa I. I. Mechnikov National University. 20 p.
2. Backos, A. (2022). ACT Art Therapy: Creative Approaches to Acceptance and Commitment Therapy. Jessica Kingsley Publishers. 272 p.
3. Hrynova, N. V., & Stanishevska, V. I. (2022). Artterapiia: metodychni rekomendatsii [Art Therapy: Methodological Recommendations]. Uman: VPTs ‘Vizavi’. 36 p.
4. King, J. L., & Strang, C. E. (Eds.). (2024). Art Therapy and the Neuroscience of Trauma: Theoretical and Practical Perspectives (2nd ed.). Routledge. 286 p.
5. Oliinyk, I. V. (2024). Poiednannia loho- ta artterapevtychnykh kontseptiv u psykhoterapevtychnii roboti z ekzystentsiinoiu kryzoiu [Integrating Logotherapy and Art Therapy Concepts in Psychotherapeutic Work with Existential Crisis]. Naukovi innovatsii ta peredovi tekhnolohii, 11(39), 1835–1849.
6. Oliinyk, I. V. (2025). Tekhnika ‘Khram moiei zhinochnosti’; tekhnika ‘Mandala moiei zhinochnosti’ [The ‘Temple of My Femininity’ Technique; The ‘Mandala of My Femininity’ Technique]. In T. Humennykova (Ed.), Psykholohichne meniu dlia dushi: retsepty zhinochoho shchastia. Kyiv: TOV ‘7BTs’, 150–155.
7. Oliinyk, I. V. (2025). Tekhnika ‘Mandala emotsiinoi rivnovahy’ (‘In ta Yan’); tekhnika ‘Vikno do vnutrishnikh resursiv’ [The ‘Emotional Balance Mandala’ Technique (‘Yin and Yang’); The ‘Window to Inner Resources’ Technique]. In T. Kurhanska (Ed.), Svitlo vseredyni: tekhniky dlia podolannia emotsiinoho vyhorannia. Kyiv: TOV ‘7BTs’, 204–209.
8. Oliinyk, I. V. (2025). Tekhnika ‘Kintsugi: vidnovlennia cherez nezlamnist’ (lohoartterapiia); tekhnika ‘Lohomandala vnutrishnoi syly’ [The ‘Kintsugi: Recovery Through Resilience’ Technique

(Logo-Art Therapy); The ‘Logomandala of Inner Strength’ Technique]. In T. Kurhanska (Ed.), Syla nezlamnosti: tekhniky pidtrymky ta vidnovlennia. Kyiv: TOV ‘7BTs’, 47–49, 112–113.

9. Pénzes, I. (2024). Art Therapy Observation and Assessment in Clinical Practice: The ArTA Method. Routledge. 142 p.

10. Prado, M. da Silva, & Lehtioksa, I. (2022). LogoArt: Meaning-Centered Art Therapy. 179 p.

11. Volkova, N. P., & Oliinyk, I. V. (2025). Sotsialno-psykholohichnyi treninh yak metod interaktyvnoho navchannia u protsesi pidhotovky maibutnikh psykholohiv do sotsialno-psykholohichnoi pidtrymky hromadian v umovakh viiny [Social-psychological training as a method of interactive learning in the process of preparing future psychologists to provide social-psychological support to citizens in wartime]. *Pedahohichna Akademiia: naukovi zapysky*, 16.

Web-resources

1. American Art Therapy Association (AATA). (n.d.). *Official website.* https://arttherapy.org/

2. British Association of Art Therapists (BAAT). (n.d.). *Official website.* https://baat.org/

3. Canadian Art Therapy Association (CATA). (n.d.). *Official website.* https://www.canadianarttherapy.org/

4. European Federation of Art Therapy (EFAT). (n.d.). *Official website.* https://www.arttherapyfederation.eu/

5. British Association of Art Therapists (BAAT). (n.d.). Official art therapy video and educational resources. https://baat.org/publications/this-is-art-therapy/shareable-resources/

6. American Art Therapy Association (AATA). (n.d.). Art Therapy in Action: Professional video resources. https://arttherapy.org/art-therapy-action/

PSYCHOLOGY OF MASS MEDIA AND INFORMATION SECURITY				
The course aims to develop students' advanced knowledge and professional competencies in the psychological analysis and critical evaluation of media content, information processes, and digital information environments. The course focuses on psychological mechanisms of media perception and information processing, social influence and persuasion, manipulation and propaganda, misinformation and disinformation, cognitive biases, and algorithmic influence on digital behaviour. Particular attention is given to psychological information security and resilience to harmful information influence, critical media literacy, information verification and safe information behaviour, as well as the design and evaluation of psychological and psychoeducational interventions aimed at strengthening media literacy and information security in different social groups.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / elective	Inesa Harkusha, PhD in Social Communications, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse contemporary theoretical approaches to media psychology and evaluate psychological processes of media perception, attention, and information processing in digital information environments.			Interactive lectures; analysis of contemporary theories and research; comparative analysis; media content analysis; guided discussions	Analytical tasks; comparative analysis of theoretical approaches; analysis of media content and information-processing processes; participation in guided discussions (CAS)
2) Analyse and critically evaluate psychological mechanisms of social influence, persuasion, attitude formation, manipulation, propaganda, and other forms of information influence.			Case-based learning; analysis of media campaigns and persuasive messages; problem-based learning; comparative analysis of influence strategies; group discussions	Case analysis; identification and psychological analysis of influence strategies; comparative analytical tasks; professionally justified conclusions (CAS)
3) Critically evaluate misinformation, disinformation, deepfakes, and other misleading media content by analysing cognitive biases, psychological mechanisms, and contextual factors that influence information perception and judgement.			Analysis of misinformation and disinformation cases; fact-checking exercises; cognitive-bias analysis; work with information-verification tools; problem-based tasks	Analysis and verification of media content; identification and explanation of cognitive biases and psychological mechanisms; case-based misinformation and deepfake analysis (CAS)
4) Analyse and evaluate the psychological effects of social media,			Interactive lectures; analysis of social	Analytical tasks on social media and digital

algorithmic information environments, and digital communication practices on individual and group behaviour.	media cases and digital behaviour; analysis of algorithmically mediated information environments; research-based discussions; case studies	behaviour; case analysis; interpretation of research evidence; critical evaluation of algorithmic influence (CAS)
5) Assess psychological information risks and select and justify strategies for strengthening psychological resilience to harmful information influence.	Risk-based case analysis; simulations of information influence situations; problem-solving exercises; resilience-building activities; reflective discussions	Assessment of psychological information risks; situational tasks; development and justification of strategies for responding to harmful information influence; reflective analysis (CAS)
6) Apply critical media literacy and information-verification approaches to evaluate the credibility, reliability, and psychological impact of information and make professionally justified decisions regarding safe information behaviour.	Practical verification exercises; source evaluation; media content analysis; work with digital verification tools; scenario-based learning; guided discussions	Information-verification tasks; source credibility assessment; media content analysis; situational tasks on safe information behaviour; justification of professional decisions (CAS)
7) Design and adapt psychologically grounded psychoeducational interventions aimed at developing critical media literacy, safe information behaviour, and psychological resilience in different social groups.	Project-based learning; psychoeducational intervention-design workshops; analysis of target-group needs; collaborative problem-solving; consultations; peer review	Development and presentation of a psychoeducational intervention; adaptation to a selected target group; justification of goals, methods, and content; peer-review-based revision (CAS)
8) Critically evaluate psychological and psychoeducational interventions in media literacy and information security and formulate evidence-informed recommendations for their improvement.	Intervention evaluation; analysis of effectiveness criteria and feedback; case evaluation; reflective analysis; peer review; research-based discussion	Evaluation of a psychological or psychoeducational intervention; analysis and interpretation of outcomes and feedback; formulation of evidence-informed recommendations for improvement (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS): 30 points – analytical and case-based tasks on media psychology and information influence; 25 points – information verification, psychological information risk assessment, and safe information behaviour tasks; 30 points – design and adaptation of a psychoeducational intervention;		

15 points – evaluation of interventions and evidence-informed recommendations.
Assessment criteria:
a) Analytical and case-based tasks on media psychology and information influence
24–30 points – demonstrates a comprehensive and critical understanding of contemporary approaches to media psychology; accurately analyses psychological mechanisms of media perception, attention, information processing, social influence, persuasion, manipulation, propaganda, misinformation, and algorithmic influence; effectively applies relevant psychological concepts to media cases; critically interprets research evidence and contextual factors; conclusions are coherent, well-founded, and professionally justified.
16–23 points – demonstrates a generally sound understanding of relevant psychological approaches and mechanisms; appropriately analyses the main aspects of media cases and information influence; applies relevant concepts and evidence, although some aspects of the analysis, interpretation, or argumentation lack depth or consistency.
8–15 points – demonstrates a basic understanding of relevant concepts; analysis is mainly descriptive or incomplete; psychological mechanisms and contextual factors are identified only partially; interpretation of evidence and justification of conclusions are limited.
1–7 points – demonstrates fragmentary understanding; analysis of media and information processes is superficial or substantially incomplete; psychological mechanisms are inaccurately identified or poorly explained; conclusions lack sufficient theoretical or evidence-based justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
b) Information verification, psychological information risk assessment, and safe information behaviour tasks
20–25 points – accurately evaluates the credibility and reliability of information and sources; effectively applies appropriate information-verification approaches and tools; identifies misinformation, disinformation, deepfakes, cognitive biases, and relevant psychological information risks; selects and convincingly justifies strategies for safe information behaviour and psychological resilience to harmful information influence.
13–19 points – appropriately evaluates information and sources and applies relevant verification approaches; identifies the main information risks and misleading content; proposes generally appropriate strategies for safe information behaviour and psychological resilience, although verification, risk analysis, or professional justification may lack depth or consistency.
7–12 points – demonstrates basic information-verification and risk-assessment skills; identifies some credibility problems and psychological information risks but analyses them incompletely; selected strategies are only partially appropriate or justified.
1–6 points – demonstrates substantial difficulties in verifying information and evaluating source credibility; psychological information risks are poorly identified or inaccurately interpreted; proposed strategies for safe information behaviour or resilience are inappropriate or insufficiently justified.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
c) Design and adaptation of a psychoeducational intervention
24–30 points – designs a coherent and psychologically grounded psychoeducational intervention with clearly defined goals, appropriate methods, content, and expected outcomes; effectively adapts the intervention to the needs and characteristics of a selected target group; integrates relevant principles of critical media literacy, safe information behaviour, and/or psychological resilience; provides a convincing evidence-informed justification for design decisions.
16–23 points – designs an appropriate and generally coherent psychoeducational intervention; goals, methods, and content are relevant to the selected target group; adaptation and psychological justification are present, although some aspects of the intervention lack depth, consistency, or full integration.

8–15 points – presents a basic intervention design, but connections between target-group needs, goals, methods, content, and expected outcomes are only partially developed; adaptation to the selected group is limited; psychological justification is mainly descriptive.
1–7 points – the intervention is fragmented or poorly structured; goals and methods are insufficiently related to the identified needs of the target group; adaptation is minimal or inappropriate; psychological and professional justification is substantially incomplete.
0 points – the intervention is not developed or does not demonstrate achievement of the assessed learning outcomes.
d) Evaluation of interventions and evidence-informed recommendations
12–15 points – critically evaluates psychological or psychoeducational interventions using appropriate effectiveness criteria, outcomes, and feedback; accurately identifies strengths, limitations, and areas for improvement; formulates clear, feasible, and evidence-informed recommendations; demonstrates critical professional reflection on intervention effectiveness and relevant limitations.
8–11 points – appropriately evaluates the main strengths and limitations of an intervention and considers relevant outcomes and feedback; recommendations are generally appropriate and justified, although analysis or professional reflection may lack depth in some areas.
4–7 points – provides a mainly descriptive evaluation; identifies some strengths, limitations, or areas for improvement but analyses them superficially; recommendations are only partially justified or insufficiently connected to evaluation results.
1–3 points – evaluation is fragmentary or substantially incomplete; effectiveness criteria, outcomes, or feedback are poorly analysed; recommendations lack sufficient evidence or professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.

Content

Topic 1. Contemporary Media Psychology: Theoretical Approaches and Digital Information Environments
Topic 2. Psychological Mechanisms of Media Perception, Attention, and Information Processing
Topic 3. Social Influence, Persuasion, and Formation of Attitudes in Media Environments
Topic 4. Psychological Mechanisms of Manipulation, Propaganda, and Information Influence
Topic 5. Misinformation, Disinformation, Deepfakes, and Cognitive Biases
Topic 6. Social Media, Algorithmic Influence, and Digital Behaviour
Topic 7. Psychological Information Security and Resilience to Harmful Information Influence
Topic 8. Critical Media Literacy, Information Verification, and Safe Information Behaviour
Topic 9. Design and Evaluation of Psychological and Psychoeducational Interventions for Media Literacy and Information Security

Literature

Compulsory reading

1. Naidonova, L. A., Voznesenska, O. L., Myronenko, H. V., et al. (2022). Sotsialno-psykholohichni ta psykholohopedahohichni zasady orhanizatsii mediaosvity molodi [Socio-psychological and psychological-pedagogical foundations of media education of youth]. Imeks-LTD. 278 p.
2. Rich, G. J., Kumar, V. K., & Farley, F. H. (Eds.). (2024). Handbook of Media Psychology: The Science and the Practice. Springer.
3. Roozenbeek, J., & van der Linden, S. (2024). The Psychology of Misinformation. Cambridge University Press. 194 p. https://doi.org/10.1017/9781009214414
4. Sanborn, F. W. (2022). A Cognitive Psychology of Mass Communication (8th ed.). Routledge. 568 p.
5. Stever, G. S., Giles, D. C., Cohen, J. D., & Myers, M. E. (2025). Understanding Media Psychology (2nd ed.). Routledge. 422 p.

Recommended reading

1. Banaji, S., & Bhat, R. (2022). Social Media and Hate. Routledge. 140 p.

2. Baryshpolets, O. T., Voznesenska, O. L., Holubieva, O. Ye., et al. (2014). Mediapsykholohiia: na peretyni informatsiinoho ta osvitnoho prostoriv [Media psychology at the intersection of information and educational spaces]. Milenium.

3. Fisenko, T. V., Husak, O. O., & Trishchuk, O. V. (2021). The use of web-services and applications in forming media literacy of future journalists. *Information Technologies and Learning Tools*, 85 (5), 288–303. https://doi.org/10.33407/itlt.v85i5.4284

4. Naidonova, L. A. (2015). Mediapsykholohiia: osnovy refleksyvnoho pidkhodu [Media psychology: Fundamentals of the reflexive approach]. Imeks-LTD. 244 p.

5. Rosen, D. (Ed.). (2022). The Social Media Debate: Unpacking the Social, Psychological, and Cultural Effects of Social Media. Routledge. 248 p.

6. Valorska, M. A. (2020). Dipfeik ta dezinformatsiia: praktychnyi posibnyk [Deepfake and disinformation: A practical guide]. Akademiia ukrainskoi presy; Tsentr Vilnoi Presy. 36 p.

7. Walker, S., Mercea, D., & Bastos, M. (Eds.). (2022). Disinformation and Data Lockdown on Social Platforms. Routledge. 150 p.

Web-resources

1. UNESCO. (n.d.). Media and Information Literacy. *Official website*. https://www.unesco.org/en/media-information-literacy

2. Google. (n.d.). Fact Check Explorer. *Official website*. https://toolbox.google.com/factcheck/explorer/

3. Center for Countering Disinformation. (n.d.). *Official website.* https://cpd.gov.ua/

4. Detector Media. (n.d.). *Official website.* https://detector.media/

5. MediaSapiens. (n.d.). *Official website.* https://ms.detector.media/

6. Institute of Mass Information. (n.d.). *Official website.* https://imi.org.ua/

7. Ukrainian Press Academy. (n.d.). *Official website.* https://www.aup.com.ua/

8. TinEye. (n.d.). Reverse Image Search. *Official website.* https://tineye.com/

ETHICS AND PROFESSIONAL STYLE OF A PSYCHOLOGIST				
The course aims to develop students' advanced knowledge and professional competencies in ethical decision-making and responsible professional practice in psychology. The course focuses on the application of ethical principles, professional standards, and relevant legal requirements; analysis and resolution of ethical dilemmas; professional competence, responsibility, confidentiality, informed consent, and professional boundaries; and the development of a psychologist's professional identity, communication style, and ethical self-presentation. Particular attention is given to ethical challenges in complex and digital professional contexts, responsible public professional presence, reflective practice, professional self-care, supervision, and continuous professional development.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2	4 / elective	Hanna Voshkolup PhD in Education, Master of Psychology	120 hours (18 hours of lectures, 14 hours of practical classes, 88 hours of independent study)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse and interpret ethical principles, professional standards, and relevant legal requirements governing psychological practice.			Interactive lectures; analysis of ethical codes and professional standards; comparative analysis; guided discussions; work with professional and legal documents	Analytical tasks; comparative analysis of ethical principles, codes, and professional standards; interpretation of professional requirements; participation in guided discussions (CAS)
2) Identify and critically evaluate ethical dilemmas and make professionally justified decisions using ethical decision-making frameworks.			Case-based learning; ethical dilemma analysis; problem-based learning; structured ethical decision-making exercises; small-group discussions	Ethical case analysis; identification of ethical issues and competing professional obligations; application of ethical decision-making frameworks; justification of professional decisions (CAS)
3) Apply ethical principles related to professional competence, responsibility, confidentiality, informed consent, professional boundaries, conflicts of interest, and referral in psychological practice.			Case studies; scenario-based learning; analysis of professional situations; simulations; problem-solving exercises; guided discussion	Case-based and situational tasks; analysis of confidentiality, informed consent, boundaries, competence, conflicts of interest, and referral issues; justification of professional actions (CAS)
4) Analyse and resolve ethical challenges arising in complex professional contexts, including crisis situations, work with			Complex case analysis; scenario-based learning; simulations;	Analysis of complex professional cases; situational tasks; identification of ethical risks; development and

vulnerable groups, and interdisciplinary practice.	collaborative problem-solving; interdisciplinary case discussions	justification of ethically appropriate courses of action (CAS)
5) Critically evaluate ethical issues in digital psychological practice, online communication, social media, and psychologists' public professional presence.	Analysis of digital ethics cases; social media case analysis; problem-based learning; comparative analysis of professional guidance; guided discussions	Digital ethics case analysis; evaluation of online professional practices and social media scenarios; identification of ethical risks; professionally justified recommendations (CAS)
6) Develop and critically evaluate a professionally appropriate style of communication, self-presentation, and public professional identity consistent with ethical standards and the psychologist's professional role.	Project-based learning; analysis of professional self-presentation cases; professional communication exercises; portfolio development; peer review; reflective discussion	Development and presentation of a professional self-presentation/portfolio; analysis of professional communication and public presence; justification of self-presentation decisions; peer-review-based revision (CAS)
7) Apply reflective practice to evaluate professional conduct, recognise limitations of competence and risks to professional functioning, and justify strategies for supervision, professional self-care, and continuous professional development.	Reflective practice; professional scenarios; self-assessment exercises; supervision-related case discussions; analysis of professional development strategies	Reflective analysis of professional conduct; case-based assessment of competence limitations and professional risks; development and justification of self-care, supervision, and professional development strategies (CAS)

Assessment

The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS):
30 points – ethical analysis and professional decision-making tasks;
30 points – case-based and situational tasks on ethical professional practice;
20 points – professional identity, communication, and ethical self-presentation project;
20 points – reflective analysis, supervision, professional self-care, and continuous professional development tasks.
Assessment criteria:
a) Ethical analysis and professional decision-making tasks
24–30 points – demonstrates a comprehensive and critical understanding of ethical principles, professional standards, and relevant legal requirements; accurately identifies ethical dilemmas, competing ethical principles, and professional responsibilities; systematically applies appropriate ethical decision-making frameworks; critically evaluates alternative courses of action and provides coherent, well-founded, and professionally justified decisions.
16–23 points – demonstrates a generally sound understanding of ethical principles, standards, and professional requirements; appropriately identifies the main ethical issues and professional responsibilities; applies relevant ethical decision-making approaches and provides reasonable justification, although some aspects of the analysis or argumentation lack depth or consistency.

8–15 points – demonstrates a basic understanding of relevant ethical principles and professional requirements; identifies some ethical issues but analyses them mainly descriptively or incompletely; application of ethical decision-making approaches is inconsistent; professional decisions are only partially justified.
1–7 points – demonstrates fragmentary understanding of ethical principles and professional standards; ethical dilemmas and professional responsibilities are inaccurately or insufficiently identified; decision-making is poorly structured; conclusions lack sufficient ethical or professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
b) Case-based and situational tasks on ethical professional practice
24–30 points – accurately analyses complex professional situations involving competence, responsibility, confidentiality, informed consent, professional boundaries, conflicts of interest, referral, vulnerable groups, crisis contexts, interdisciplinary practice, digital communication, and social media; identifies relevant ethical risks; selects appropriate courses of action and convincingly justifies professional decisions in accordance with ethical standards and contextual factors.
16–23 points – appropriately analyses the main ethical aspects of professional situations and identifies relevant risks; proposed professional actions are generally appropriate and justified, although consideration of ethical standards, contextual factors, or possible consequences may lack depth or consistency.
8–15 points – demonstrates basic ability to analyse professional situations but identifies ethical risks and relevant professional obligations only partially; proposed actions are generally plausible but insufficiently justified or adapted to the specific professional context.
1–7 points – analysis of professional situations is superficial or substantially incomplete; important ethical risks or professional obligations are overlooked; proposed actions are inappropriate, inconsistent, or lack sufficient professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
c) Professional identity, communication, and ethical self-presentation project
16–20 points – develops a coherent and professionally appropriate model of communication, self-presentation, and public professional identity; demonstrates clear consistency with ethical standards, professional boundaries, competence, and responsibility; critically evaluates professional communication and public presence; provides convincing justification for self-presentation decisions and appropriately incorporates feedback into the final project.
11–15 points – develops a generally appropriate professional self-presentation and communication strategy consistent with the psychologist’s professional role; ethical considerations and professional boundaries are appropriately addressed, although some elements of the project, critical evaluation, or justification lack depth or consistency.
6–10 points – presents a basic model of professional self-presentation; some relevant ethical and professional considerations are addressed, but links between professional identity, communication, ethical standards, and public presence are only partially developed; justification is mainly descriptive.
1–5 points – the project is fragmented or professionally inconsistent; ethical requirements, professional boundaries, or the psychologist’s professional role are insufficiently considered; self-presentation decisions lack appropriate professional justification.
0 points – the project is not completed or does not demonstrate achievement of the assessed learning outcomes.
d) Reflective analysis, supervision, professional self-care, and continuous professional development tasks
16–20 points – critically evaluates professional conduct and personal professional functioning; accurately identifies limitations of competence, professional risks, and situations requiring supervision, consultation, or referral; develops and convincingly justifies appropriate strategies for

professional self-care and continuous professional development; demonstrates mature critical reflection on professional responsibility and areas for further development.
11–15 points – appropriately reflects on professional conduct and identifies the main limitations of competence and professional risks; proposes generally appropriate strategies for supervision, self-care, and professional development, although reflection or justification may lack depth in some areas.
6–10 points – demonstrates basic professional reflection but identifies limitations, risks, and development needs only partially; proposed strategies for supervision, self-care, or professional development are general or insufficiently justified.
1–5 points – reflective analysis is fragmentary or superficial; limitations of competence and professional risks are poorly recognised; strategies for supervision, self-care, or professional development are inappropriate, unclear, or lack professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.

Contents

Topic 1. Ethical Principles, Professional Standards, and Legal Foundations of Psychological Practice
Topic 2. Ethical Decision-Making and Resolution of Ethical Dilemmas in Psychological Practice
Topic 3. Professional Competence, Responsibility, Confidentiality, Informed Consent, and Professional Boundaries
Topic 4. Ethical Challenges in Complex Professional Contexts: Crisis Situations, Vulnerable Groups, and Interdisciplinary Practice
Topic 5. Digital Ethics, Online Psychological Practice, and Social Media
Topic 6. Professional Identity, Communication, and Individual Professional Style of a Psychologist
Topic 7. Ethical Self-Presentation, Public Professional Presence, and Professional Reputation
Topic 8. Reflective Practice, Supervision, Professional Self-Care, and Continuous Professional Development

Literature

Compulsory reading

1. Fisher, C. B. (2022). Decoding the Ethics Code: A Practical Guide for Psychologists (5th ed.). SAGE Publications. 616 p.
2. Knapp, S. J., & Fingerhut, R. (2023). Practical Ethics for Psychologists: A Positive Approach (4th ed.). American Psychological Association. 342 p.
3. Koltunovych, T. A. (2021). Etychnyi kodeks psykholoha [Code of ethics for psychologists]. Ruta.
4. Pirkova, O. D. (2021). Profesiina etyka psykholoha-praktyka [Professional ethics of the practicing psychologist]. TOV NVP ‘Interservis’.
5. Reeves, A., & Bond, T. (2021). Standards and Ethics for Counselling in Action (5th ed., updated ed.). SAGE Publications. 336 p.

Recommended reading

1. Brzeziński, J., Chyrowicz, B., Toeplitz, Z., & Toeplitz-Winiewska, M. (2019). Etyka zawodu psychologa [Ethics of the psychology profession]. PWN.
2. Dolynska, L. V., & Temruk, O. V. (Eds.). (2019). Osobystisne profesiine zrostannia: Psykholohichni treninhy [Personal and professional growth: Psychological trainings]. Karavela.
3. Horbunova, V. V. (2021). Etychni dylemy u praktytsi psykholohichnoi dopomohy [Ethical dilemmas in the practice of psychological assistance]. *Praktychna psykholohiia ta sotsialna robota*, 8, 3–5.
4. Kucharski, J. (2021). Kodeks etyczno-zawodowy psychologa: Analiza krytyczna wybranych zagadnień [The psychologist’s code of ethics and professional conduct: A critical analysis of selected issues]. *Psychologia Wychowawcza*, 15, 152–165.
5. Voshkolup, H. Yu. (2021). Chynnyky formuvannia profesiinoho imidzhu suchasnoho psykholoha [Factors shaping the professional image of the modern psychologist]. *Acta Paedagogica Volynenses*, 3, 212–218.
6. Yablonska, T. M., & Bulatevych, N. M. (2018). Etychni vymiry diialnosti psykholoha v praktytsi psykholohichnoho konsultuvannia [Ethical dimensions of a psychologist’s work in psychological counselling practice]. *Psychological Journal*, 5 (15), 237–251.

Web-resources

1. American Psychological Association (APA). (n.d.). Ethics Office. *Official website.* https://www.apa.org/ethics/

2. American Psychological Association (APA). (2017). Ethical Principles of Psychologists and Code of Conduct. https://www.apa.org/ethics/code

3. European Federation of Psychologists' Associations (EFPA). (2025). Meta-Code of Ethics. https://www.efpa.eu/resource/meta-code-of-ethics/

4. European Federation of Psychologists' Associations (EFPA). (n.d.). Resources. *Official website.* https://www.efpa.eu/resources/

5. American Psychological Association (APA). (n.d.). Ethics Resources. *Official website.* https://www.apa.org/ethics/resources

6. British Association for Counselling and Psychotherapy (BACP). (2026). Ethical Framework for the Counselling Professions. https://www.bacp.co.uk/ethical-framework

PSYCHOSOCIAL SUPPORT FOR FAMILIES OF MILITARY PERSONNEL AND EMERGENCY SERVICES WORKERS				
The course aims to develop students' advanced knowledge and professional competencies in assessing, planning, providing, and evaluating psychosocial support for the families of military personnel and emergency response workers. The course focuses on understanding the psychological and psychosocial impact of occupational stress, prolonged separation, exposure to traumatic and extreme events, deployment and return, and professional risks on family functioning and the well-being of family members. Particular attention is given to assessing family needs and resources, supporting adaptation and family resilience, providing evidence-informed psychosocial support to adults and children, responding to crisis and trauma-related difficulties within the boundaries of psychologists' professional competence, and adapting support to different family situations and community contexts. The course also addresses ethical professional practice, referral and interdisciplinary cooperation, evaluation of support effectiveness, and psychologists' reflective practice and professional self-care.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Inesa Harkusha, PhD in Social Communications, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse the psychological and psychosocial impact of occupational stress, traumatic and extreme events, prolonged separation, return, and professional risks on family functioning and the well-being of family members of military personnel and emergency response workers.			Interactive lectures; problem-based learning; comparative analysis; case-based learning; guided discussions	Analytical tasks; comparative analysis of professional and family contexts; case analysis; participation in evidence-based discussions (CAS)
2) Assess the psychosocial needs, risks, protective factors, resources, and resilience of families and individual family members in different professional, family, and crisis-related contexts.			Case-based learning; assessment exercises; structured family case analysis; scenario-based learning; workshops	Psychosocial needs and resources assessment tasks; structured case analysis; identification and justification of risks, protective factors, and support priorities (CAS)
3) Critically analyse family adaptation processes associated with separation, uncertainty, changes in family roles, return, reintegration, crisis, injury, and loss, and determine appropriate priorities for psychosocial support.			Complex case analysis; problem-based learning; family-system case discussions; scenario analysis; collaborative problem-solving	Analysis of family adaptation and reintegration cases; identification of adaptation challenges and support priorities; professionally justified recommendations (CAS)
4) Critically evaluate, select, and justify evidence-informed approaches, strategies, and methods of psychosocial support			Interactive lectures; comparative analysis of psychosocial	Comparative and analytical tasks; selection and justification of psychosocial

appropriate to the needs of partners, children, and other family members.	support approaches; case-based learning; workshops; guided professional decision-making	support strategies for different family members and situations; case-based professional decision-making tasks (CAS)
5) Design and adapt psychosocial support interventions for families of military personnel and emergency response workers, taking into account family needs, age and individual characteristics, available resources, cultural and community contexts, and principles of family resilience.	Project-based learning; workshops; collaborative design; simulation exercises; peer review; supervised practice exercises	Design and presentation of a psychosocial support intervention; adaptation of intervention strategies to specific family cases and contexts; peer-review-based revision and professional justification of the proposed intervention (CAS)
6) Analyse complex family situations involving trauma-related difficulties, mental health problems, substance use, suicide risk, injury, or loss and make professionally justified decisions regarding psychosocial support, referral, and interdisciplinary cooperation.	Complex case-based learning; scenario-based simulations; problem-based learning; interdisciplinary case discussions; professional decision-making exercises	Complex case analysis; situational tasks; identification of risks and limits of professional competence; justification of psychosocial support, referral, and interdisciplinary cooperation decisions (CAS)
7) Apply ethical principles, professional boundaries, and relevant professional and legal requirements when planning and providing psychosocial support to families of military personnel and emergency response workers.	Ethical dilemma analysis; case discussions; scenario-based learning; analysis of professional guidelines; reflective discussion	Ethical case analysis; situational tasks on confidentiality, informed consent, professional boundaries, competence, and referral; justification of ethical professional decisions (CAS)
8) Critically evaluate the effectiveness and appropriateness of psychosocial support, formulate evidence-informed recommendations for its improvement, and reflect on professional practice, supervision needs, and strategies for professional self-care.	Reflective practice; intervention evaluation exercises; case review; peer feedback; supervision-style discussions; guided self-reflection	Evaluation of psychosocial support interventions; formulation of evidence-informed recommendations; reflective analysis of professional practice; justification of supervision and professional self-care strategies (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS): 25 points – analytical and family assessment tasks; 25 points – case-based professional decision-making and psychosocial support tasks; 30 points – design and adaptation of a psychosocial support intervention; 20 points – evaluation, ethical decision-making, reflective practice, and professional self-care tasks. Assessment criteria: a) Analytical and family assessment tasks 20–25 points – demonstrates comprehensive and critical analysis of the psychological and psychosocial impact of occupational stress, traumatic and extreme events, separation, return, and		

professional risks on family functioning; accurately assesses psychosocial needs, risks, protective factors, resources, resilience, and adaptation processes; identifies and convincingly justifies priorities for psychosocial support.
13–19 points – demonstrates sound analysis of family functioning and adaptation and appropriately identifies the main psychosocial needs, risks, resources, and protective factors; support priorities are generally appropriate and justified, although some aspects lack depth or consistency.
7–12 points – demonstrates basic analysis of family functioning and psychosocial needs; relevant risks, resources, or adaptation processes are identified only partially; assessment and support priorities are insufficiently justified.
1–6 points – demonstrates fragmentary understanding of family functioning and psychosocial needs; important risks, resources, and contextual factors are overlooked or inaccurately assessed; conclusions lack professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
b) Case-based professional decision-making and psychosocial support tasks
20–25 points – critically analyses complex family situations; appropriately selects and justifies evidence-informed psychosocial support strategies for partners, children, and other family members; accurately identifies professional risks and limits of competence; makes well-founded decisions regarding psychosocial support, referral, and interdisciplinary cooperation.
13–19 points – appropriately analyses the main aspects of professional cases and selects generally suitable psychosocial support strategies; decisions regarding support, referral, and interdisciplinary cooperation are reasonable, although their justification or adaptation to the family context may lack depth.
7–12 points – demonstrates basic ability to analyse professional cases and select support strategies; important contextual factors or professional risks are considered only partially; decisions are plausible but insufficiently justified.
1–6 points – case analysis is superficial or substantially incomplete; proposed support strategies are poorly adapted to family needs; important risks or limits of professional competence are overlooked; professional decisions lack sufficient justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
c) Design and adaptation of a psychosocial support intervention
24–30 points – designs a coherent, evidence-informed, and professionally justified psychosocial support intervention clearly based on assessed family needs, risks, resources, and resilience; appropriately selects and integrates support strategies; adapts the intervention to age, individual and family characteristics, cultural and community contexts, and available resources; clearly defines expected outcomes and provides convincing justification for professional decisions.
16–23 points – designs an appropriate and generally evidence-informed intervention consistent with identified family needs; methods and strategies are suitable and reasonably adapted to the target family or group, although some components, adaptations, or professional justification lack depth or consistency.
8–15 points – develops a basic intervention with generally relevant strategies, but links between assessment, identified needs, intervention components, and expected outcomes are incomplete; adaptation to the specific family context is limited and professional justification is insufficient.
1–7 points – the intervention is fragmented, poorly structured, or insufficiently related to assessed family needs; selected strategies are inappropriate or poorly justified; adaptation to the target family and context is minimal or absent.
0 points – the intervention is not developed or does not demonstrate achievement of the assessed learning outcomes.
d) Evaluation, ethical decision-making, reflective practice, and professional self-care tasks
16–20 points – critically evaluates the appropriateness and effectiveness of psychosocial support; formulates well-founded evidence-informed recommendations for improvement; consistently

applies ethical principles, professional boundaries, and relevant professional requirements; demonstrates critical reflection on professional practice and appropriately justifies decisions regarding supervision, referral, and professional self-care.
11–15 points – appropriately evaluates psychosocial support and identifies relevant areas for improvement; ethical and professional considerations are generally well addressed; reflection on professional practice, supervision, and self-care is appropriate, although some conclusions or recommendations lack depth.
6–10 points – demonstrates basic evaluation and reflection; identifies some ethical or professional issues but considers them incompletely; recommendations, supervision needs, or self-care strategies are general or insufficiently justified.
1–5 points – evaluation and reflection are superficial or fragmented; important ethical and professional considerations are overlooked; recommendations and strategies for supervision or professional self-care lack appropriate justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.

Content

Topic 1. Families of Military Personnel and Emergency Response Workers: Professional Contexts, Stressors, and Family Functioning
Topic 2. Occupational Stress, Traumatic Exposure, and Their Impact on Family Members and Family Relationships
Topic 3. Family Adaptation to Separation, Uncertainty, Crisis, Loss, and Changes in Family Roles
Topic 4. Return, Reintegration, and Readjustment within the Family System
Topic 5. Assessment of Psychosocial Needs, Risks, Resources, and Family Resilience
Topic 6. Psychosocial Support for Partners, Children, and Other Family Members
Topic 7. Evidence-Informed Psychosocial Support and Family-Focused Interventions
Topic 8. Supporting Families Facing Trauma-Related Difficulties, Mental Health Problems, Substance Use, Suicide Risk, Injury, or Loss
Topic 9. Ethical and Interdisciplinary Practice, Referral, Evaluation of Psychosocial Support, and Professional Self-Care

Literature

Compulsory reading

1. Blaisure, K. R., Marini, C. M., Saathoff-Wells, T., O'Neal, C. W., Lucier-Greer, M., Dombro, A. L., Pereira, A., & MacDermid Wadsworth, S. M. (2024). Serving Military and Veteran Families: Theories, Research, and Application (3rd ed.). Routledge. 504 p.

2. Canfield, J. (2025). Resilience and Military Families: Case Vignettes, Self-Assessment Tools, and Evidence-Based Interventions. Routledge. 182 p.

3. Hrandt, V. V. (2024). Psykholohiia travmuiuchykh sytuatsii [Psychology of traumatic situations]: Textbook for Master's students in Psychology. Zaporizhzhia National University. 107 p.

4. Kokun, O. M., Pishko, I. O., Lozinska, N. S., Oliinyk, V. O., Khoruzhyi, S. M., Larionov, S. O., & Syrytsia, M. V. (2023). Osoblyvosti nadannia psykholohichnoi dopomohy viiskovosluzhbovtsiam, veteranam ta chlenam yikhnikh simei tsyvilnymy psykholohamy [Peculiarities of providing psychological assistance to military personnel, veterans, and their families by civilian psychologists]: Methodological guide. 175 p.

5. Opanasenko, L. A. (Ed.). (2023). Teoriia ta praktyka psykholohichnoi dopomohy viiskovym TrO ta chlenam yikhnikh simei [Theory and practice of psychological assistance to Territorial Defence Forces servicemen and their families]. Ilion. 172 p.

Recommended reading

1. American Psychological Association. (2022). Interventions for Military Service Members, Veterans, and Their Families. *Couple and Family Psychology: Research and Practice*, 11 (1).

2. Aubet, B., Martin-Krumm, C., & Trousselard, M. (2025). Fostering hope and recovery in military personnel with PTSD. *Military Medical Research*, 12 (1), 17. https://doi.org/10.1186/s40779-025-00604-4

3. Herman, J. (2015). Psykholohichna travma ta shliakh do vyduzhannia [Trauma and recovery]. Vydavnytstvo Staroho Leva. 416 p.

4. Husak, N., Chernobrovkina, V., Chernobrovkin, V., et al. (2017). Psykhosotsialna pidtrymka v umovakh nadzvychainykh sytuatsii [Psychosocial support in emergencies]. Kyiv-Mohyla Academy. 92 p.

5. Lee, S.-K., Gewirtz, A. H., & Piehler, T. F. (2024). Parenting profiles in military families: Intervention-related transitions and relationships to child adjustment. *Prevention Science*, 25, 1040–1052. https://doi.org/10.1007/s11121-024-01721-7

6. Lester, P., Rauch, P., Loucks, L., et al. (2017). PTSD and military-connected families: A family-centered approach. *Focus*, 15 (4), 420–428.

7. Muldoon, O. T., Lashkay, A.-M., Lebedová, A., et al. (2025). Collective resilience in contexts of political violence. In The Power of Collective Resilience.

8. Nuttman-Shwartz, O., & Regev, I. (2017). Life in a continuous traumatic situation. *Ageing & Society*, 38, 1–20.

9. Ohlsson, A., Nilsson, S., & Larsson, G. (2024). Social and psychological support for military personnel and their families. *Journal of Veterans Studies*, 10 (1), 160–172.

10. Opie, J. E., Hameed, M., Vuong, A., et al. (2024). Children's social, emotional, and behavioral outcomes in military families: A rapid review. *Journal of Child and Family Studies*, 33, 1949–1967. https://doi.org/10.1007/s10826-024-02856-5

11. Petrechenko, S. A. (2024). Psykholohichni aspekty adaptatsii uchasnykiv boiovykh dii ta chleniv yikh simei [Psychological aspects of adaptation of combatants and their families]. TALKOM. 130 p.

12. Shylo, I. (2025). Profilaktyka suitsydalnoi povedinky viiskovosluzhbovtsiv [Prevention of suicidal behaviour of military personnel]. *Naukovi perspektyvy*, 3(57), 1650–1659.

13. Warner, C. H., & Castro, C. A. (Eds.). (2023). Veteran and Military Mental Health: A Clinical Manual. Springer. 448 p. https://doi.org/10.1007/978-3-031-18009-5

Web-resources

1. National Center for PTSD, U.S. Department of Veterans Affairs. (n.d.). Family and Friends. https://www.ptsd.va.gov/family/

2. National Center for PTSD, U.S. Department of Veterans Affairs. (n.d.). PTSD and the Family. https://www.ptsd.va.gov/professional/treat/specific/ptsd_family.asp

3. International Society for Traumatic Stress Studies (ISTSS). (n.d.). *Official website.* https://istss.org/

4. European Society for Traumatic Stress Studies (ESTSS). (n.d.). *Official website.* https://estss.org/

5. American Psychological Association (APA). (n.d.). Military and Veterans. https://www.apa.org/topics/military

6. Military OneSource. (n.d.). *Official website.* https://www.militaryonesource.mil/

7. EMDR Europe Association. (n.d.). *Official website.* https://www.emdr-europe.org/

CRISIS AND EXTREME PSYCHOLOGY				
The course aims to develop students' advanced knowledge and professional competencies in understanding, assessing, and addressing psychological functioning in crisis and extreme situations. The course focuses on the psychological and psychophysiological mechanisms of stress, crisis, trauma, and adaptation; trauma-related responses, coping, and resilience; and the assessment of psychological states, needs, risks, and resources in crisis and extreme contexts. Particular attention is given to psychological first aid, stabilization, and crisis intervention, as well as psychological functioning and support in military, emergency, disaster, and other high-risk contexts. The course also addresses professional decision-making in complex situations, ethical and professional boundaries, referral and interdisciplinary cooperation, and psychologists' professional self-care.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2	4 / elective	Oxana Bayer, PhD in Psychology, Associate Professor	120 hours (14 h. lectures, 14 h. practical classes, 92 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse contemporary theoretical approaches to crisis and extreme psychology and explain psychological and psychophysiological mechanisms of stress, crisis, trauma, and adaptation in extreme situations.			Interactive lectures; problem-based learning; comparative analysis of theoretical approaches; guided discussions; analysis of scientific literature	Analytical tasks; comparative analysis of theoretical approaches; problem-based tasks; participation in evidence-based discussions (CAS)
2) Critically analyse psychological crisis and trauma-related responses and evaluate the role of risk and protective factors, coping strategies, adaptation, and resilience in different crisis and extreme contexts.			Case-based learning; problem-based learning; comparative analysis; guided case discussions; scenario analysis	Case analysis; analytical tasks on crisis and trauma-related responses; identification and justification of risk and protective factors, coping, and resilience resources (CAS)
3) Assess psychological states, psychosocial needs, risks, protective factors, and individual and contextual resources in crisis and extreme situations and determine professionally justified priorities for psychological support.			Assessment exercises; structured case analysis; scenario-based learning; workshops; guided professional decision-making	Psychological assessment tasks; structured case analysis; identification and justification of needs, risks, resources, and priorities for psychological support (CAS)
4) Critically evaluate, select, and justify evidence-informed approaches, strategies, and methods of psychological support appropriate to different crisis and extreme situations.			Comparative analysis of psychological support approaches; case-based learning; workshops; problem-based learning; guided professional decision-making	Comparative and analytical tasks; selection and justification of psychological support strategies; case-based professional decision-making tasks (CAS)

5) Apply principles and techniques of psychological first aid, stabilization, and crisis intervention in simulated professional situations, adapting them to individual needs, risks, resources, and situational contexts.	Simulation-based learning; skills workshops; role-play; scenario-based exercises; supervised practice exercises; peer feedback	Simulation tasks; demonstration and justification of psychological first aid and stabilization techniques; analysis of crisis intervention scenarios; adaptation of support strategies to specific cases (CAS)
6) Analyse complex and high-risk situations in military, emergency, disaster, and other extreme contexts and make professionally justified decisions regarding psychological support, referral, and interdisciplinary cooperation.	Complex case-based learning; scenario simulations; interdisciplinary case discussions; problem-based learning; professional decision-making exercises	Complex case analysis; situational tasks; identification of risks and limits of professional competence; justification of psychological support, referral, and interdisciplinary cooperation decisions (CAS)
7) Critically evaluate professional practice in crisis and extreme psychology, apply ethical principles and professional boundaries, and justify decisions regarding professional responsibility, supervision, and psychologists' professional self-care.	Ethical dilemma analysis; reflective practice; analysis of professional guidelines; case discussions; supervision-style discussions; guided self-reflection	Ethical case analysis; professional dilemma tasks; evaluation of professional decisions; reflective analysis of professional practice; justification of supervision and professional self-care strategies (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS): 25 points – analytical and psychological assessment tasks; 30 points – crisis and extreme situation case-based and simulation tasks; 25 points – psychological support and professional decision-making tasks; 20 points – ethical, evaluative, and reflective tasks. Assessment criteria a) Analytical and psychological assessment tasks 20–25 points – demonstrates comprehensive and critical analysis of theoretical approaches and psychological and psychophysiological mechanisms of stress, crisis, trauma, and adaptation; accurately assesses psychological states, needs, risks, protective factors, and individual and contextual resources; clearly identifies and convincingly justifies priorities for psychological support. 13–19 points – demonstrates sound analysis of crisis and extreme psychological processes and appropriately identifies the main psychological states, needs, risks, protective factors, and resources; assessment conclusions and support priorities are generally appropriate and justified, although some aspects lack depth or consistency. 7–12 points – demonstrates basic analysis of crisis and extreme psychological processes; relevant states, needs, risks, or resources are identified only partially; assessment conclusions and priorities for psychological support are insufficiently justified.		

1–6 points – demonstrates fragmentary understanding of psychological functioning in crisis and extreme situations; important needs, risks, resources, or contextual factors are overlooked or inaccurately assessed; conclusions lack professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
b) Crisis and extreme situation case-based and simulation tasks
24–30 points – critically analyses complex crisis and extreme situations; accurately identifies relevant psychological processes, risks, and contextual factors; appropriately applies principles and techniques of psychological first aid, stabilization, and crisis intervention in simulated professional situations; effectively adapts professional actions to individual needs, resources, risks, and situational contexts.
16–23 points – appropriately analyses crisis and extreme situations and applies generally suitable psychological first aid, stabilization, and crisis intervention strategies; professional actions are reasonably adapted to the situation, although some decisions or their justification lack depth or consistency.
8–15 points – demonstrates basic case analysis and application of psychological support techniques; important risks or contextual factors are considered only partially; professional actions are generally relevant but insufficiently adapted or justified.
1–7 points – case analysis is superficial or substantially incomplete; psychological support techniques are applied inaccurately or are poorly adapted to the situation; important risks and contextual factors are overlooked; professional decisions lack sufficient justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
c) Psychological support and professional decision-making tasks
20–25 points – critically evaluates, selects, and convincingly justifies evidence-informed psychological support strategies; makes well-founded professional decisions in complex and high-risk situations; accurately identifies limits of professional competence and appropriately justifies referral and interdisciplinary cooperation.
13–19 points – selects generally appropriate psychological support strategies and makes reasonable professional decisions; referral and interdisciplinary cooperation are appropriately considered, although the justification or adaptation of some decisions lacks depth.
7–12 points – identifies generally relevant support strategies but considers important risks, professional limitations, or contextual factors only partially; decisions regarding psychological support, referral, or interdisciplinary cooperation are plausible but insufficiently justified.
1–6 points – selects inappropriate or poorly adapted support strategies; overlooks important risks or limits of professional competence; decisions regarding psychological support, referral, or interdisciplinary cooperation lack professional justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.
d) Ethical, evaluative, and reflective tasks
16–20 points – critically evaluates professional practice and professional decisions in crisis and extreme psychology; consistently applies ethical principles and professional boundaries; demonstrates well-founded professional reflection and appropriately justifies decisions regarding professional responsibility, supervision, and self-care.
11–15 points – appropriately evaluates professional practice and addresses relevant ethical and professional considerations; reflection on professional responsibility, supervision, and self-care is generally appropriate, although some conclusions or recommendations lack depth.
6–10 points – demonstrates basic evaluation and reflection; identifies some ethical or professional issues but considers them incompletely; conclusions regarding professional responsibility, supervision, or self-care are general or insufficiently justified.

1–5 points – evaluation and reflection are superficial or fragmented; important ethical principles, professional boundaries, or responsibilities are overlooked; supervision and self-care strategies lack appropriate justification.
0 points – the tasks are not completed or do not demonstrate achievement of the assessed learning outcomes.

Content

Topic 1. Crisis and Extreme Psychology: Contemporary Theoretical and Methodological Foundations
Topic 2. Psychological and Psychophysiological Mechanisms of Stress, Crisis, and Adaptation in Extreme Situations
Topic 3. Psychological Trauma and Trauma-Related Responses: Risk, Protective Factors, Coping, and Resilience
Topic 4. Assessment of Psychological States, Needs, Risks, and Resources in Crisis and Extreme Contexts
Topic 5. Psychological First Aid, Stabilization, and Crisis Intervention
Topic 6. Psychological Functioning and Support in Military, Emergency, Disaster, and Other High-Risk Contexts
Topic 7. Professional Practice in Crisis and Extreme Psychology: Complex Cases, Ethics, Referral, Interdisciplinary Cooperation, and Self-Care

Literature

Compulsory reading

1. Chernobrovkina, V. A., Sikveland, Y., & Lorentzen, K. E. A. (2022). Suitsydolohiia i preventsiia suitsydu [Suicidology and Suicide Prevention]. Kyiv: National University of Kyiv-Mohyla Academy; Brustury: Dyskursus. 80 p.
2. Everly, G. S., Jr., & Lating, J. M. (2022). The Johns Hopkins Guide to Psychological First Aid (2nd ed.). Johns Hopkins University Press. 312 p.
3. Jackson-Cherry, L. R., & Erford, B. T. (2024). Crisis Assessment, Intervention, and Prevention (4th ed.). Pearson.
4. Muzychko, L., Matsevko, T., & Kapinus, O. (2024). Psykholohiia kryzovykh staniv [Psychology of Crisis States]. Lviv: NASV. 325 p.
5. Ohrenko, V. V., Nikolenko, A. Ye., Shusterman, T. Y., & Kokashynskyi, V. O. (2023). Kompleks osvitnikh treninhiv z pershoi psykholohichnoi dopomohy osobam u kryzovykh sytuatsiiakh [A Set of Educational Trainings in Psychological First Aid for People in Crisis Situations]. Dnipro: Lira. 258 p.

Recommended reading

1. American Psychological Association. (2026). Integrating Psychological Science into Major Disaster Preparedness, Response, and Recovery and Advancing Disaster Behavioral Health Training and Response for Psychologists. American Psychological Association.
2. Bayer, O. (2023). Terapiia hidnosti yak metod paliatyvnoi psykholohichnoi dopomohy [Dignity therapy as a method of palliative psychological care]. *Psychological Counseling and Psychotherapy*, 20, 18–25.
3. Bayer, O. O. (2022). Markery travmatychnykh podii v naratyvi [Markers of traumatic events in narrative]. In Nadzvychaina podiia: sotsialni, psykholohichni, suspilni vymiry: materialy kruhloho stolu (pp. 3–5). Kyiv: Institute of Social and Political Psychology.
4. Saul, J. (2022). Collective Trauma, Collective Healing: Promoting Community Resilience in the Aftermath of Disaster. *Routledge*. 220 p.
5. Scott, T. (Ed.). (2023). Mental Health: Intervention Skills for the Emergency Services. Springer. https://doi.org/10.1007/978-3-031-20347-3
6. Theisen-Womersley, G. (2021). Trauma and Resilience Among Displaced Populations: A Sociocultural Exploration. Springer. 305 p. https://doi.org/10.1007/978-3-030-67712-1
7. Timchenko, O. V. (Ed.). (2019). Kryzova psykholohiia [Crisis Psychology]. Kharkiv: NUTsZU. 401 p.
8. World Health Organization, War Trauma Foundation, & World Vision International. (2011). Psychological First Aid: Guide for Field Workers. World Health Organization. 62 p.
9. World Health Organization. (2014). Psychological First Aid: Facilitator's Manual for Orienting Field Workers. World Health Organization. 82 p.

10. Zlyvkov, V. L., Lukomska, S. O., & Fedan, O. V. (2016). Psykhodiahnostychni osoblyvosti kryzovykh zhyttievykh sytuatsii [Psychodiagnostic Features of Crisis Life Situations]. Kyiv: Pedahohichna dumka. 219 p.

Web-resources

1. World Health Organization (WHO). *Official website.* https://www.who.int/

2. Inter-Agency Standing Committee (IASC) – Mental Health and Psychosocial Support (MHPSS). *Official website.* https://www.iasc-mhpss.net/

3. International Society for Traumatic Stress Studies (ISTSS). *Official website.* https://istss.org/ Міжнародне Товариство Стресу

4. European Society for Traumatic Stress Studies (ESTSS). *Official website.* https://estss.org/ ESTSS

5. National Center for PTSD, U.S. Department of Veterans Affairs. *Official website.* https://www.ptsd.va.gov/ VA PTSD

6. American Psychological Association (APA). *Official website.* https://www.apa.org/

PSYCHOLOGY OF STRESS AND RESILIENCE				
The course aims to develop students' advanced knowledge and professional competencies in the psychological analysis and assessment of stress and resilience, as well as in evidence-informed approaches to stress management and resilience development. The course focuses on contemporary theories and mechanisms of stress, individual differences in stress responses and coping, psychological assessment of stress and stress-related states, and the relationship between stress, mental health, and psychological well-being. Particular attention is given to the critical evaluation and application of evidence-informed stress management and self-regulation strategies, the analysis and development of psychological resilience and its resources, and the promotion of professional resilience, burnout prevention, and sustainable self-care in helping professions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Ruslan Ilchenko, PhD, Associate Professor	120 hours (14 hours of lectures, 14 hours of practical classes, 92 hours of self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse and integrate contemporary theories, models, and research evidence on psychological and physiological mechanisms of stress, explaining individual differences in stress responses and their implications for psychological functioning.			Interactive lectures; comparative analysis of stress theories and models; problem-based learning; critical reading and discussion of research evidence; concept mapping	Comparative analysis of stress theories and models; evidence-based analytical tasks; concept mapping; problem-based written tasks (CAS)
2) Analyse and critically evaluate patterns of individual stress response and coping, taking into account cognitive appraisal, personal characteristics, situational demands, social resources, and contextual factors.			Case-based learning; scenario analysis; guided case discussions; comparative analysis of coping strategies; problem-based learning	Case analysis; scenario-based analytical tasks; comparative evaluation of coping strategies; evidence-based justification of conclusions and recommendations (CAS)
3) Select, apply, and critically interpret appropriate psychological assessment methods for stress and stress-related states and integrate assessment findings to identify risk and protective factors and individual resources.			Assessment workshops; supervised practice with psychological assessment instruments; structured case analysis; interpretation of assessment data; assessment-based professional decision-making exercises	Selection and justification of assessment methods; interpretation of assessment results; structured psychological assessment reports; assessment-based case tasks (CAS)
4) Critically evaluate the relationships between stress, psychological and physical health, professional functioning,			Interactive lectures; case-based learning; analysis of empirical studies;	Critical analysis of empirical evidence; case analysis; problem-based

and psychological well-being and identify factors contributing to adaptive and maladaptive outcomes.	problem-based discussions; analysis of professional and educational scenarios	analytical tasks; evidence-informed evaluation of risk, protective, and contextual factors affecting health and well-being (CAS)
5) Critically evaluate, select, and apply evidence-informed stress management and self-regulation strategies and adapt them to individual needs, psychological characteristics, resources, and situational contexts.	Skills workshops; simulation-based learning; guided practice of stress-management and self-regulation techniques; case-based selection of interventions; reflective practice; peer feedback	Demonstration and justification of selected stress-management and self-regulation strategies; simulation tasks; case-based adaptation of strategies; reflective analysis of their appropriateness and limitations (CAS)
6) Assess resilience, risk and protective factors, and personal and social resources and design evidence-informed strategies or programmes for strengthening psychological resilience in individuals or groups.	Project-based learning; resilience assessment exercises; analysis of resilience models and evidence-based programmes; case-based learning; programme design workshops; peer review	Resilience assessment and resource mapping; case-based tasks; development and evidence-based justification of a resilience development strategy or programme; presentation and critical appraisal of the proposed programme (CAS)
7) Critically evaluate factors affecting professional resilience and burnout in helping professions and develop evidence-informed strategies for professional self-regulation, burnout prevention, and sustainable self-care.	Analysis of professional cases; burnout and professional resilience assessment exercises; reflective practice; ethical and professional dilemma analysis; self-care planning workshops; supervision-style discussions	Professional case analysis; assessment of burnout risks and resilience resources; development and justification of a professional self-care and burnout prevention plan; reflective analysis of professional resources, limitations, and self-regulation strategies (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS): 25 points – theoretical and analytical tasks on stress, coping, and psychological well-being; 25 points – psychological assessment and case-based tasks; 30 points – stress management, self-regulation, and resilience development tasks; 20 points – professional resilience, burnout prevention, and reflective practice tasks. Assessment criteria: a) theoretical and analytical tasks on stress, coping, and psychological well-being 20–25 points: Demonstrates comprehensive and critical understanding of contemporary theories and models of stress; accurately analyses psychological and physiological mechanisms of stress		

and individual differences in stress responses; critically evaluates coping processes and the relationships between stress, health, functioning, and psychological well-being; integrates relevant research evidence and provides well-founded conclusions.
13–19 points: Demonstrates sound understanding and generally appropriate analysis of stress mechanisms, individual responses, coping, and psychological well-being; uses relevant theoretical and empirical evidence, although some aspects lack depth, integration, or critical evaluation.
7–12 points: Demonstrates basic understanding of major concepts and models; analysis is predominantly descriptive; connections between stress, coping, individual differences, and well-being are only partially explained; conclusions are insufficiently supported.
1–6 points: Demonstrates fragmented understanding; theoretical concepts are applied inconsistently or inaccurately; analysis lacks coherence and evidence-based justification.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
b) psychological assessment and case-based tasks
20–25 points: Appropriately selects and justifies psychological assessment methods; accurately interprets assessment findings; integrates information on stress-related states, risks, protective factors, personal and social resources, and contextual factors; provides comprehensive and professionally justified case conclusions.
13–19 points: Selects generally appropriate assessment methods and interprets the main findings correctly; identifies relevant risks, protective factors, and resources; conclusions are generally justified but may lack integration or analytical depth.
7–12 points: Demonstrates basic assessment skills; selection or interpretation of methods is only partially justified; relevant factors are identified incompletely; case conclusions are predominantly descriptive.
1–6 points: Assessment decisions are poorly justified or inaccurate; interpretation is fragmented; important risk, protective, or contextual factors are overlooked.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
c) stress management, self-regulation, and resilience development tasks
24–30 points: Critically evaluates and appropriately selects evidence-informed stress management and self-regulation strategies; effectively adapts them to individual needs, resources, and situational contexts; accurately assesses resilience resources and protective factors; develops a coherent, evidence-informed and professionally justified strategy or programme for strengthening resilience.
16–23 points: Selects generally appropriate evidence-informed strategies and demonstrates their appropriate application; considers individual and contextual factors; develops a relevant resilience strategy or programme, although some elements require stronger justification, adaptation, or integration.
8–15 points: Demonstrates basic application of stress management and self-regulation strategies; adaptation to individual or contextual characteristics is limited; the proposed resilience strategy or programme is generally relevant but insufficiently developed or justified.
1–7 points: Strategies are selected or applied inconsistently; individual needs and contextual factors are inadequately considered; the resilience strategy or programme is fragmented, poorly justified, or lacks practical coherence.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
d) professional resilience, burnout prevention, and reflective practice tasks
16–20 points: Critically evaluates factors affecting professional resilience and burnout in helping professions; accurately identifies professional risks, resources, and limitations; develops and justifies evidence-informed strategies for professional self-regulation, burnout prevention, and sustainable self-care; demonstrates critical and professionally meaningful reflection.

11–15 points: Appropriately analyses professional resilience and burnout factors and proposes generally relevant prevention and self-care strategies; reflection is meaningful, although some conclusions or strategies lack depth or sufficient justification.
6–10 points: Demonstrates basic understanding of professional resilience and burnout; identifies some relevant risks and resources; proposed strategies are general or insufficiently adapted; reflection is predominantly descriptive.
1–5 points: Analysis is superficial or fragmented; important professional risks or resources are overlooked; self-regulation, burnout prevention, or self-care strategies are poorly justified; reflection is minimal.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.

Content

Topic 1. Psychology of Stress: Theories and Mechanisms
Topic 2. Individual Differences in Stress Response and Coping
Topic 3. Psychological Assessment of Stress and Stress-Related States
Topic 4. Stress, Mental Health, and Psychological Well-Being
Topic 5. Evidence-Informed Approaches to Stress Management and Self-Regulation
Topic 6. Psychological Resilience: Resources, Protective Factors, and Development
Topic 7. Professional Resilience, Burnout Prevention, and Self-Care

Literature

Compulsory reading

1. Chykhantsova, O., & Hutsol, K. (2022). Psykholohichni osnovy rozvytku rezylientnosti osobystosti v period pandemii COVID-19 [Psychological Foundations of Resilience Development During the COVID-19 Pandemic]. Kyiv: H. S. Kostiuk Institute of Psychology, NAES of Ukraine. 128 p.
2. Mottram, C., Woodward, A., & Farrington, S. (2025). The Psychology of Stress. Routledge.
3. Ostopolets, I. Yu., & Mostova, T. O. (2025). Psykholohiia stresu i frustratsii [Psychology of Stress and Frustration]. Zaporizhzhia: Melitopolskyi derzhavnyi pedahohichnyi universytet imeni Bohdana Khmelnytskoho. 179 p.
4. Ovcharenko, O. Yu. (2023). Psykholohiia stresu ta stresovykh rozladiv [Psychology of Stress and Stress Disorders]. Kyiv: Universytet ‘Ukraina’.
5. Psykhichne zdorovia ta rezylientnist osobystosti [Mental Health and Resilience of Personality] (2025) / ed. by H. A. Priba, L. Ye. Beheza. Kyiv: FOP Huliaiev O. V. 392 p.
6. World Health Organization. (2026). Psychological Self-Help Interventions: Delivering Self-Help for Individuals, Featuring Step-by-Step and Doing What Matters in Times of Stress. Geneva: WHO. 141 p.

Recommended reading

1. American Psychological Association. (2025). Stress, Resilience, and Burnout: Organizational and Individual Perspectives. Washington, DC: APA.
2. Bonanno, G. A. (2004). Loss, trauma, and human resilience. American Psychologist, 59(1), 20–28.
3. Hotych, V. O. (2023). Resiliens, hardiness, psykholohichna stiikist, zhyttiestiikist: porivnialnyi analiz poniat u sotsialno-psykholohichnykh doslidzhenniakh. *Vcheni zapysky Tavriiskoho natsionalnoho universytetu imeni V. I. Vernadskoho. Seriia: Psykholohiia*, 34(73), 7–12.
4. Hryshyn, E. (2021). Rezylientnist osobystosti: sutnist fenomenu, psykhodiahnostyka ta zasoby rozvytku [Resilience of personality: essence, diagnostics and development tools]. *Visnyk KhNPU imeni H. S. Skovorody. Psykholohiia*, 64, 62–81.
5. Kumar, U. (Ed.). The Routledge International Handbook of Psychosocial Resilience (2nd ed.). Routledge.
6. Lazarus, R. S., & Folkman, S. (1984). Stress, Appraisal, and Coping. New York: Springer.
7. Masten, A. S. (2014). Ordinary Magic: Resilience in Development. New York: Guilford Press.
8. McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation. *Physiological Reviews*, 87(3), 873–904.
9. Southwick, S. M., & Charney, D. S. (2018). Resilience: The Science of Mastering Life’s Greatest Challenges (2nd ed.). Cambridge: Cambridge University Press.
10. World Health Organization. (2020). Doing What Matters in Times of Stress: An Illustrated Guide. Geneva: WHO. 132 p.

11. Zasiekina, L., & Burtsan, V. (2023). Spilna rezylientnist u spilnii travmatychnii realnosti praktychnykh psykholohiv: dosvid Ukrainy ta naikrashchi praktyky Yevropeiskoho soiuzu. *Psykholohichni perspektyvy*, 42, 55–67.

Web-resources

1. American Psychological Association (APA). *Official website*. https://www.apa.org/
2. National Institute of Mental Health (NIMH). *Official website*. https://www.nimh.nih.gov/
3. World Health Organization (WHO). Doing What Matters in Times of Stress: An Illustrated Guide. *Official resource.* https://www.who.int/publications-detail-redirect/9789240003927
4. World Health Organization (WHO). *Official website.* https://www.who.int/
5. World Health Organization (WHO). Psychological Self-Help Interventions. *Official resource.* https://www.who.int/teams/mental-health-and-substance-use/treatment-care/Psychological-interventions/psychological-self-help-interventions

PSYCHOLOGY OF VIOLENCE AND ANTI-TRAFFICKING				
The course aims to develop students' professional competencies in understanding and analysing the psychological mechanisms, determinants, and consequences of violence and human trafficking; identifying signs of violence, exploitation, and victimization; assessing risks and planning appropriate professional responses; and providing trauma-informed psychological support to affected individuals. The course also develops students' ability to design evidence-based prevention and intervention strategies, make ethically and professionally grounded decisions, ensure appropriate referral and multidisciplinary cooperation, and maintain professional resilience when working with violence- and trafficking-related cases.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	3 / elective	Inesa Harkusha, PhD (Social Communications), Associate Professor	90 h. (16 h. lectures, 14 h. seminars/practical, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse and integrate psychological theories and empirical evidence to explain the mechanisms, determinants, dynamics, and psychological consequences of violence, victimization, and human trafficking.			Interactive lectures; critical analysis of psychological theories and empirical evidence; comparative analysis of theoretical models; case-based learning; analytical discussions	Analytical written work; comparative analysis; theory-based case analysis; critical evidence appraisal (CAS)
2) Analyse complex cases of violence and human trafficking and formulate evidence-informed psychological explanations of perpetration, victimization, coercive control, exploitation, vulnerability, and trauma-related consequences.			Case-based learning; problem-based learning; guided case formulation; analysis of complex professional cases; small-group analytical discussions; collaborative problem solving	Case analysis; psychological case formulation; problem-solving assessment; analytical written work (CAS)
3) Assess risks, vulnerabilities, and protection needs in cases of violence and human trafficking and justify professional decisions concerning safety planning, referral, and multidisciplinary response.			Risk assessment exercises; scenario-based learning; safety-planning workshops; professional decision-making exercises; multidisciplinary case discussions; simulation of referral and response pathways	Case-based assessment; risk assessment; scenario-based professional decision-making; practical assessment (CAS)
4) Design and justify trauma-informed and survivor-centred psychological support strategies appropriate to clients' needs, circumstances, stage of recovery, and risk profile.			Skills-based workshops; case-based learning; psychological support planning; simulation of professional situations; guided practice; analysis of trauma-informed approaches; peer	Case-based intervention planning; practical assessment; simulation-based assessment; oral

	review	presentation and justification of professional decisions (CAS)
5) Critically evaluate and design evidence-based psychological interventions and prevention strategies addressing violence, exploitation, and human trafficking for different target groups and contexts.	Project-based learning; critical appraisal of evidence-based interventions; analysis of prevention models and programmes; programme design workshops; collaborative problem solving; peer review	Critical programme appraisal; project work; project presentation and defence; peer assessment (CAS)
6) Critically evaluate ethical, legal, and professional dilemmas in work with individuals affected by violence and human trafficking and justify professional decisions regarding confidentiality, informed consent, professional boundaries, referral, and prevention of re-traumatization.	Ethical and professional dilemma analysis; case-based learning; structured discussions and debates; professional decision-making exercises; simulation of ethically complex situations; reflective practice	Ethical case analysis; scenario-based assessment; reflective written work; structured oral assessment (CAS)
Assessment		
The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS): 25 points – theoretical, analytical, and case-based tasks on psychological mechanisms of violence, victimization, and human trafficking; 25 points – risk assessment, case formulation, safety planning, and professional decision-making tasks; 30 points – trauma-informed psychological support, prevention, and intervention tasks, including project work; 20 points – ethical and professional case analysis, referral, and reflective practice tasks. Assessment criteria: a) theoretical, analytical, and case-based tasks on psychological mechanisms of violence, victimization, and human trafficking 20–25 points: Demonstrates comprehensive and critical understanding of psychological theories and empirical evidence related to violence, victimization, and human trafficking; accurately analyses mechanisms, determinants, dynamics, and psychological consequences of violence and exploitation; integrates theoretical perspectives and research evidence in the analysis of complex cases; formulates coherent and well-founded psychological explanations. 13–19 points: Demonstrates sound understanding of relevant psychological theories and generally appropriate analysis of violence, victimization, and human trafficking; identifies major mechanisms, determinants, and psychological consequences and uses relevant theoretical and empirical evidence, although some aspects lack depth, integration, or critical evaluation. 7–12 points: Demonstrates basic understanding of major concepts and theoretical approaches; analysis is predominantly descriptive; psychological mechanisms, determinants, and consequences are identified only partially; integration of theory, empirical evidence, and case information is limited. 1–6 points: Demonstrates fragmented understanding; theoretical concepts are applied inconsistently or inaccurately; analysis of violence, victimization, or human trafficking lacks coherence, depth, and evidence-based justification. 0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes. b) risk assessment, case formulation, safety planning, and professional decision-making tasks		

20–25 points: Accurately analyses complex cases of violence and human trafficking; develops coherent psychological case formulations; comprehensively assesses risks, vulnerabilities, protection needs, and relevant contextual factors; develops appropriate safety plans; makes and clearly justifies professional decisions concerning referral and multidisciplinary response.
13–19 points: Appropriately analyses cases and identifies major psychological, risk, vulnerability, and protection factors; case formulation and safety planning are generally appropriate; professional decisions concerning referral and response are relevant, although some aspects lack analytical depth, integration, or sufficient justification.
7–12 points: Demonstrates basic case analysis and risk assessment skills; identifies some relevant vulnerabilities, risks, and protection needs, but case formulation is incomplete; safety planning and professional decisions are generally relevant but insufficiently developed or justified.
1–6 points: Case analysis is superficial or fragmented; important risks, vulnerabilities, or protection needs are overlooked; case formulation is inaccurate or poorly developed; safety planning, referral, or professional decisions are inappropriate or insufficiently justified.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
c) trauma-informed psychological support, prevention, and intervention tasks, including project work
24–30 points: Critically evaluates and appropriately selects trauma-informed, survivor-centred, and evidence-based approaches; develops and convincingly justifies psychological support strategies adapted to clients' needs, circumstances, stage of recovery, and risk profile; critically appraises existing prevention and intervention approaches; designs a coherent, evidence-based and professionally justified prevention or intervention project appropriate to the selected target group and context.
16–23 points: Selects generally appropriate trauma-informed and evidence-based approaches and develops relevant psychological support strategies; considers major client, recovery, risk, and contextual factors; develops an appropriate prevention or intervention project, although some elements require stronger justification, adaptation, integration, or use of evidence.
8–15 points: Demonstrates basic understanding and application of trauma-informed psychological support; adaptation to individual needs, recovery stage, risk profile, or context is limited; the proposed prevention or intervention project is generally relevant but insufficiently developed, integrated, or evidence-based.
1–7 points: Psychological support strategies are selected or applied inconsistently; trauma-informed and survivor-centred principles are insufficiently considered; the proposed prevention or intervention project is fragmented, poorly justified, inadequately adapted to the target group or context, or lacks an appropriate evidence base.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
d) ethical and professional case analysis, referral, and reflective practice tasks
16–20 points: Critically evaluates complex ethical, legal, and professional dilemmas in work with individuals affected by violence and human trafficking; accurately applies relevant principles concerning confidentiality, informed consent, professional boundaries, referral, and prevention of re-traumatization; makes well-founded professional decisions and demonstrates critical reflection on professional responsibility, limitations, and multidisciplinary cooperation.
11–15 points: Appropriately analyses ethical and professional issues and generally applies relevant principles to professional situations; decisions concerning confidentiality, consent, boundaries, referral, and prevention of re-traumatization are generally appropriate, although some aspects lack depth, integration, or sufficient justification; reflection is meaningful.
6–10 points: Demonstrates basic understanding of ethical and professional requirements; identifies some relevant dilemmas and response options, but analysis is predominantly descriptive; professional decisions and referral considerations are only partially justified; reflection is limited.

1–5 points: Analysis of ethical and professional issues is superficial or fragmented; important ethical, legal, or professional considerations are overlooked or inaccurately applied; decisions concerning boundaries, confidentiality, referral, or prevention of re-traumatization are poorly justified; reflection is minimal.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.

Content

Topic 1. Psychology of Violence: Concepts, Theoretical Approaches, and Psychological Mechanisms
Topic 2. Psychology of the Perpetrator: Personality, Motivation, Power, and Control
Topic 3. Psychology of Victimization and the Psychological Consequences of Violence
Topic 4. Domestic, Gender-Based, Sexual Violence and Violence against Children
Topic 5. Psychology of Human Trafficking and Exploitation
Topic 6. Identification, Risk Assessment, Safety Planning, and Referral
Topic 7. Trauma-Informed Psychological Support and Recovery
Topic 8. Prevention of Violence and Human Trafficking: Psychological Interventions, Ethics, and Professional Practice

Literature

Compulsory reading

1. Andrusyshyn, R. M., Sydoruk, I. I., & Kohut, Ya. M. (2023). Protydiia ta sotsialna profilaktyka torhivli liudmy v Ukraini [Counteraction and social prevention of human trafficking in Ukraine]. Lviv: Rastr-7.

2. Blaha, A. B., Tuntula, O. S., & Kochemyrovska, O. O. (2021). Aktualni problemy protydii domashnomu nasylstvu [Current issues in counteracting domestic violence]. Mykolaiv: Vyd-vo ChNU im. Petra Mohyly.

3. Burke, M. C. (Ed.). (2022). Human trafficking: Interdisciplinary perspectives (3rd ed.). Routledge.

4. Busch-Armendariz, N. B., Nsonwu, M., & Cook Heffron, L. (2024). Human trafficking: Applying research, theory, and case studies for social workers and the helping professions (2nd ed.). Cognella Academic Publishing.

5. Daigle, L. E. (2021). Victimology: The essentials (3rd ed.). SAGE Publications.

6. Krahé, B. (2025). The social psychology of aggression (4th ed.). Routledge.

7. Roddy, J. (Ed.). (2023). Working with client experiences of domestic abuse: A handbook for counsellors, psychotherapists, and other mental health professionals. Routledge.

8. Shvets, D. V., Bandurka, O. M., Fedorenko, O. I., et al. (2020). Psykholoho-pedahohichni ta pravovi zasady diialnosti politsii iz zakhystu prav dytyny [Psychological, pedagogical and legal foundations of police activities for the protection of children's rights]. Kharkiv: KhNUVS.

9. Taft, C. T., Murphy, C. M., & Creech, S. K. (2016). Trauma-informed treatment and prevention of intimate partner violence. American Psychological Association.

Recommended reading

1. American Psychological Association. (2025). Professional practice guidelines for psychologists in the assessment of psychological trauma in adults. American Psychological Association.

2. Cloitre, M., Cohen, L. R., Ortigo, K. M., Jackson, C., & Koenen, K. C. (2020). Treating survivors of childhood abuse and interpersonal trauma: STAIR narrative therapy (2nd ed.). Guilford Press.

3. Hossain, M., Zimmerman, C., Abas, M., Light, M., & Watts, C. (2010). The relationship of trauma to mental disorders among trafficked and sexually exploited girls and women. American Journal of Public Health, 100 (12), 2442–2449.

4. International Organization for Migration. (2019). IOM handbook on protection and assistance for migrants vulnerable to violence, exploitation and abuse. IOM.

5. Oram, S., Stöckl, H., Busza, J., Howard, L. M., & Zimmerman, C. (2012). Prevalence and risk of violence and the physical, mental, and sexual health problems associated with human trafficking: Systematic review. PLoS Medicine, 9 (5), e1001224.

6. United Nations Office on Drugs and Crime. (2024). Global report on trafficking in persons 2024. United Nations.

7. World Health Organization. (2021). Caring for women subjected to violence: A WHO curriculum for training health-care providers (Revised ed.). World Health Organization.

8. World Health Organization. (2022). Responding to child maltreatment: A clinical handbook for health professionals. World Health Organization.

9. World Health Organization. (2025). RESPECT women: Preventing violence against women (2nd ed.). World Health Organization.

10. World Health Organization. (2025). Violence against women prevalence estimates, 2023: Global, regional and national prevalence estimates for intimate partner violence against women and non-partner sexual violence against women. World Health Organization.

Web-resources

1. American Psychological Association (APA). *Official website.* https://www.apa.org/

2. Council of Europe. *Official website.* https://www.coe.int/

3. Inter-Agency Coordination Group against Trafficking in Persons (ICAT). *Official website.* https://icat.un.org/

4. International Labour Organization (ILO). *Official website.* https://www.ilo.org/

5. International Organization for Migration (IOM). *Official website.* https://www.iom.int/

6. Ministry of Health of Ukraine. *Official website.* https://moz.gov.ua/

7. Ministry of Social Policy, Family and Unity of Ukraine. *Official website.* https://www.msp.gov.ua/

8. NGO 'La Strada-Ukraine'. *Official website.* https://la-strada.org.ua/

9. United Nations Children's Fund (UNICEF). *Official website.* https://www.unicef.org/

10. United Nations Office on Drugs and Crime (UNODC). *Official website.* https://www.unodc.org/

11. United Nations Population Fund (UNFPA) Ukraine. *Official website.* https://ukraine.unfpa.org/

12. World Health Organization (WHO). *Official website.* https://www.who.int/

COACHING AND POSITIVE PSYCHOLOGY

The course aims to develop students' advanced understanding of coaching as an evidence-informed professional practice and positive psychology as a scientific approach to well-being, flourishing, strengths, resilience, and optimal functioning. The course focuses on the critical analysis and integration of coaching models and positive psychology theories, the design and implementation of evidence-based coaching and positive psychology interventions in individual and group contexts, and the evaluation of their effectiveness. Particular attention is given to professional boundaries, ethical decision-making, client-centred practice, cultural sensitivity, and critical reflection on the opportunities and limitations of coaching and positive psychology in psychological practice.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3	3 /elective	Serhii Dubinskyi PhD in Economics, Associate Professor	90 hours (16 h. lectures, 14 h. practical classes, 60 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse and integrate major theories, concepts, models, and empirical evidence in coaching and positive psychology and evaluate their relevance to psychological practice.	Interactive lectures; critical analysis of theories and empirical studies; comparative analysis of coaching and positive psychology models; analytical discussions	Comparative analytical tasks; critical evidence appraisal; written analytical work (CAS)
2) Critically differentiate coaching from counselling, psychotherapy, mentoring, and related helping practices and justify appropriate professional boundaries, referral decisions, and areas of application.	Case-based learning; comparative case analysis; professional boundary scenarios; structured discussions	Comparative case analysis; professional decision-making tasks; scenario-based assessment (CAS)
3) Apply and critically evaluate positive psychology concepts and evidence-based approaches to well-being, strengths, meaning, resilience, optimism, and personal development in professional practice.	Evidence-based practice workshops; case-based learning; critical analysis of positive psychology interventions; reflective exercises	Case-based tasks; critical intervention appraisal; analytical and reflective assignments (CAS)
4) Design, conduct, and critically evaluate structured coaching sessions using appropriate coaching models, communication strategies, goal-setting, and behaviour-change techniques.	Coaching workshops; role-playing; simulation; guided practice; peer observation and feedback	Coaching session design and conduct; simulation-based assessment; structured peer- and self-evaluation (CAS)
5) Design and justify evidence-based coaching and positive psychology interventions for individual and group contexts, adapting them to clients' goals, needs, strengths, and contextual factors.	Project-based learning; intervention design workshops; case formulation; collaborative problem solving; peer review	Intervention project; case-based intervention planning; project presentation and justification (CAS)

6) Evaluate the processes and outcomes of coaching and positive psychology interventions using appropriate criteria and indicators and critically reflect on professional practice.	Evaluation exercises; analysis of intervention outcomes; reflective practice; supervision simulations	Intervention evaluation task; reflective report; structured self-assessment (CAS)
7) Critically analyse ethical and professional dilemmas in coaching and positive psychology and justify decisions concerning competence, confidentiality, informed consent, professional boundaries, cultural sensitivity, and referral.	Ethical case analysis; scenario-based learning; structured debates; professional decision-making exercises	Ethical case analysis; scenario-based professional decision-making; reflective task (CAS)

Assessment

The final grade is given on a 100-point scale and is based on the cumulative results of continuous assessment (CAS):
25 points – theoretical, analytical, and case-based tasks on coaching and positive psychology theories, models, empirical evidence, professional boundaries, and areas of application;
25 points – coaching session design, simulation, communication, goal-setting, behaviour-change, and professional decision-making tasks;
30 points – case-based application, critical evaluation, design, and justification of evidence-based coaching and positive psychology interventions, including project work;
20 points – intervention evaluation, ethical and professional case analysis, and critical reflection on professional practice.
Assessment criteria:
a) Theoretical, analytical, and case-based tasks on coaching and positive psychology theories, models, empirical evidence, professional boundaries, and areas of application
20–25 points: Demonstrates comprehensive and critical understanding of major coaching and positive psychology theories, concepts, models, and empirical evidence; accurately compares and integrates different theoretical approaches; critically evaluates their evidence base, relevance, limitations, and areas of application; clearly differentiates coaching from counselling, psychotherapy, mentoring, and related helping practices and provides well-founded justification of professional boundaries and referral decisions.
13–19 points: Demonstrates sound understanding of relevant theories, concepts, models, and empirical evidence; appropriately compares major approaches and generally identifies their applications and limitations; differentiates coaching from related helping practices and identifies relevant professional boundaries, although some aspects lack depth, integration, or critical evaluation.
7–12 points: Demonstrates basic understanding of major concepts and approaches; analysis is predominantly descriptive; comparison and integration of theories and empirical evidence are limited; professional boundaries and areas of application are identified only partially or with insufficient justification.
1–6 points: Demonstrates fragmented or inaccurate understanding of coaching and positive psychology; theoretical concepts and models are applied inconsistently; analysis lacks coherence and evidence-based justification; professional boundaries and areas of application are poorly understood.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
b) Coaching session design, simulation, communication, goal-setting, behaviour-change, and professional decision-making tasks
20–25 points: Designs and conducts coherent, client-centred coaching sessions using appropriate coaching models, communication strategies, active listening, powerful questioning, goal-setting, and behaviour-change techniques; appropriately adapts the coaching process to client goals,

needs, strengths, and context; demonstrates well-founded professional decision-making and appropriately considers professional boundaries, ethical requirements, and referral needs.
13–19 points: Designs and conducts generally coherent coaching sessions and appropriately applies major coaching and communication techniques; considers relevant client goals and contextual factors; professional decisions are generally appropriate, although some elements require stronger integration, adaptation, or justification.
7–12 points: Demonstrates basic coaching skills and applies some relevant techniques, but session structure, communication, goal-setting, behaviour-change strategies, or adaptation to the client and context are inconsistent or insufficiently developed; professional decisions are only partially justified.
1–6 points: Coaching practice is fragmented or poorly structured; techniques are selected or applied inconsistently or inappropriately; important client, professional, or contextual factors are overlooked; professional decisions lack adequate justification.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
c) Case-based application, critical evaluation, design, and justification of evidence-based coaching and positive psychology interventions, including project work
24–30 points: Critically evaluates and appropriately selects evidence-based coaching and positive psychology approaches; integrates relevant concepts of well-being, strengths, meaning, resilience, optimism, motivation, self-regulation, and behaviour change; designs a coherent and evidence-based individual or group intervention with clearly defined goals, target group, theoretical and empirical rationale, methods, implementation procedures, and expected outcomes; convincingly justifies intervention choices and adapts them to client needs, strengths, goals, and contextual factors.
16–23 points: Selects generally appropriate evidence-based approaches and develops a coherent coaching or positive psychology intervention; considers major client, target-group, and contextual factors and provides relevant theoretical and empirical justification, although some elements require stronger integration, adaptation, critical evaluation, or specification.
8–15 points: Demonstrates basic ability to select and apply coaching and positive psychology approaches; the proposed intervention is generally relevant but its theoretical and empirical rationale, structure, adaptation to client or group needs, implementation procedures, or expected outcomes are insufficiently developed.
1–7 points: Intervention design is fragmented, poorly justified, insufficiently evidence-based, or inadequately adapted to the client, target group, or context; relevant theoretical concepts and empirical evidence are used inconsistently or inaccurately.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.
d) Intervention evaluation, ethical and professional case analysis, and critical reflection on professional practice
16–20 points: Critically evaluates the processes and outcomes of coaching and positive psychology interventions using appropriate criteria and indicators; accurately analyses complex ethical and professional dilemmas; makes well-founded decisions concerning competence, confidentiality, informed consent, professional boundaries, cultural sensitivity, and referral; demonstrates critical reflection on professional performance, limitations, responsibility, and areas for further development.
11–15 points: Appropriately evaluates intervention processes and outcomes and generally applies relevant evaluation criteria; identifies and analyses major ethical and professional issues and makes generally appropriate professional decisions; demonstrates meaningful reflection, although some aspects lack depth, integration, or sufficient justification.
6–10 points: Demonstrates basic understanding of intervention evaluation and ethical and professional requirements; identifies some relevant criteria, dilemmas, and response options, but

analysis is predominantly descriptive; professional decisions are only partially justified and critical reflection is limited.
1–5 points: Evaluation is superficial or fragmented; relevant criteria or indicators are poorly selected or applied; important ethical or professional considerations are overlooked or inaccurately interpreted; professional decisions lack adequate justification and reflection is minimal.
0 points: Tasks are not completed or do not demonstrate achievement of the relevant learning outcomes.

Content

Topic 1. Coaching and Positive Psychology: Theoretical Foundations and Evidence Base
Topic 2. Coaching Approaches, Models, Professional Boundaries, and Ethics
Topic 3. Well-Being, Flourishing, Strengths, Meaning, and Resilience
Topic 4. Coaching Process and Communication: Session Structure, Active Listening, and Powerful Questioning
Topic 5. Goal Setting, Motivation, Self-Regulation, and Behaviour Change in Coaching
Topic 6. Strengths-Based and Positive Psychology Coaching
Topic 7. Evidence-Based Positive Psychology Interventions in Individual and Group Practice
Topic 8. Designing, Evaluating, and Integrating Coaching and Positive Psychology Interventions in Professional Practice

Literature

Compulsory reading

Davis, E. B., Worthington, E. L., Jr., & Schnitker, S. A. (Eds.). (2023). Handbook of Positive Psychology, Religion, and Spirituality. Springer.

Fedoryshyn, H. M. (2018). Psykholohiia kouchynhu [Psychology of coaching]. Ivano-Frankivsk.

Greif, S. (2025). The Future of Coaching: Building Bridges Between Science and Practice. Springer Nature.

Kern, M. L., & Wehmeyer, M. L. (Eds.). (2021). The Palgrave Handbook of Positive Education. Palgrave Macmillan.

Nezhynska, O. O., & Tymenko, V. M. (2017). Osnovy kouchynhu [Fundamentals of coaching]. Kyiv; Kharkiv: DISA PLIUS.

Smith, W.-A., Boniwell, I., & Green, S. (Eds.). (2021). Positive Psychology Coaching in the Workplace. Springer.

Recommended reading

1. Bazyka, Ye. L. (2022). Vzaiemozviazok emotsiinoi stiikosti ta psykholohichnoho blahopoluchchia osib periodu serednoi doroslosti [The relationship between emotional resilience and psychological well-being of middle-aged adults]. *Psykholohiia ta sotsialna robota, 1–2*(55–56), 7–18.

2. Ciarrochi, J., Hayes, S. C., Oades, L. G., & Hofmann, S. G. (2022). Toward a unified framework for positive psychology interventions: Evidence-based processes of change in coaching, prevention, and training. *Frontiers in Psychology*, *12*, 809362.

3. Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, *89*(2), 249–277.

4. Kononenko, O. I., & Hryhorashchenko, A. V. (2021). Suchasnyi stan naukovykh pohliadiv na psykholohichne blahopoluchchia osobystosti [Current state of scientific views on psychological well-being of personality]. *Psykholohiia ta sotsialna robota, 1*(53).

5. Kostruba, N., & Liashko, L. (2023). Osobystisni osoblyvosti psykholohichnoi stiikosti molodi v umovakh viiny [Personal characteristics of psychological resilience of youth in wartime]. *Psykholohichni perspektyvy, 42*, 82–96.

6. Richter, S., van Zyl, L. E., Roll, L. C., & Stander, M. W. (2021). Positive psychological coaching tools and techniques: A systematic review and classification. *Frontiers in Psychiatry*, *12*, 667200.

7. van Agteren, J., Iasiello, M., Lo, L., Bartholomaeus, J., Kopsaftis, Z., Carey, M., & Kyrios, M. (2021). A systematic review and meta-analysis of psychological interventions to improve mental wellbeing. *Nature Human Behaviour, 5*, 631–652.

8. van Zyl, L. E., Roll, L. C., Stander, M. W., & Richter, S. (2020). Positive psychological coaching definitions and models: A systematic literature review. *Frontiers in Psychology,* 11, 793.

Web-resources

1. International Coaching Federation (ICF). https://coachingfederation.org
2. Positive Psychology Center (University of Pennsylvania). https://ppc.sas.upenn.edu
3. European Mentoring and Coaching Council (EMCC). https://emccglobal.org
4. Harvard Business Review. https://hbr.org
5. PositivePsychology.com. https://positivepsychology.com
6. MindTools. https://www.mindtools.com
7. Coursera. https://www.coursera.org
8. Google Scholar. https://scholar.google.com
9. PubMed. https://pubmed.ncbi.nlm.nih.gov

PSYCHOLOGICAL AND PEDAGOGICAL INTERNSHIP				
The internship aims to develop integrated psychological and pedagogical competence through the application of psychological knowledge, pedagogical skills, and reflective practice in authentic higher education settings. It focuses on psychological and pedagogical analysis of the educational environment and teaching practice, the design and implementation of psychologically informed teaching and psycho-educational activities, the development and evaluation of educational and psycho-educational products, and critical reflection on professional experience, ethical responsibilities, and professional development.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/2 weeks	3 / mandatory	Nataliia Volkova, Doctor of Sciences (Pedagogics), Full Professor	90 hours (including supervised teaching and psycho-educational activities, independent work, preparation of teaching and psycho-educational materials, analytical and reflective activities, and reporting)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyse the psychological and pedagogical characteristics of the higher education environment and teaching practice.			Observation; psychological and pedagogical analysis of teaching practice; case analysis; guided discussion	Psychological and pedagogical analysis documented in the internship report and diary, public defence of internship outcomes (CAS)
2) Design psychologically informed teaching and psycho-educational activities in accordance with intended learning outcomes and the educational context.			Instructional design; planning of teaching and psycho-educational activities; development of teaching materials; consultations; peer review	Activity plans and developed teaching and psycho-educational materials documented in the internship report and supporting materials, public defence of internship outcomes (CAS)
3) Implement teaching and psycho-educational activities using appropriate pedagogical approaches, psychological principles, interactive techniques, and digital technologies.			Supervised teaching practice; implementation of teaching and psycho-educational activities; application of interactive techniques and digital technologies; guided practice; observation and feedback	Evidence and analysis of implemented teaching and psycho-educational activities documented in the internship report, diary, and supporting materials, public defence of internship outcomes (CAS)

4) Apply psychological knowledge to analyse motivation, engagement, communication, group dynamics, individual differences, and psychological safety in educational settings and justify appropriate professional decisions.	Psychological case analysis; observation and analysis of educational interaction; scenario-based learning; professional decision-making; reflective discussion	Analysis of psychological aspects of educational interaction and professional situations documented in the internship report and diary, public defence of internship outcomes (CAS)
5) Develop, implement, and critically evaluate an educational or psycho-educational product appropriate to the educational context.	Project-based learning; development and implementation of an educational or psycho-educational product; feedback collection and analysis; evaluation; consultations	Educational / psycho-educational product and evaluation of its implementation documented in the internship report and supporting materials, public defence of internship outcomes (CAS)
6) Critically reflect on professional experience and evaluate ethical issues, strengths, challenges, and directions for further professional development.	Reflective practice; self-analysis; ethical case analysis; supervision; professional feedback	Critical reflection on professional experience and ethical issues documented in the internship report and diary, public defence of internship outcomes (CAS)

Assessment

The final grade is given on a 100-point scale and is based on the assessment of the internship outcomes documented in the internship report, diary, and supporting materials, as well as their public defence.
85 points – Internship report, diary, and supporting materials:
15 points – psychological and pedagogical analysis of the higher education environment, observed teaching practice, and educational interaction;
25 points – design of teaching and psycho-educational activities, including activity plans and developed teaching materials;
25 points – implementation of teaching and psycho-educational activities, including evidence of completed activities and analysis of their effectiveness;
10 points – development, implementation, and evaluation of an educational / psycho-educational product;
10 points – critical reflection on professional experience, ethical issues, strengths, challenges, and directions for further professional development.
15 points – Public defence of internship outcomes:
presentation and justification of the activities performed and outcomes achieved during the internship; critical analysis of professional experience; responses to questions and justification of professional decisions.

Content

Topic 1. Psychological and Pedagogical Analysis of the Higher Education Environment
Topic 2. Observation and Psychological-Pedagogical Analysis of Teaching Practice
Topic 3. Design of Teaching and Psycho-Educational Activities
Topic 4. Implementation of Teaching and Psycho-Educational Activities in Higher Education
Topic 5. Development and Evaluation of Educational and Psycho-Educational Products
Topic 6. Reflective Practice, Professional Ethics, and Professional Development

Literature

Compulsory reading

1. Biggs, J., & Tang, C. (2011). Teaching for quality learning at university (4th ed.). Maidenhead: Open University Press.

2. Brookfield, S. D. (2017). Becoming a critically reflective teacher (2nd ed.). San Francisco: Jossey-Bass.

3. Fitsula, M. M. (2014). Pedahohika vyshchoi shkoly [Higher education pedagogy] (2nd ed.). Kyiv: Akademvydav. 456 p.

4. Oliinyk, I. V. (2019). Pedahohichna praktyka: prohrama ta metodyka realizatsii [Teaching practice: Programme and methodology]. Dnipro: Alfred Nobel University. 136 p.

5. Stynska, V. V. (2022). Metodyka vykladannia u vyshchii shkoli [Methods of teaching in higher education]. Ivano-Frankivsk. 180 p.

6. Volkova, N. P. (2026). Interaktyvni tekhnolohii navchannia u vyshchii shkoli [Interactive learning technologies in higher education]. Dnipro: Alfred Nobel University. 256 p.

Recommended reading

1. Brownell, S. E., & Tanner, K. D. (2012). Barriers to faculty pedagogical change: Lack of training, time, incentives, and tensions with professional identity. *CBE-Life Sciences Education*, 11, 339–346.

2. Bruno, A., & Dell'Aversana, G. (2017). Reflective practice for psychology students: The use of reflective journal feedback in higher education. *Psychology Learning & Teaching*, 16 (2), 248–260.

3. Gibbs, G., & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active Learning in Higher Education*, 5, 87–100.

4. Hofer, B. K. (2017). Shaping the epistemology of teacher practice through reflection and reflexivity. *Educational Psychologist*, 52 (4), 299–306.

5. Holub, S. V., & Piven, O. B. (2025). Asystentska naukovo-pedahohichna praktyka [Assistant teaching and research practice]. Cherkasy: Cherkasy State Technological University. 150 p.

6. Kaplinskyi, V. V. (2015). Metodyka vykladannia u vyshchii shkoli [Methods of teaching in higher education]. Vinnytsia: Niland LTD. 224 p.

7. Pieper, M., Roelle, J., vom Hofe, R., Salle, A., & Berthold, K. (2021). Feedback in reflective journals fosters reflection skills of student teachers. *Psychology Learning & Teaching*, 20 (1), 107–127.

8. Solovei, M. I., et al. (2014). Profesiino-praktychna pidhotovka maibutnikh vykladachiv vyshchoi shkoly: pedahohichna praktyka, naukovo-asystentska praktyka [Professional training of future higher education teachers: Teaching and research assistant practice] (4th ed.). Kyiv: Lenvit. 171 p.

9. Zaichenko, I., Tesliuk, V., & Kalenskyi, A. (2016). Osnovy pedahohichnoi maisternosti ta etyka vykladacha vyshchoi shkoly [Fundamentals of teaching excellence and ethics in higher education]. Kyiv: Lira-K. 602 p.

Web-resources

1. Advance HE. (n.d.). Professional Standards Framework for teaching and supporting learning in higher education. https://www.advance-he.ac.uk/teaching-and-learning/psf

2. American Psychological Association. (n.d.). Educational psychology: Teaching and learning. Official website. https://www.apa.org/action/science/teaching-learning

3. Education Resources Information Center. (n.d.). ERIC. https://eric.ed.gov

4. European Commission. (n.d.). Higher education. https://education.ec.europa.eu/education-levels/higher-education

5. European Federation of Psychologists' Associations. (n.d.). *Official website.* https://www.efpa.eu

6. National Library of Ukraine named after V. I. Vernadskyi. (n.d.). *Official website*. https://www.nbuv.gov.ua/

7. OECD. (n.d.). Education and skills. https://www.oecd.org/en/topics/education-and-skills.html

8. UNESCO. (n.d.). Education. *Official website.* https://www.unesco.org/en/education

PRE-GRADUATION INTERNSHIP				
The pre-graduation internship aims to develop students' ability to independently plan and conduct empirical psychological research related to their master's thesis and to apply psychological knowledge and research methods in professional contexts. It focuses on research design, selection and application of appropriate psychological methods, collection, analysis and interpretation of empirical data, evidence-based professional decision-making, ethical conduct, and critical reflection on research and professional experience.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/4 weeks	4 / mandatory	Inesa Harkusha, PhD in Social Communications, Associate Professor	120 h. (individual and independent work)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Plan and organise research and professional activities in accordance with the objectives of the master's thesis and the professional context of the internship.			Research planning; individual supervision; analysis of professional and research tasks; independent work	Internship plan and documentation of research and professional activities in the internship diary, public defence of internship outcomes (CAS)
2) Design empirical psychological research and justify the selection of appropriate, valid, and reliable research methods.			Research-based learning; research design; methodological analysis; individual supervision	Research design and justification of selected psychological methods documented in the internship report and supporting materials, public defence of internship outcomes (CAS)
3) Apply psychological research and psychodiagnostic methods to collect empirical data in accordance with research objectives, professional requirements, and ethical principles.			Fieldwork; supervised application of psychological methods; empirical data collection; practical training; individual supervision	Evidence of empirical data collection, research protocols, and relevant supporting materials documented in the internship report and diary, public defence of internship outcomes (CAS)
4) Analyse and interpret empirical data, critically evaluate research findings, and formulate theoretically grounded conclusions.			Data analysis; independent analytical work; interpretation of research findings; critical analysis; supervision	Analysis and interpretation of empirical data and research conclusions documented in the internship report and supporting materials, public defence of internship outcomes (CAS)
5) Integrate empirical research findings with psychological knowledge to			Case analysis; evidence-based	Evidence-based professional conclusions

formulate evidence-based professional conclusions and practical recommendations.	decision-making; integration of research and professional knowledge; professional discussion; supervision	and practical recommendations documented in the internship report, public defence of internship outcomes (CAS)
6) Critically reflect on research and professional experience, evaluate ethical issues and limitations, and communicate internship outcomes to professional audiences.	Reflective practice; ethical case analysis; self-analysis; professional discussion; presentation of research findings; supervision	Critical reflection on research and professional experience, ethical issues, and research limitations documented in the internship report and diary, public defence of internship outcomes (CAS)

Assessment

The final grade is given on a 100-point scale and is based on the assessment of the internship outcomes documented in the internship report, diary, and supporting materials, as well as their public defence.
85 points – Internship report, diary, and supporting materials:
10 points – planning and organisation of research and professional activities during the internship;
20 points – research design and justification of the selected psychological research methods;
20 points – collection of empirical data, including research protocols and other supporting materials;
20 points – analysis and interpretation of empirical data and formulation of theoretically grounded conclusions;
10 points – integration of research findings into evidence-based professional conclusions and practical recommendations;
5 points – critical reflection on research and professional experience, ethical issues, and research limitations.
15 points – Public defence of internship outcomes:
presentation and justification of the research and professional activities performed and outcomes achieved during the internship; presentation and interpretation of key research findings; justification of conclusions and practical recommendations; critical reflection on research limitations and ethical issues; responses to questions and justification of professional decisions.

Content

Topic 1. Planning and Organisation of Research and Professional Activities during the Internship
Topic 2. Research Design and Selection of Psychological Research Methods
Topic 3. Collection of Empirical Data in Professional Psychological Settings
Topic 4. Analysis and Interpretation of Empirical Research Data
Topic 5. Integration of Research Findings into Professional Psychological Practice
Topic 6. Ethical and Reflective Practice, Reporting, and Presentation of Internship Outcomes

Literature

Compulsory reading

1. Breakwell, G. M., Smith, J. A., & Wright, D. B. (2021). Research Methods in Psychology (5th ed.). Sage Publications. 584 p.

2. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage Publications. 342 p.

3. Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Sage Publications. 1561 p.

4. Sorokina, N. H., Artiukhova, A. Ye., & Dehtiarova, I. O. (Eds.). (2017). Akademichna dobrochesnist: problemy dotrymannia ta priorytety poshyrennia sered molodykh vchenykh [Academic

integrity: Problems of compliance and priorities of dissemination among young scientists]. Dnipro: DRIDU NADU. 169 p.

5. Volkova, N. P., Harkusha, I. V., & Bykova, V. O. (2025). *Metodychni vkazivky shchodo vykonannia kvalifikatsiinoi roboty za osvitnim rivnem "mahistr" zi spetsialnosti 053 "Psykholohiia"* [Guidelines for completing a master's qualification thesis in Psychology] [Electronic edition]. Dnipro: Alfred Nobel University. 44 p.

6. Vykhrushch, V. O., & Kozlovskyi, Yu. M. (2020). *Metodolohiia ta metodyka naukovoho doslidzhennia* [Methodology and methods of scientific research]. Lviv: Vydavnytstvo Lvivskoi politekhniky. 336 p.

Recommended reading

1. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association. 428 p.

2. Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.

3. Coolican, H. (2024). Research Methods and Statistics in Psychology (8th ed.). Routledge. 862 p.

4. DSTU 3008:2015. Zvity u sferi nauky i tekhniky. Struktura ta pravyla oformlennia [Reports in the field of science and technology. Structure and formatting rules]. Kyiv: UkrNDNC.

5. Kazdin, A. E. (2021). Research Design in Clinical Psychology (5th ed.). Cambridge University Press.

6. Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. Science, 349 (6251).

Web-resources

1. Alfred Nobel University Library. (n.d.). Official website. https://lib.duan.edu.ua/uk/

2. American Psychological Association. (n.d.). APA PsycNet. https://psycnet.apa.org

3. American Psychological Association. (n.d.). APA Style. Official website. https://apastyle.apa.org

4. Education Resources Information Center. (n.d.). ERIC. https://eric.ed.gov

5. Google Scholar. (n.d.). https://scholar.google.com

6. Ministry of Education and Science of Ukraine. (n.d.). Official website. https://mon.gov.ua

7. National Library of Ukraine named after V. I. Vernadskyi. (n.d.). Official website. https://www.nbuv.gov.ua

8. PubMed. (n.d.). https://pubmed.ncbi.nlm.nih.gov

9. Scopus. (n.d.). https://www.scopus.com

10. SpringerLink. (n.d.). https://link.springer.com

Structure of the Psychological Assistance and Recovery Study Programme (Master's Degree)

Semesters

	1	2	3
Teaching Units (Courses), 43 ECTS* Mandatory			
Courses of General Training	6	6	0
Courses of Professional Training	16	12	3
TOTAL	22	18	3
Teaching Units (Courses) 23 ECTS Elective**			
Courses of General Training	4	4	0
Courses of Professional Training	4	8	3
TOTAL	8	12	3
Internship 7 ECTS	-	-	Psychological and Pedagogical Internship 3 Pre-Graduation Internship 4
Attestation Examination 1.5 ECTS	-	-	Attestation Examination 1.5
Master's Thesis 15.5 ECTS	-	-	Master's Thesis 15.5

TOTAL	Mandatory	Elective	Internship	Attestation Examination	Master's Thesis
	43	23	7	1.5	15.5

*One ECTS credit = 30 academic hours.
**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.