



## Course syllabus

### Psychological service of higher education

Level of higher education – the third level (Doctor of Philosophy)

Educational and scientific program of the specialty 053 “Psychology”

Class days: Mon 15.55 – 17.15, Tue 14.20 – 15.40

Consultations: Thu. 14.20 – 15.40

Year of study: I, Semester: II

Number of credits: 5 Language of instruction: Ukrainian

### Course leader

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### Description of the discipline

The course reveals the main provisions of the theory and practice of psychological services in the education system, acquaints with the legal, ethical, organizational and methodological aspects of the practical psychologist in higher education. Applicants for the third level of higher education acquire the knowledge and skills necessary for the professional activities of practical psychologists in higher education. They learn to critically analyze and evaluate the main tasks, directions and types of work of a practical psychologist in higher education, master the methods of work with students and teachers. They also have the opportunity to conduct psychological research of professional and personal development of future professionals using a set of psychodiagnostic techniques and on this basis to develop psychological recommendations and advice for students and teachers. The course promotes the formation of professionally significant personal qualities in higher education.

### Course structure

Hours (LEC/ SEM)	Topic	Learning outcomes	Task
2/2	1. Psychological service of the education system of Ukraine	To know the subject, purpose and objectives of psychological services in the education system. To analyze the principles, functions and activities of the psychological service. To describe the structure, management and content of psychological services in educational institutions. To carry out a comparative analysis of the peculiarities of the development and functioning of psychological services in Ukraine and abroad.	Question Group discussions Presentations
2/2	2. Psychological service of higher education	To determine the purpose and objectives of psychological services in higher education. To know the main areas of psychological services in higher education. To describe the functions of the psychological service of higher education. To justify the structure of psychological services in higher education.	Question Cases

2/-	3. Professional training of future psychologists in higher education institutions	To reveal the content of theoretical and practical training of future psychologists in higher education. To know the main directions of professional development of future psychologists. To demonstrate the formation of professional competence in higher education institutions.	Question Cases Business games Microphone method
2/2	4. Psychological support of the educational process in higher education institutions	To know the code of Ethics of a psychologist, the basic rights and responsibilities of a practical psychologist of higher education. To be able to comply with the requirements for the personality and professional activities of a practical psychologist. To characterize the content and main activities of a practical psychologist in higher education institutions, to determine the forms and methods of psychological education, psychological prevention, psychological diagnosis, psychological correction, psychological counseling.	Question Cases Brainstorming method Tests
2/2	5. Professional and personal development of students in higher education institutions	To characterize the psychological characteristics of student age. To know the main psychological neoplasms of student age. To identify the types and main features of students as subjects of educational and professional activities. To analyze the process of professionalization of the student as a future specialist. To determine the psychological readiness of the student for independent professional activity. To justify the role of emotional intelligence and leadership abilities of the individual in professional development. To demonstrate the ability to establish favorable interpersonal interaction in the student group.	Question Cases Group discussions
2/2	6. Practical psychologist and student: problems of dialogue and interaction	To know the types of adaptation of first-year students to higher education (socio-psychological, didactic, professional), to characterize their psychological characteristics. To analyze the psychological problems of students while studying in higher education: motivational; problems of rational order; behavioral problems. To identify types and forms of psychological assistance to students in the process of studying in higher education institutions. To develop psychological recommendations and advice to students in order to provide psychological support to the educational process in higher education institution.	Question Cases Conducting psychodiagnostic techniques

2/2	7. Psychology of pedagogical activity and personality of a high school teacher	To be able to determine the professionally significant qualities of the teacher's personality. To analyze the psychology of pedagogical interaction in the system "teacher-student". To characterize pedagogical abilities and styles of pedagogical communication. To reveal the concept of psychological competence of the teacher as a factor in the humanization of the educational environment. To substantiate the system of psychological support of the teacher's work in an inclusive environment with students with special educational needs.	Question Cases Group discussions
2/2	8. Practical psychologist and teacher: the facets of cooperation and interaction	To carry out a comparative analysis of conceptual models of interaction between a practical psychologist and a teacher in the context of: a) psychoanalytic approach; b) behavioral approach; c) humanistic approach; d) psycho-hygienic approach. To be able to determine the purpose and objectives of providing psychological assistance to teachers in the context of each of them. To substantiate the forms and methods of educational and consultative work of a practical psychologist with teachers of higher education institutions. To determine the causes and main socio-psychological factors of the manifestation of the syndrome of "emotional burnout" in research and teaching staff. To develop psychological recommendations and advice to teachers in order to psychologically prevent the syndrome of "emotional burnout" and increase the effectiveness of pedagogical activities.	Question Conducting psychodiagnostic techniques Presentations
2/-	9. Psychological office in higher education institutions	To know the main purpose of the office of a practical psychologist in higher education institutions, the requirements for its design and equipment. To characterize the educational and methodological support of the psychological office. To justify the purpose of the psychological relief room, its functions and tasks. To demonstrate the ability to properly organize your workplace in accordance with the requirements.	Question Cases Presentations Essay

2/2	10. Organizational and methodological aspects of the work of a practical psychologist in higher education institutions	To know the requirements for the development and design of the annual work plan of a practical psychologist of higher education. To demonstrate the ability to plan the work of a practical psychologist. To determine the length of the working week and the weekly work schedule of a practical psychologist in higher education institutions. To describe the types and features of documentation of a practical psychologist (legal, educational, methodological, reference and information, accounting and statistical, documentation for official use). To justify the requirements for its design.	Cases Tests Essay
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### Literary sources

1. Положення про психологічну службу у системі освіти України / Наказ Міністерства освіти і науки України від 22 травня 2018 року № 509, зареєстрований в Міністерстві юстиції України 31 липня 2018 року за № 885/32337.
2. Про затвердження Плану заходів Міністерства освіти і науки України щодо розвитку психологічної служби системи освіти України на період до 2020 року / Наказ Міністерства освіти і науки України від 8 серпня 2017 року № 1127.
3. Про пріоритетні напрями психологічної служби у системі освіти на 2019/2020 н. р. / Лист Міністерства освіти і науки України від 18 липня 2019 року № 1/9-462.
4. Про типову документацію працівників психологічної служби у системі освіти України / Лист Міністерства освіти і науки України від 24 липня 2019 року № 1/9-477.
5. Положення про психологічний кабінет дошкільних, загальноосвітніх та інших навчальних закладів системи загальної середньої освіти. *Практична психологія та соціальна робота*. 2002. № 2. С. 58-60.
6. Етичний кодекс психолога. *Практична психологія та соціальна робота*. 1998. № 4. С. 2-4.
7. Ващук Ф., Козубовська І. Психологічна служба у вищих навчальних закладах США і України (порівняльний аналіз). *Порівняльна професійна педагогіка*. 2012. № 2. С. 14-22.
8. Гасюк М. Б., Гринів О. М. Модель психологічної служби вищого навчального закладу. *Психологічні перспективи*. 2012. Вип. 20. С. 30-36.
9. Кайріс О. Д. Сучасний стан і тенденції розвитку психологічної служби ВНЗ в Україні і за кордоном. *Інститут психології і соціальної педагогіки КМПУ імені Б.Д. Грінченка*; Московський гуманітарний педагогічний інститут: зб. наук. пр. Вип. 2. Київ, М., 2010. URL. : <http://www.psyh.kiev.ua>
10. Панок В. Г., Острова В. Д. Психологічна служба вищого навчального закладу (організаційно-методичні аспекти). Київ : Освіта України, 2010. 230 с.
11. Панок В. Г. Психологічна служба. Кам'янець-Подільський : ТОВ Друкарня Рута, 2012. 488 с.
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13. Фурман А., Надвичина Т. Психологічна служба університету: від моделі до технології. *Психологія і суспільство*. 2013. № 2. С. 80-104.
14. Чепелева Н. В., Повякель Н. І. Психологічна служба у вищих закладах освіти. *Практична психологія та соціальна робота*. 2001. № 6. С. 2-4.
15. Шпак М. М. Психологічна служба в закладах освіти : навч.-метод. посібник. Тернопіль : ТНПУ ім. В. Гнатюка, 2014. 195 с.
16. Шпак М. М. Роль психологічної служби у професійному становленні студентів. *Науковий часопис НПУ імені М.П. Драгоманова. Серія №12. Психологічні науки*: зб. наук. пр. Київ : НПУ імені М.П. Драгоманова, 2007. № 18 (42). С. 146-150.
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- professional burnout levels of teachers. *Educational Research and Reviews*. 2014. Vol. 9 (1). P. 1–8.
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19. Watkins M. W., Crosby E. G., Pearson J. L. Role of the school psychologist. *School Psychology International*. 2001. Vol. 22(1). P. 64-73.

### Evaluation policy

- **Deadline and rescheduling policy:** papers that fail to meet deadlines without good reason are rated lower. Re-assembly of modules takes place with the permission of the dean's office if there are good reasons (for example, sick leave).
- **Academic Integrity Policy:** all written works are checked for plagiarism and are allowed to be defended with correct textual borrowings of no more than 20%. Cheating at the time control works and exams are forbidden (in including with the use of mobile devices). Mobile devices may only be used during online testing.
- **Attendance Policy:** attendance is a mandatory component of the assessment for which points are awarded. For objective reasons (for example, illness, international internship) class can take place in an online form for the approval of the head of the course.

### Evaluation

The final grade for the course is calculated as follows:

Types of evaluation	% of the final assessment
Module 1 (topics 1-4) - discussion of cases, oral examinations, testing, writing essays.	27
Module 2 (topics 5-10) - discussion of cases, oral examinations, testing, group discussions, conducting psychodiagnostic techniques.	33
INDZ, (essay)	20
Final control (topics 1-10) - test (tasks of three difficulty levels).	20

### Student assessment scale:

ECTS	Rating in scores	Explanation
<b>A</b>	90 – 100	perfectly
<b>B</b>	85-89	very good
<b>C</b>	75-84	good
<b>D</b>	65-74	satisfactorily
<b>E</b>	60-64	enough
<b>FX</b>	35-59	unsatisfactorily (with the possibility of re-assembly)
<b>F</b>	1-34	unsatisfactorily (with the obligatory repeated course)