

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TERNOPIL VOLODYMYR HNATIUK
NATIONAL PEDAGOGICAL UNIVERSITY
FACULTY OF PEDAGOGY AND PSYCHOLOGY**



APPROVED

Rector

prof. Bohdan BUYAK

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**PROGRAMME
OF PROFESSIONAL ENTRANCE EXAMINATION
IN SPECIALTY 053 “PSYCHOLOGY”
for Master’s degree**

Ternopil – 2023

General characteristic of the Programme of entrance examination

The Programme of entrance examination includes:

1. Explanatory note.
2. Criteria for assessment of knowledge.
3. List of questions.
4. List of suggested reading for self-instruction for entrance examination.

I. Explanatory note

Integration of the modern high school into the European educational space in the context of the Bologna process leads to a new approach to the training of future specialists, the main criterion of which is the level of professional competence of graduates, a rational combination of their theoretical knowledge and the ability to apply them in practice.

The Programme of entrance examination is developed for applicants who enroll for a Master's degree in specialty 053 "Psychology".

The Programme of entrance examination is developed according to the educational and professional program of training of Bachelors and Specialists in specialty 053 "Psychology", approved by the rector of the TernopilVolodymyrHnatiuk National Pedagogical University, and according to general educational programs. It consists of the main disciplines included in the cycle of professional and practical (professional) training of future psychologists: General Psychology, Psychology of Development, Pedagogical Psychology, Social Psychology, Mathematical Methods in Psychology, Differential Psychology, Psychology of Personality, History of Psychology, Psychological Service in the System of Education, Psychodiagnostics, Psychological Correction, Fundamentals of Psychological Counseling, Psychology of Management, Pathopsychology, etc.

An entrance examination is conducted orally. The examination paper includes 3 questions (two theoretical and one practical) and a creative task. Allotted time for answer preparing is 40 minutes.

Theoretical questions are aimed at determining the level of applicants' knowledge on the basic concepts and categories of psychological science, on researches of Ukrainian and foreign psychology, theoretical approaches and concepts. They are oriented to determine the degree of formation of future psychologists' ability to analyze and generalize psychological phenomena, determine their structure, patterns and psychological mechanisms of development, etc.

The practical and creative task involves the ability to integrate the knowledge gained during the study of various theoretical, applied and practical

psychological disciplines. This is the type of question which allows the most adequately determine the level of professional training of each graduate, his creativity, the ability to think and find a way out of problem situations. They clearly manifest the level of formation of practical skills of the future specialists and the level of their professional competence in general.

II. Criteria for assessment of knowledge

The grading scale for practical and creative tasks ranges from 100 to 200. Criteria for knowledge assessment are represented in Table 1.

Table 1

Criteria for the applicants' knowledge assessment at the entrance examination in Psychology

Level	Mark on a 200-point grading scale	Characteristics of applicant's answers	
		Theoretical questions	Practical tasks
High	200 - 190 points	The applicant gives a full and detailed answer to the questions, demonstrates the proficiency in the conceptual apparatus, fully reveals the essence of the question, is thoroughly enlightened upon the interdisciplinary relations, can provide examples.	Applicant demonstrates proficient knowledge and understanding of the subject, goals and objectives of psychological research. Applicant is able to rapidly identify the psychic phenomenon using adequate methods of studying, provide a description of specific psychodiagnostic techniques and their conducting procedure, or techniques of psycho-correctional work that fully meets the stated task. Applicant reinforces the answer with examples from teaching practice.
Adequate	189 – 175 points	The answers allow for inaccuracies or minor errors, but the applicant demonstrates the understanding of the material, logically substantiates his reasoning.	The applicant is familiar with a problem situation determined by methods and techniques of psychodiagnostic and psycho-correctional work, gives examples from his own practice, but introduces inaccuracies in describing the procedure for performing a psychodiagnostic examination or corrective action.

Satisfactory	174-160 points	Answers to the questions are fragmentary, mainly reproducing knowledge at the level of remembering. Knowledge of the subject is incomplete; the applicant is confused with the definitions, loses the logic and the sequence of the disclosure of the issue, and does not provide any examples.	Applicant makes mistakes in understanding of the essence of the problem situation, is confused with the methods of research or the choice of psychodiagnostic techniques and techniques of correctional work, and does not provide any examples.
Low	124-159 points	The applicant does not understand the content of question; his answer is not directly related to the question. He does not master the basic terminology apparatus of the discipline, demonstrates the lack of ability to reason and make conclusions.	Applicant demonstrates the lack of knowledge on research methods and practical skills of their use, is not familiar with psycho-diagnostic techniques and techniques of psychocorrection.
Very low	100-123 points	Applicant makes glaring mistakes, does not reveal the content of the question, provides no answer.	Applicant demonstrates lack of knowledge, practical skills and abilities.

III. List of the questions

1. The concept of perception, its distinction from feeling and their genetic connection. Classification of perception.
2. The concept of memory. Study of memory in Ukrainian and foreign psychology. Basic processes and mechanisms of memory.
3. Social psychology of groups. The history of the study of small groups in Ukrainian and foreign social psychology.
4. Social psychology of communication. Structure, functions, types and means of communication. Verbal and nonverbal communication.
5. The concept of a personality in general and social psychology. The theory of personality. Structure of the person.
6. Self-concept of a personality and its structure.
7. The concept of thinking as a higher form of cognitive activity. Types of thinking. Unity of thinking and speech.
8. The concept of attention. Physiological base, types and structure of attention.
9. The concept of imagination. Imagination, thinking and problem situation. Types of creating images.
10. The concept of emotions and feelings. Theories of emotions.

11. Basic emotional states, their external manifestation. Forms of emotions.
12. The problem of volition in the pre-scientific and scientific period of the development of psychology. Act of volition and its structure.
13. The concept of temperament. Types of temperaments and their psychological characteristics. Temperament and individual style of activity.
14. The concept of character. Character and temperament. Character and ability. Structure and typology of character.
15. Describe and compare the main symptoms of crises of the age of 3 and of the age of 6 (7). What is their significance for a child's mental development?
16. The main components of the child's psychological readiness for schooling.
17. Psychological features of the period of early adulthood.
18. Reveal the essence and peculiarities of different approaches to the periodization of mature adulthood and late adulthood. Identify the similarities and differences of these approaches.
19. General characteristics of human abilities. Classification of abilities.
20. The brain and the human psyche: principles and mechanisms of interconnection.
21. Interaction of genotype and environment. Types of gene-environment correlations.
22. The problem of role specialization of the cerebral hemispheres and their bilateral interaction.
23. General concept of the properties of the nervous system.
24. Critical and sensitive periods of child's mental development.
25. The problem of age-related periodization of mental development in childhood.
26. Reveal the essence of the personal crisis of old age.
27. Psychology of learning. Educational training in modern school: the essence and ways of providing.
28. Psychology of teaching. Formation of students' desire and ability to study.
29. Psychology of pedagogical activity and personality of a teacher. Psychology of pedagogical assessment, its functions and types.
30. Psychology as a science. Stages of development of psychology.
31. Development of psyche in phylogenesis. Psyche and nervous system.
32. Conscious of human activity, its socio-historical roots. Language and consciousness. Conscious and unconscious. Basic psychological characteristics of consciousness.

33. Activity, its subject matter, social nature, structure. Managing actions and movements. The problem of internalization in psychology.

34. The concept of sense. Classification of sensations according to genetic and systematic principles. Sensitivity of analyzer and sensory thresholds.

35. Comparative characteristic of the traditional and humanistic system of education. Psychology of pedagogical interaction with students.

36. Positive and negative self-concept of a teacher. Self-concept and mechanisms of psychological defense. Influence of negative self-concept of a teacher on the psychological and personal development of students. Psychological counseling of teachers with a negative self-concept.

37. Optimal pedagogical communication, its characteristic. Comparative characteristic of monological and dialogical pedagogical communication. Types of pedagogical interaction and their psychological analysis.

38. Pedagogical adjustment and its influence on the effectiveness of pedagogical communication. Typical false stereotypes teachers believe while perceiving the personality of students. Personal settings of the teacher-facilitator.

39. Psychological conditions for the establishment of a positive self-concept.

40. Basic provisions of humanistic psychology in terms of understanding the person.

41. Gordon Allport: Dispositional Theory of Personality.

42. Personality as an object of psychological study of A. M. Leontiev.

43. Basic stages of scientific research. The significance of primary and secondary information at each stage of the study.

44. The concept of methodology, its significance for psychological science. Definition and correlation of concepts: “methodology” and “method”. Classification of methods of psychological research.

45. The main provisions of the program by W. Wundt envisaging the development of psychology as an independent science.

46. The role of R. Descartes in the development of psychological thought. Brief explanation of the essence of his views.

47. Basic principles of logotherapy by V. Frankl.

48. Basic provisions of behaviorism (based on the analysis of the works by E. Thorndike and J. Watson).

49. The emergence and development of humanistic psychology. Its main principles and objectives.

50. Definition of psychological diagnostics as a science. Sources of formation, preconditions of occurrence, main tasks. General characteristics of the stage of the emergence of psychodiagnostics as a science.

51. The concept of a psychological diagnosis. General characteristics of the types of psychological diagnosis. Structure and features of psychological diagnosis. Modern approaches to the statement of psychological diagnosis.

52. General characteristics of the methods of visual diagnostics: physiognomy, constitutional typologies, graphology, dermatoglyphics.

53. Tests, their features and conditions of effective use. Critical Analysis of Testing. Criterion-oriented and normative-oriented tests, their comparative characteristics

54. Questionnaires, their classification and critical analysis. General characteristics of the psychometric approach to the diagnosis of personality. Kettel's Test.

55. Projective techniques: theoretical foundations, classification and critical analysis. General characteristics of the projective approach to the diagnosis of personality. Drawing techniques in personality diagnostics.

56. The concept of standardization of psychodiagnostic techniques and characteristics of its stages. Age, percentile and standard figures.

57. The concept of the reliability of psychodiagnostic techniques. Calculation of the reliability coefficient. General characteristics of types of reliability.

58. The concept of the validity of psychodiagnostic techniques. The basic rule of psychometrics. Complexity of types of validity: content, criterion, constructive.

59. Theoretical and methodological foundations of measuring intelligence using the method by D. Vetsler. Theoretical and methodological foundations of measurement of intelligence by the method of J. Raven progressive matrices.

60. Psychocorrection as one of psychologistwork directions. Theoretical analysis of the problem. Implementation of various theoretical models of psychocorrection in practice.

61. Characteristics of a psychomultiplier as a method of psychocorrection.

62. Features of the use of psychodrama in psycho-correctional work.

63. Game therapy as a method of psychocorrection. Role playing game as a kind of game training.

64. Application of means of art in psycho-correctional work. Characteristics of art therapy.

65. The ethical code of a psychologist. Requirements for the personality and professional activity of the psychologist in the educational system.

66. Contents and main activities of a practical psychologist in educational institutions.

67. Psychological office: functional appointment, teaching and methodological support.

68. The concept of giftedness. Domestic and foreign theoretical concepts of giftedness.

69. Categories of gifted children and their psychological peculiarities.

70. The notion of creativity. Psychological characteristics of a creative person.

71. Parental adjustments and family parenting styles.

72. Conscious paternity as a condition for full child development.

73. Basic stages of the planning of experimental research in psychology. Task of the experimenter on each of them.

74. Experimental sampling. The main ways of forming an experimental sample.

75. Experimental plans. Types of experimental plans for the criterion of truth in the experiment.

76. The internal validity of the experiment. Factors that threaten internal validity.

77. Specificity of the classical (orthodox) psychoanalysis in the treatment of psychological problems and ways to work with them.

78. Describe the specifics of the consultant's activities in terms of problem-oriented approach.

79. Understanding of the importance of counseling theory in counseling practice. Describe the types of theoretical orientation of the consultant.

80. Describe the stages of the consultation. Specify the main tasks of each step and the methods that are appropriate to resolve them.

81. Analysis of common factors typical for different areas of psychotherapy.

82. Characteristics of clinical and psychological interventions.

83. Adolescent Behavioral Reactions. Main features and characteristics.

84. Psychological support of children with disorders in the development of emotional sphere: concept, purpose and objectives.

85. Categories of persons with limited functional capabilities as objects of psychological support.

86. Scientific understanding of the nature of the psyche and mental illness. Contribution of prominent figures of each age into the development of clinical psychology.

87. Definition of socio-psychological training as a special field of applied psychology. Methods of socio-psychological training.

88. Principles of organization of socio-psychological training.

89. Stages of development of the training group. The crisis in the development of the training group.

90. Characteristics of mechanisms of psychotherapeutic techniques of influence (confrontation, interpretation and corrective emotional experience, feedback).

91. Characteristics of the basic psychological qualities of the therapist (intuition, empathy, apperception, sympathy, reflexivity).

92. The essence of the phenomenon of “social infantilism” and the causes of its occurrence.

93. Medical and biological condition of occurrence of abnormalities in behavior of adolescents / mental trauma, posttraumatic syndrome, chronic somatic diseases, etc.

94. Describe the essence of conflicts between the basic needs of adolescents and the possibility of their satisfaction.

95. Expand the main purpose and tasks of forensic psychological examination. What are the institutions and people who can conduct a psychological examination?

96. The main tasks of the examination of psychological and sociological tools used at educational institutions of the Ministry of Education and Science, Youth and Sports of Ukraine.

97. Pathopsychological experiment. Principles of constructing a pathopsychological survey.

98. The concept of mental infantilism. The main types of mental infantilism.

99. The concept of hyper- and hypo-activity: causes, manifestations, ways to overcome.

100. Early childhood nervousness: causes, manifestations, ways of negotiating.

IV. Recommended reading for self-instruction for entrance examination

1. Advances in personality assessment. (1982 present). Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Allan, A., & Love, A. (2010). Ethical practice in psychology: Reflections from the creators of the APS code of ethics. United Kingdom: Wiley.
3. American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.
4. Annual review of psychology. (1950 present). Stanford, Ca: Annual Reviews.
5. Australian Psychological Society (2007) APS Code of Ethics. Retrieved from <http://www.psychology.org.au/Assets/Files/APS-Code-of-Ethics.pdf>
6. Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B. & Monteiro, M. G. (2001). The Alcohol Use Disorders Identification Test (AUDIT): Guidelines for use in primary care (2nd ed.). Geneva: World Health Organisation. Retrieved from http://apps.who.int/iris/bitstream/10665/67205/1/WHO_MSD_MSB_01.6a.pdf
7. Barkham, M. & Mellor-Clark, J. (2003). Bridging evidence-based practice and practice-based evidence: Developing a rigorous and relevant knowledge for the psychological therapies. *Clinical Psychology and Psychotherapy*, 10, 319–327.
8. Boyle, C. & Gamble, N. (2014). Ethical practice in applied psychology. Melbourne: Oxford University Press. Grenyer, B.F.S. & Lewis, K. (2012). Prevalence, prediction and prevention of psychologist misconduct. *Australian Psychologist*, 47, 68-76.
9. Bringhurst, D. L., Watson, C. W., Miller, S. D. & Duncan, B. L. (2006). The reliability and validity of the Outcome Rating Scale: A replication study of a brief clinical measure. *Journal of Brief Therapy*, 5 (1), 23-30. Retrieved from <http://www.scottdmiller.com/wp-content/uploads/JBTORSReplication.pdf>
10. Campbell, A. & Hemsley, S. (2009). Outcome Rating Scale and Session Rating Scale in psychological practice: Clinical utility of ultra-brief measures, *Clinical Psychologist*, 13 (1), 1-9.
11. Cooper, J. O., Herron, T. E. & Heward, W. L. (2007). Applied behavior analysis (2nd ed.). New Jersey: Pearson. Particularly relevant: Chapter 2 Basic concepts (p. 24-46) and Chapter 24 Functional behavior assessment (p. 500-524).
12. Cormier, S., Nurius, P. & Osborn, C. J. (2013). Interviewing and change strategies for helpers. (7th ed.). USA: Brooks/Cole, Cengage Learning.
13. Crawford, J., Cayley, C., Lovibond, P.F., Wilson, P.H. & Hartley, C. (2011). Percentile norms and accompanying interval estimates from an Australian

general adult population sample for self-report mood scales (BAI, BDI, CRS-D, CES-D, DASS, DASS-21, STAI-X, STAI-Y, SRDS, and SRAS). *Australian Psychologist*, 46, 3-14.

14. Dewan, M. J., Steenbarger, B. N. & Greenberg, R. P. (2012). *The art and science of brief psychotherapies: An illustrated guide* (2nd ed.). VA: American Psychiatric Publishing, Inc. Particularly relevant: Chapter 2 and 8.

15. Elder Abuse Prevention Unit (2014). *Elder Abuse – Intervention*. Retrieved from <http://www.eapu.com.au/elder-abuse/intervention>.

16. *Encyclopedia of human intelligence*. (2 vol.). (1994). New York: Macmillan.

17. *Encyclopedia of learning and memory*. (1992). New York: Macmillan.

18. *Encyclopedia of psychology*. (4 vol.). (1994). 2nd ed. New York: Wiley. The most comprehensive encyclopedia of general psychology available.

19. *Encyclopedia of sleep and dreaming*. (1993). New York: Macmillan.

20. Flanagan, D. P. & Alfonso, V.C. (2017). *Essentials of WISC-V assessment*. New Jersey, USA: John Wiley & Sons. Folstein, M. F., Folstein, S. E. & McHugh, P. R. (1975). "Mini-mental state": a practical method for grading the cognitive state of patients for the clinician. *Journal of Psychiatric Research*, 12, 189-198.

21. Furukawa, T. A., Kessler, R. C., Slade, T. & Andrews, G. (2003). The performance of the K6 and K10 screening scales for psychological distress in the Australian National Survey of Mental Health and Well-Being. *Psychological Medicine*, 33, 357-362.

22. Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). New Jersey: Wiley. Particularly relevant: Chapters 1 - 7 and 9, 10, 12 - 15.

23. *Handbook of social psychology*. (2 vol.) (1985). New York: Random House.

24. *Handbook of stress: Theoretical and clinical aspects*. (1982). New York: Free Press.

25. Hawes, D. J. & Dadds, M. R. (2004). Australian data and psychometric properties of the Strengths and Difficulties Questionnaire. *Australian and New Zealand Journal of Psychiatry*, 38, 644-651.

26. *International encyclopedia of psychiatry, psychology, psychology, psychoanalysis and neurology*. (12 vol.). (1983). New York: Aesculapius.

27. *International handbook of traumatic stress syndrome*. (1993). New York: Plenum Press.

28. Kämpf, A., McSherry, B., Ogloff, J. & Rothschild, A. (2009). *Confidentiality for mental health professionals: A guide to ethical and legal principles*. Bowen Hills: Australian Academic Press.

29. Kennedy, R. (2008). *Allied health professionals and the law*. Sydney: Federation Press. Particularly relevant - Chapter 6, 9, 10, 11 and 12.
30. Kennedy, R., Richards, J., & Leiman, T. (2016). *Integrating human service law, ethics and practice* (4th ed.). South Melbourne, VIC: Oxford University Press.
31. Kessler, R. C., Andrews, G., Colpe, L. J., Hiripi, E., Mroczek, D. K., Normand, S. L. T., Walters, E. E. & Zaslavsky, A. M. (2002). Short screening scales to monitor population prevalences and trends in non-specific psychological distress. *Psychological Medicine*, 32, 959-976.
32. Kessler, R. C., Barker, P. R., Colpe, L. J., Epstein, J. F., Gfroerer, J. C., Hiripi, E., et al. (2003). Screening for serious mental illness in the general population. *Archives of General Psychiatry*, 60 (2), 184-189.
33. Kroenke, K., Spitzer, R. L., Williams, J. B. W. & Löwe, B. (2010). The Patient Health Questionnaire Somatic Anxiety and Depressive Symptom Scales: A systematic review. *General Hospital Psychiatry*, 32 (4), 345-359.
34. Leahy, R. L., Holland, S. J. & McGinn, L. K. (2012). *Treatment plans and interventions for depression and anxiety disorders* (2nd ed.). New York: The Guilford Press.
35. Lichtenberger, E. O. & Kaufman, A. S. (2013) (2nd Ed). *Essentials of WAIS-IV assessment*. New Jersey: Wiley. Life in Mind. Suicide Prevention. Retrieved from <https://www.lifeinmindaustralia.com.au>
36. Lichtenberger, E. O., Mather, N., Kaufman, N. L. & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New Jersey: John Wiley & Sons, Inc.
37. Lovibond, S. H. & Lovibond, P.F. (1995). *Manual for the Depression Anxiety Stress Scales* (2nd ed.). NSW: Psychology Foundation Monograph. Retrieved from <http://www2.psy.unsw.edu.au/dass>
38. Mathai, J., Anderson, P. & Bourne, A. (2003). Use of the Strengths and Difficulties Questionnaire as an outcome measure in a child and adolescent mental health service. *Australasian Psychiatry*, 11, 334- 337.
39. Mental health online professional development. Retrieved from <http://www.mhpod.gov.au>
40. Morrissey, S., Reddy, P., Davidson, G. & Allan, A. (Eds.) (2015). *Ethics and professional practice for psychologists* (2nd ed.). Melbourne, VIC: Cengage Learning Australia.
41. *Oxford companion the mind*. (1987). Oxford: Oxford University Press.
42. *Review of behavior therapy: theory & practice*. (irregular). New York: Guilford Press.

43. Robinson, L., Saisan, J. & Segal, J. (2018, September). Elder abuse. Retrieved from <http://www.helpguide.org/articles/abuse/elder-abuse-and-neglect.htm>

44. The Psychoanalytic study of the child. (1945 present). New Haven, CT: Yale University.