

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**NATIONAL TECHNICAL UNIVERSITY  
"KHARKIV POLYTECHNIC INSTITUTE"**

**Department of Pedagogy and Psychology of Social System Management named  
after Academician I.A. Zyaziun**

«**APPROVED**»

Head of The Department of Pedagogy and Psychology of Social System Management  
named after Academician I.A. Zyaziun

\_\_\_\_\_  
Nina Pidbutska

(signature)

« **22** » January 2025 year

**GUIDELINE OF THE EDUCATIONAL DISCIPLINE  
PROFESSIONAL PSYCHOLOGY**

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level of higher education *first (bachelor)*  
first (bachelor) / second (master)

field of knowledge *05 Social and Behavioural Sciences*

branch *053 Psychology*

educational program *053 Psychology*

kind of discipline *special (professional) training, optional*  
(general training / professional training; mandatory / optional)

form of education *full-time, distance learning*

Kharkiv – 2025 year

## APPROVAL LIST

Guideline for the academic discipline "Political Psychology"

Developers:

Associated Professor, PhD

(position, academic degree and academic title)

\_\_\_\_\_ (signature)

**Yuliia Chebakova**

(initials and surname)

The work program was reviewed and approved at a meeting of the department of Pedagogy and Psychology of Social System Management named after Academician I.A. Zyaziun

Protocol from « 22 » January 2025 year № ?

Head of The Department of Pedagogy and Psychology of Social System Management named after Academician I.A. Zyaziun

Nina Pidbutska

## APPROVAL LIST

Code and name of the educational program	Full name of the Educational Program Guarantor	Signature, date
<b>053 PSYCHOLOGY</b>	<b>Victoria Shapolova</b>	<b>20.01.25</b>

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## SUMMARY OF THE DISCIPLINE

Name of indicators	Characteristics
Full name of the discipline	Professional psychology
Teaching Staff	Associated Professor Yuliia Chebakova
Specialty	053 Psychology
Educational program	Psychology
Number of hours	90
ECTS credits	3
Description	<p>Professional Psychology studies the psychological aspects of human professional activity, mental processes, states, and personality traits manifested in work activities. It examines the patterns of adaptation, professional development, competency growth, the formation of professionally important qualities, as well as psychological prevention and correction in the professional environment.</p> <p>The purpose of studying the discipline is to form students' systematic knowledge about the psychological characteristics of professional activity, to master approaches to psychodiagnostics and psychological support of professional activity, to develop skills in analyzing mental phenomena affecting work efficiency and the psychological well-being of employees.</p> <p>Tasks of the discipline are:</p> <ul style="list-style-type: none"> <li>- study the main theories and concepts of professional psychology.</li> <li>- master methods of psychodiagnostics of professional suitability and assessment of individual personality characteristics.</li> <li>- learn to identify psychological factors affecting work productivity, professional development, and adaptation.</li> <li>- develop skills in conducting psychological examinations of working conditions and making recommendations for their optimization.</li> </ul> <p>The learning outcomes are as follows:</p> <ul style="list-style-type: none"> <li>- knowledge of basic concepts, categories, methods, and approaches of professional psychology.</li> <li>- ability to apply psychological methods for diagnosing and analyzing professional activities.</li> <li>- proficiency in psychological prevention and correction tools for adverse mental states in the professional sphere.</li> <li>- ability to develop recommendations for optimizing working conditions and improving professional competence.</li> <li>- skills in psychological counseling on professional self-determination and career growth.</li> </ul> <p>Teaching methods are:</p> <ul style="list-style-type: none"> <li>- verbal (conversation, discussion, lecture, work with a book),</li> <li>- visual (illustration with practical examples),</li> <li>- practical (practical exercises).</li> </ul>
Type of discipline	Optional
Final control	Exam in the V semester

**THE PLAN AND STRUCTURE OF THE DISCIPLINE**  
**"Professional psychology"**

Serial №	Types of training sessions (L, Pr, IW <sup>1</sup> )	Number of hours	Semester numbers, names of topics and questions of each lesson. Assignment for independent work of students	Information and methodological support
1	2	3	4	5
<b>Content module № 1, Semester VI (Spring)</b>				
1.	<b>L</b>	<b>2</b>	<b>Professional psychology as a science</b> <u>Plan</u> : Definition; Historical Development; Subject and tasks of professional psychology; The main objects of professional psychology; Theoretical approaches.	1. Timothy P. Melchert Foundations of Professional Psychology. The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach. Elsevier, USA, 2011. 262 p. 2. Nadine J. Kaslow, W. Brad Johnson. The Oxford Handbook of Education and Training in Professional Psychology. USA, 2014. 572p.
2.	<b>Pr</b>	<b>1</b>	Discussion about different professional roles in psychology and their impact on society.	
3.	<b>IW</b>	<b>4</b>	Describe the key milestones in the development of professional psychology. Explain how different psychological approaches have influenced professional practice.	
4.	<b>L</b>	<b>2</b>	<b>Ethical and legal aspects in psychology</b> Ethical principles in psychology. Legal aspects in psychology. Common ethical dilemmas psychologists.	
5.	<b>Pr</b>	<b>1</b>	Role-playing ethical scenarios	
				1. Gerald P. Koocher and Patricia Keith-Spiegel. Ethics in Psychology and the Mental Health Professions: Professional Standards and Cases. Oxford University Press, 2016. 653p. 2. Frederick, R. I., Mikesell, J. W., Otto, R. K., Boone, K. B., Beattey, R. A., Jr., Sweet, J. J., Krauss, D. A., & Scropo, J. (2024). Ethical considerations for demands for evidence in forensic examinations. Professional Psychology: Research and Practice, 55(3), 179–196.

<sup>1</sup> L – lectures, Pr – practices, IW – individual work

6.	IW	6	Analyze the situation, identify the ethical principles and legal aspects involved, and propose a course of action supported by APA guidelines and relevant laws. The analysis should be presented in a written report (500-700 words).	
7.	L	4	<p><b>Metapsychological categories of professional development</b></p> <p>Psychological measurement of a person. Activity as the core of a person's psychological field. A person as an individual. A person as a subject of activity. A person as a personality. Convergence of individual, subject, and personality in the development of transprofessionalism.</p>	<p>1. Timothy P. Melchert Foundations of Professional Psychology. The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach. Elsevier, USA, 2011. 262 p.</p> <p>2. Gerald Corey. Theory and Practice of counselling and Psychotherapy. USA, 2023. 550 p.</p>
8.	Pr	2	Analyse your own professional path (studies, career achievements) from the perspective of the above categories. The essay "How metapsychological categories help you understand the dynamics of your professional development".	
9.	IW	6	Presentation "The role of subjectivity, reflexion, personal identity, self-development and meaningful regulation of activity in professional development".	

10.	<b>L</b>	<b>4</b>	<p><b>Psychological assessment and diagnostics</b>  Definition and purpose psychological assessment.  The main components of psychological assessment.  Principles of psychological diagnostics</p>	<p>1. Timothy P. Melchert  Foundations of Professional Psychology. The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach. Elsevier, USA, 2011. 262 p.  2. Ronald Jay Cohen, Mark Swerdlik. Psychological Testing and Assessment. McGraw Hill, USA. 2021.720p.</p>
11.	<b>Pr</b>	<b>2</b>	<p>Analyse case studies that describe various psychological problems.  Analyse the case data.  Select appropriate assessment instruments (interviews, cognitive tests, personality questionnaires).  Develop a diagnostic hypothesis.</p>	
12.	<b>IW</b>	<b>6</b>	<p>Review psychological assessment tools and prepare a written review.</p>	
13.	<b>L</b>	<b>4</b>	<p><b>Harnessing motivation to build self-efficacy</b>  Theoretical foundations of staff motivation in an organization. Stages of formation of small/ large groups in politics;  Business simulation game</p>	
14.	<b>Pr</b>	<b>2</b>	<p>Business simulation game</p>	
15.	<b>IW</b>	<b>6</b>	<p>MI tools, including a variety of reflective listening statements and the use of rulers to evoke readiness to change. An essay (1-2 pages) on the topic: “My path to increased self-efficacy”.</p>	<p>1. Gerard Egan The Skilled Helper: A Problem Management and Opportunity-Development Approach to Helping. Brooks/Cole, Cengage Learning, USA. 2018. 480 p.  2. Timothy P. Melchert. Foundations of Professional Psychology. The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach. Elsevier, USA, 2011. 262 p.</p>

16.	<b>L</b>	<b>4</b>	<p><b>Counseling and Psychotherapy in Professional Practice</b></p> <p>Counseling and psychotherapy are essential components of professional psychology. Definitions and Goals. Approaches in counseling and psychotherapy. Role of a professional psychologist.</p>	<p>1. Gerald Corey. Theory and Practice of counselling and Psychotherapy. USA, 2023. 550 p.</p> <p>2. Schroeder W. Counseling Activities Workbook: Handouts and Exercises for Working with People. ACHIEVE Publishing, 2021. 205 p.</p> <p>3. Sommers-Flanagan J., Sommers-Flanagan R. Counselling and psychotherapy theories in context and practice: Skills, Strategies, and Techniques. Wiley &amp; Sons, Incorporated, John, 2018.480p</p>
17.	<b>Pr</b>	<b>2</b>	Discuss and game	
18.	<b>IW</b>	<b>6</b>	Essay up to three pages about comparative analysis of counseling approaches	
19.	<b>IW</b>	<b>6</b>	Preparing Individual Task (topic is chosen from the list)	
20.	<b>L</b>	<b>2</b>	<p><b>Attitudes at work</b></p> <p>Two ways in which attitudes have been divided into three components. Overview of attitude change: central versus peripheral routes to persuasion. Four factors increase the correspondence between attitudes and behaviour. Measuring job satisfaction. Causes and consequences of job satisfaction.</p>	<p>1. 6. Patterson F., Coyne I., Arnold J., Randall R. Work Psychology: Understanding Human Behaviour in the Workplace. Pearson Education Limited, UK. 2020. 656p.</p>
21.	<b>Pr</b>	<b>2</b>	Presentation of job satisfaction and identify three general propositions about what affects it	
22.	<b>IW</b>	<b>8</b>	Describe one research study that has suggested that a person's job satisfaction is not simply a function of the nature of his or her work	

23.	<b>L</b>	<b>2</b>	<p><b>Legal foundations of professional activity</b>  The right to work as a subjective human right.  Employment relations: concept, features, structure, and grounds for emergence.  Features of hiring an employee and dismissal.</p>	<p>1. Nadine J. Kaslow, W. Brad Johnson. The Oxford Handbook of Education and Training in Professional Psychology. USA, 2014. 572p.</p>
<b>In total</b>	<b>IW</b>	<b>6</b>	<p>Preparing Individual Task (topic is chosen from the list)</p>	
		<b>90</b>		

**DESCRIPTION OF THE EDUCATIONAL DISCIPLINE**  
(distribution of study time by semester and type of study)

Semester	Total amount (hours) / credits ECTS	Among them		By type of classroom activities (hours)			Individual student assignments	Current control	Semester control	
		Classroom lessons (hours)	Independent work (hours)	Lectures	Laboratory classes	Practical classes, seminars		Control works (number of works)	Test	Exam
1	2	3	4	5	6	7	8	9	10	11
VI	90/3	36	54	24	-	12	Individual task	1	-	1

The ratio of the number of classroom lessons' hours to the total amount is 40 %.

## MAIN LECTURES' POINTS

### Topic 1. Professional psychology as a science

Professional psychology is a branch of psychology that applies psychological theories, research, and techniques to solve real-world problems in various professional fields, such as healthcare, education, business, and social services. It focuses on understanding human behavior and mental processes to enhance individual and organizational well-being. The field of professional psychology has evolved significantly from early philosophical inquiries into human nature to the establishment of psychology as a scientific discipline. Key Theoretical Approaches. Professional psychology integrates multiple theoretical perspectives. Skills and Competencies. A professional psychologist must develop: Analytical and critical thinking skills; effective communication and counseling abilities; ethical decision-making and cultural sensitivity; research and data analysis expertise; emotional intelligence and self-awareness. The Future of Professional Psychology. Modern trends include: the integration of artificial intelligence and digital tools in psychological assessment; a growing emphasis on multicultural and global psychology; the expansion of telepsychology and online therapy services; increasing collaboration with other disciplines like neuroscience and medicine; professional psychology continues to evolve, adapting to societal changes and technological advancements, ensuring its relevance in addressing human challenges in diverse settings. Subject of professional psychology. Professional psychology studies human behavior, mental processes, and psychological phenomena in various professional contexts. It focuses on applying psychological theories and methods to solve practical problems in different fields such as healthcare, education, business, law enforcement, and social work.

Main tasks of professional psychology: psychological assessment and diagnostics – Evaluating cognitive, emotional, and behavioral aspects of individuals; psychological counseling and support – Providing therapy and support to individuals in need; research and data analysis – Conducting psychological studies to improve practice and understanding; professional development and training – Helping professionals enhance their skills and cope with work-related stress; workplace psychology and performance optimization – Improving employee well-being and organizational effectiveness; crisis intervention and mental health support – Providing psychological assistance in emergencies and stressful situations.

Objects of study in professional psychology. Professional psychology examines various psychological phenomena in different professional and social contexts. The key objects of study include: cognitive processes (Memory, thinking, decision-making, and problem-solving in professional activities); emotional and

motivational aspects (How emotions and motivation influence work performance and professional behavior) personality and individual differences in professional success; interpersonal relationships and communication; psychological responses to professional stress and strategies for coping; behavioral patterns in professional settings; psychological well-being and mental health (Preventing burnout and maintaining mental health in professional environments).

## **Topic 2. Ethical and Legal Aspects in Psychology**

Ethical and legal aspects play a crucial role in the practice of psychology. Psychologists are responsible for ensuring that their work adheres to high ethical standards and complies with legal requirements. These guidelines help protect the rights and welfare of clients, ensure professional conduct, and maintain the integrity of the field.

Ethical principles in psychology. The American Psychological Association (APA) outlines five fundamental ethical principles that guide psychologists: Beneficence and nonmaleficence (Psychologists strive to benefit those they work with and avoid causing harm); Fidelity and responsibility: Professionals establish relationships based on trust and uphold professional standards; Integrity (Psychologists promote honesty and transparency in their work); Justice (Fairness and equality are emphasized, ensuring everyone has access to psychological services); Respect for People's Rights and Dignity (Psychologists respect the autonomy, privacy, and confidentiality of individuals).

Legal aspects in psychology. Psychologists must comply with various laws and regulations that govern their practice. The psychological climate is a complex emotional and psychological state of the team, reflecting the general psychological mood and the degree of satisfaction of employees with various factors of the team's life. The psychological climate has two main components: social and moral. Factors influencing the formation of a psychological climate in organisations.

Common ethical dilemmas psychologists often face challenging situations that require careful ethical consideration. It includes dual relationships (Engaging in multiple roles with a client can lead to conflicts of interest and compromise objectivity), cultural sensitivity (Practitioners must respect and understand cultural differences to provide effective and ethical care), confidentiality breaches (Balancing client confidentiality with the need to protect others from harm can be complex).

Ethical and legal aspects are foundational to the practice of psychology. Adhering to ethical principles and legal standards ensures that psychologists provide safe, fair, and effective services. Continuous education and ethical reflection are essential for maintaining professionalism and upholding the trust placed in the field of psychology.

### **Topic 3. Metapsychological categories of professional development**

Metapsychological categories offer a conceptual framework for understanding professional development from a psychological perspective. These categories help analyze the multifaceted nature of human development within professional settings. The core aspects of this approach include examining the psychological dimensions of a person, activity as the center of psychological functioning, and the integration of individual, subject, and personality components in professional growth.

The psychological measurement of a person involves evaluating their cognitive, emotional, and behavioral characteristics. This process includes assessing individual abilities, personality traits, motivation, and competencies. Psychometric tools and psychological diagnostics are employed to understand how these attributes influence professional effectiveness and adaptability. Psychological measurement serves as a foundation for identifying strengths and areas for growth, guiding personal and professional development.

Activity is considered the nucleus of an individual's psychological field. Human development and professional growth are driven by purposeful actions and tasks. Through activity, individuals shape their experiences, acquire skills, and construct their professional identities. This concept emphasizes the dynamic relationship between a person and their environment, highlighting the transformative power of engaging in meaningful work.

A person as an individual refers to their biological and psychological uniqueness. It encompasses innate characteristics, such as temperament, cognitive capacities, and physiological attributes. Individual differences play a crucial role in professional development, influencing how people respond to challenges, learn new skills, and adapt to changes in the workplace.

A person as a subject of activity represents an active participant in their professional journey. This perspective emphasizes autonomy, goal-setting, and self-regulation. Individuals are not passive recipients of external influences; they actively shape their professional paths through decision-making, problem-solving, and creativity. Recognizing a person as a subject fosters self-determination and personal responsibility in career development.

A person as a personality encompasses their social, moral, and value-based dimensions. It involves the development of identity, attitudes, and ethical principles. Personality formation is closely linked to professional development, as individuals internalize professional norms and cultivate a sense of purpose and integrity. Personal growth contributes to the capacity for leadership, collaboration, and resilience in professional contexts.

Convergence of individual, subject, and personality in the development of transprofessionalism. Transprofessionalism refers to the capacity to integrate knowledge and skills across multiple fields, enabling individuals to adapt to complex and evolving professional environments. The convergence of the individual, subject, and personality components fosters this development. The individual provides the foundation of abilities, the subject drives self-directed action, and the personality ensures ethical and social alignment. Together, these elements create a holistic professional capable of navigating diverse roles and challenges.

Metapsychological categories offer a comprehensive framework for understanding professional development. The psychological measurement of a person, activity as the core of psychological functioning, and the integration of individual, subject, and personality dimensions highlight the complexity of human growth in the professional realm. The convergence of these components underpins the development of transprofessionalism, preparing individuals for success in an increasingly interdisciplinary world.

#### **Topic 4. Psychological assessment and diagnostics**

Psychological assessment and diagnostics are fundamental processes in psychology, enabling professionals to understand individuals' mental health, cognitive abilities, personality traits, and overall psychological functioning. These practices are crucial for making informed decisions in clinical, educational, and organizational settings. Definition and purpose psychological assessment refers to the systematic evaluation and measurement of an individual's behavior, personality, cognitive abilities, and emotional functioning. Diagnostics involves identifying psychological conditions, disorders, or difficulties based on assessment results. Together, they aid in forming accurate diagnoses and developing effective intervention strategies. The main components of psychological assessment: Interviews (Structured or unstructured conversations to gather comprehensive information about the individual's history, symptoms, and concerns); Standardized tests (Psychometric tools designed to measure specific psychological constructs such as intelligence, aptitude, or personality); Observations (Behavioral assessment in natural or controlled environments to understand the individual's functioning in real-life situations); Self-report measures (Questionnaires or surveys where individuals provide subjective information about their thoughts, feelings, and behaviors); types of psychological assessments; Cognitive assessment (Wechsler Intelligence Scale); Personality assessment (Measures personality traits and emotional functioning); Neuropsychological assessment.

Assessments are valuable tools, offering various benefits: Self-Awareness and reflection (assessments promote client reflection, increasing self-awareness and helping to identify priorities early in the coaching process); Efficiency (They save

time by gathering information in advance, avoiding lengthy data collection during sessions).

Building Trust: They create a safe space for clients to share their stories and help build rapport; Honoring preferences (Introverted clients may prefer sharing in writing initially); Motivation (Written assessments provide a visual summary, motivating clients to take action); Clarifying gaps (They help clients see the discrepancy between their current state and desired goals).

Specific benefits in health and wellness coaching: Provide a holistic picture of the client's physical health, lifestyle, and readiness for change; Identify strengths, health risks, and "red flags" requiring referrals; Track behavioral and biometric data to evaluate program outcomes.

Potential Pitfalls: Expert Trap (Coaches may shift into "fix-it" mode instead of fostering collaboration); Evaluation and Empathy (Coaches must avoid judgment and focus on empathy and understanding); Human error (assessments may be inaccurate; they are starting points for deeper conversations).

Principles of psychological diagnostics: validity, reliability, standardization, cultural sensitivity. Consideration of cultural and contextual factors to avoid bias and ensure fairness.

The diagnostic process: data collection, analysis and interpretation (evaluating assessment results to identify patterns and discrepancies), diagnosis (Classifying psychological issues based on standardized diagnostic criteria), developing individualized intervention strategies based on diagnostic findings.

Psychological assessment and diagnostics are essential tools for understanding human behavior and mental health. By employing valid, reliable, and culturally sensitive methods, psychologists can provide accurate diagnoses and develop effective interventions, ultimately enhancing individuals' well-being and quality of life.

## **Topic 5. Harnessing motivation to build self-efficacy**

Theoretical foundations of staff motivation in an organization. There are two primary types:

### **1. Controlled motivation:**

- Comes from external sources (e.g., pressure, rewards, or fear).
- Includes phrases like "should," "must," and "have to."
- Often results in short-term compliance but can lead to defiance and resistance.
- Undermines autonomy, which is a fundamental human need.

### **2. Autonomous motivation:**

- Originates from within the individual.
- Is driven by personal interest, values, and a sense of choice.

- Leads to sustained behavior change, creativity, improved performance, and better health.

The Role of Autonomy in Change: People naturally resist being told what to do. Autonomy is a core human drive. When individuals feel in control of their choices, they are more likely to take responsibility for their actions and sustain positive changes.

Research insights:

- Dr. Edward Deci and Richard Ryan's Self-Determination Theory highlights the importance of autonomy, competence, and relatedness in driving behavior change.
- Dr. Dean Ornish found that focusing on the "joy of living", rather than the "fear of dying," motivated heart patients to sustain lifestyle changes.
- Joy and intrinsic satisfaction are more powerful motivators than fear or obligation.

Benefits of Autonomous Motivation: long-term behavior persistence, greater flexibility and creativity, improved performance, more enjoyment during the change process, better physical health and relationships

Implications for Coaching: A coach's role is to help clients discover their internal motivation and build self-efficacy. This requires: asking open-ended questions to uncover values and aspirations, encouraging clients to envision their desired future, supporting autonomy by letting clients set their goals and choose their actions, reinforcing successes to boost confidence. Sustainable behavior change is most likely when clients are driven by their internal motivations and believe they can succeed. Coaches can empower clients by fostering autonomy, promoting self-efficacy, and guiding them toward meaningful, lasting transformation.

Motivational Interviewing (MI) is a counseling methodology developed over the past 30 years as a new approach to treating addiction. It has since expanded into various fields, including coaching and psychology. MI aims to elicit autonomous motivation and support clients in finding their own reasons for change. It emphasizes pro-change talk while avoiding resistance talk, as the latter can hinder progress.

Key principles of motivational interviewing

1. Engaging: The foundation of MI is creating a safe, non-judgmental environment in which clients feel comfortable expressing their thoughts and emotions. A coach's empathy fosters trust, enabling clients to discuss their struggles without fear. Resistance often arises when clients feel pressured or judged, so MI emphasizes rolling with resistance rather than confronting it. The goal is to shift from an authoritative stance to a supportive partnership, allowing clients to explore their behaviors and goals freely.

2. Focusing: Focusing involves helping clients clarify their values and align their goals with those values. Coaches encourage clients to explore discrepancies between their current behavior and desired outcomes. This process is not about imposing change but guiding clients to recognize the gap between their present actions and long-term goals.
3. Evoking: This principle revolves around drawing out the client's intrinsic motivation. Coaches use open-ended questions, reflective listening, and empathy to uncover the client's underlying reasons for change. By encouraging clients to articulate their motivations, they strengthen their commitment to change.
4. Planning: Once clients are ready for change, planning involves collaboratively creating actionable steps to achieve their goals. This phase boosts self-efficacy, as clients gain confidence through realistic goal-setting and problem-solving. Coaches help clients design specific, measurable, and attainable plans, emphasizing strengths and reinforcing commitment.

Self-efficacy is an individual's belief in their ability to achieve specific goals.

MI supports self-efficacy through:

- Physiological/Affective states: Managing stress and fostering positive emotional states help clients approach change with confidence.
- Verbal persuasion: Offering encouragement and recognizing progress increases clients' belief in their capabilities.
- Vicarious experiences: Hearing success stories and observing others achieve similar goals inspire confidence.
- Mastery experiences: Small, successful steps reinforce clients' belief in their ability to sustain change.

The motivation system characterizes a set of interrelated measures that stimulate an individual employee or a labor collective as a whole to achieve individual and common goals of the enterprise (organization). In order to form a proper attitude to work, it is necessary to create such conditions that the staff perceives their work as a conscious activity that is a source of self-improvement, the basis for professional and career growth. The incentive system should develop a sense of belonging to a particular organization. The appropriate attitude to work and conscious behavior are determined by the employee's system of values, working conditions, and the incentives used, as well as external regulatory influences that encourage purposeful action. Labor incentives are a method of influencing an employee's labor behavior through motivation. The main task of the manager is to introduce an effective system of external motivation (incentives) that would help create favorable conditions and incentives that encourage employees to work effectively and fulfill their

functional responsibilities. However, the success of external influences can only be ensured if they become motivations that are subjectively significant for the employee and meet his or her needs and interests.

## **Topic 6. Counseling and psychotherapy in professional practice**

Counseling and psychotherapy are essential components of professional psychology. They provide individuals with the necessary support and guidance to address emotional, psychological, and behavioral issues. This lecture will explore the definitions, goals, approaches, and ethical considerations in counseling and psychotherapy, emphasizing their application in professional practice.

Counseling is a professional relationship aimed at empowering individuals to achieve mental health, personal growth, and well-being. It is often short-term and focused on specific issues, such as stress, grief, or relationship problems.

Psychotherapy, on the other hand, is a more in-depth and long-term process aimed at treating psychological disorders and promoting deep emotional and behavioral change. Psychotherapy often deals with complex issues like depression, anxiety, trauma, and personality disorders.

The primary goals of both counseling and psychotherapy include: enhancing self-awareness, promoting emotional well-being, developing coping strategies, improving interpersonal relationships, facilitating behavioral change.

Approaches in counseling and psychotherapy:

1. Psychodynamic approach:
  - Focuses on unconscious processes and past experiences.
  - Emphasizes the role of early childhood relationships in shaping an individual's personality.
  - Techniques: Free association, dream analysis, transference interpretation.
2. Cognitive-behavioral therapy (CBT):
  - Based on the connection between thoughts, emotions, and behaviors.
  - Aims to identify and modify negative thought patterns.
  - Techniques: Cognitive restructuring, behavior modification, exposure therapy.
3. Humanistic approach:
  - Emphasizes individual potential, self-exploration, and personal growth.
  - Focuses on the client-therapist relationship as a means of fostering self-acceptance and change.
  - Techniques: Active listening, empathy, unconditional positive regard.

#### 4. Integrative approach:

- Combines elements of various therapeutic approaches.
- Tailors interventions to the unique needs of the client.
- Emphasizes flexibility and adaptability in practice.

Professional psychologists play a crucial role in counseling and psychotherapy. Their responsibilities include: assessing clients' mental health needs, developing individualized treatment plans, providing therapeutic interventions, monitoring progress and adjusting interventions as needed, maintaining confidentiality and upholding ethical standards.

Counseling and psychotherapy are vital tools in professional psychology, offering individuals the support and skills needed to navigate life's challenges. Professional psychologists must remain knowledgeable about diverse therapeutic approaches and adhere to ethical standards to ensure effective and responsible practice. By fostering a collaborative and empathetic environment, psychologists empower clients to achieve mental health and personal growth.

#### **Topic 7. Attitudes at work**

Attitudes are a person's predisposition to think, feel or behave in certain ways towards certain defined targets. Attitudes are related to, but distinguishable from, values, moods and personality. Attitudes can help people to make sense of our environment and act effectively within it, so, for example, our attitudes can be a 'filter' through which we recall certain events but not others, and interpret events of unclear meaning; to define and maintain our sense of self-identity (who we are) and self-esteem (a sense of personal value). It seems to be important to most people to have a clear sense of who they are, and to feel reasonably positive about it. Also, knowing our own attitudes and those of others helps us to categorise people into groups; to maintain good relations with other people, particularly those who have the power to reward or punish us. Pratkanis and Turner have argued that an attitude is stored in memory as a 'cognitive representation', which consists of three components: 1 An object label and rules for applying it. For example, if one is concerned about attitudes to colleagues, it is necessary to be clear about who counts as a colleague. 2 An evaluative summary of that object, i.e. whether it is broadly 'good' or 'bad'. 3 A knowledge structure supporting the evaluative summary. This can be simple or complex, and may include technical knowledge about the domain, arguments for or against a given proposition, or a listing of the advantages and disadvantages of a target.

Attitude measurement is systematic and quantitative. In line with the positivist research philosophy, it is usually assumed that attitudes exist independently of attempts to articulate or measure them. Attitude change through persuasion. The

perceived integrity, expertise and attractiveness of the communicator of a persuasive message partly determine whether the recipients of the message are persuaded by it.

Four of the factors they suggest will increase the correspondence between attitudes and behaviour: 1 When the object of the attitude is both well-defined and salient. An example of a poorly defined object would be where a person was not sure whether his or her immediate supervisor should be classed as a member of management. This would make it uncertain whether that person's attitudes to management would affect his or her behaviour towards the supervisor. Saliency concerns the extent to which the object of the attitude is perceived as relevant to the situation at hand. 2 When attitude strength is high – that is, when the attitude comes easily to mind. 3 When knowledge supporting the attitude is plentiful and complex. This increases a person's certainty about what he or she thinks, as well as his or her ability to act effectively towards the object of the attitude. 4 When the attitude supports important aspects of the self.

The theory of planned behaviour takes ideas from cognitive theories of motivation in proposing that actions are the product of attitudes, social pressures and intentions. It is effective in explaining both intentions and actual behaviour.

Job satisfaction can be seen in three ways – as a function of a person's general personality or disposition; the opinions of other people in the person's workplace; or the features of a person's job. Job satisfaction is more than how much the person enjoys the job tasks. It also depends on how important the job is to the person, and how well it fits in with his or her long-term aims. Causes and consequences of job satisfaction. Job satisfaction is partly determined by a person's general disposition, but not so much so that it is constant over a person's working life.

### **Topic 8. Legal foundations of professional activity**

The right to work is one of the fundamental human rights enshrined in the Constitution of Ukraine (Article 43). This right signifies the opportunity for every individual to freely choose their type of activity, workplace, and to work under safe and healthy conditions while receiving fair remuneration. It includes guarantees against unemployment and unlawful dismissal. The state is obliged to ensure the realization of this right by creating jobs, developing a system of professional education, and providing social protection for employees.

Employment relations are legally regulated relationships between an employee and an employer that arise based on an employment contract. Features of employment relations: performance of work personally by the employee; subordination to internal labor regulations; receipt of wages; obligation of the employer to create safe working conditions. The structure of employment relations includes subjects (employee and employer), object (work), and content (mutual rights and obligations of the parties). The grounds for the emergence of employment

relations include the conclusion of an employment contract, election to a position, employment through a competition, etc.

Hiring an employee is carried out based on an employment contract, which may be indefinite, fixed-term, or for the period of specific work. Upon hiring, the employer is obliged to familiarize the employee with internal labor regulations, working conditions, and the collective agreement.

Dismissal of an employee can occur at the initiative of the employee, the employer, or due to circumstances beyond the control of the parties. The main grounds for dismissal include voluntary resignation, mutual agreement, staff reduction, and breach of labor discipline. Dismissal must comply with labor legislation and ensure the employee's protection against unlawful termination.

Incentives are a form of recognition of conscientious work, including: expression of gratitude, bonuses, awarding honorary certificates, etc. Disciplinary sanctions are applied in cases of employee violations of labor discipline. Types of disciplinary sanctions: reprimand, dismissal. The procedure for applying disciplinary sanctions is regulated by the Labor Code of Ukraine. Sanctions must be justified and proportionate to the offense committed.

In case of violation of labor rights, an employee has the right to apply to the court for protection. The most common types of labor disputes are: unlawful dismissal, non-payment of wages, breach of employment contract terms. Judicial protection includes filing a lawsuit, participating in court hearings, and enforcing a court decision. The court has the right to reinstate the employee, recover unpaid wages, and compensate for moral damage. Legal awareness of employees contributes to the proper performance of their labor duties and ensures their rights and interests.

From the perspective of "Professional Psychology," understanding the legal foundations of professional activity is crucial for forming a stable professional identity, reducing stress related to uncertainty in the workplace, and enhancing overall job satisfaction. Knowing one's rights and obligations fosters a sense of security and confidence, which positively impacts psychological well-being and professional effectiveness.

## **METHODS OF CONTROL**

The system of assessing the knowledge, abilities and skills of students provides for the assignment of marks for all forms of conducting classes. Testing and assessment of students' knowledge can be carried out in such forms:

1. Assessment of students' work in the course of laboratory studies.
2. Conducting intermediate control.
3. Carrying out modular control.

The overall modular assessment consists of the current assessment that the student receives during laboratory studies and the assessment of the implementation of the modular test.

The overall grade for the discipline is defined as the arithmetic mean of the unit grades.

### **The order of the current assessment of students' knowledge**

The current assessment is carried out during laboratory studies and has the goal of checking the level of the student's readiness to perform a specific work. The objects of current control are:

- 1) the activity and efficiency of the student's work during the semester on the study of the program material of the discipline;
- 2) attending classes;
- 3) implementation of intermediate control;
- 4) execution of a modular test task.

### **Control of the systematic implementation of independent work and activity in practical classes**

The assessment is carried out on a 5-point scale according to the following criteria:

- 1) understanding, the degree of assimilation of the theory and methodology of the problems being considered;
- 2) the degree of mastering the material of the discipline;
- 3) familiarization with the recommended literature, as well as with modern literature on the issues that are being considered;
- 4) the ability to combine theory with practice when considering production situations, solving problems, performing calculations when performing tasks submitted for independent work, and tasks submitted for consideration in the classroom;
- 5) logic, structure, style of presentation of material in written works and when speaking in an audience, the ability to substantiate one's position, generalize information and draw conclusions.

The mark "excellent" is given if the student's completed assignment or his oral answer meets all five specified criteria.

The absence of one or another component lowers the mark by the corresponding number of points.

When evaluating practical tasks, attention is also paid to their quality and independence, the timeliness of the delivery of completed tasks to the teacher (according to the schedule of the educational process). If any of the requirements are not met, the score will be lowered.

### **Intermediate control**

Intermediate control of the level of knowledge involves the identification of the student's mastering of the material of the lecture material and the ability to apply it to solve a practical situation and is carried out in the form of control work.

### **Modular control**

Modular control is carried out and assessed by means of control test on all topics of the discipline.

The final grade for the discipline is calculated as the average of several components, taking into account the assessments of each type of control (two assessments based on the results of the current modular control, an assessment for the course project and the final test).

## PROFESSIONAL PSYCHOLOGY EXAM QUESTIONS

1. The primary focus of professional psychology as a discipline
2. Professional psychology differs from research-based psychology
3. The core competencies required for professional psychologists
4. The scientist-practitioner model in professional psychology.
6. The role of evidence-based practice in professional psychology
7. The main principles of the APA Ethical Guidelines
8. How should a professional psychologist handle a conflict of interest
9. The steps should be taken if a psychologist suspects a client is at risk of harming themselves or others
10. The confidentiality applies in the practice of professional psychology
11. The concept of informed consent in professional psychology.
11. Compare and contrast psychodynamic therapy and cognitive-behavioral therapy.
12. The importance of the therapeutic alliance in counseling
13. The professional psychologist assesses a client's readiness for change
14. The stages of the counseling process
15. The role of cultural competence in counseling and psychotherapy.
16. The difference between psychological testing and psychological assessment.
17. The psychologist selects an appropriate assessment tool for a client.
18. The ethical considerations in conducting psychological assessments
19. The difference between a clinical interview and a structured diagnostic interview.
20. Some common types of personality assessments used in professional psychology.
21. The research literacy important for professional psychologists.
22. The key components of evaluating the effectiveness of a psychological intervention.
23. Psychologists integrate research findings into their clinical practice.
24. The importance of outcome evaluation in psychological services.
25. The role of critical thinking in professional psychology.
26. Supervision is important for early-career psychologists.
27. The characteristics of effective professional supervision in psychology

28. Professional psychologists engage in lifelong learning and professional development.
29. The process of developing a professional identity as a psychologist.
30. Some challenges are faced by psychologists in private practice.

## **Individual Tasks on Professional Psychology**

1. Ethical dilemma analysis in professional psychology
2. Case study: client assessment and intervention plan
3. Developing a personal code of ethics as a psychologist
4. Critical review of APA ethical guidelines
5. Counseling skills self-assessment and reflection
6. Comparative analysis of psychotherapy approaches
7. Creating a client intake and assessment form
8. Designing a psychoeducational program for stress management
9. Cultural competence in psychological practice: self-reflection
10. Developing a treatment plan for a hypothetical client
11. Conducting a mock counselling session: report and analysis
12. Review of evidence-based practices in therapy
13. Supervision in professional psychology: case analysis
14. Writing a professional psychologist's resume and cover letter
15. Evaluation of psychological assessment tools
16. Developing a client progress evaluation report
17. Self-care strategies for professional psychologists
18. Crisis intervention plan for a suicidal client
19. Research review: modern trends in professional psychology
20. Role-play analysis: difficult client situations
21. Creating a reflective journal on counseling practice
22. Designing an informed consent document
23. The role of empathy in therapeutic relationships
24. Analysis of a landmark court case in professional psychology
25. Client confidentiality and its legal implications
26. Developing a psychologist's professional development plan
27. Personal strengths and weaknesses as a future psychologist
28. Evaluation of multicultural counseling techniques

29. Review of psychologist's role in educational settings

30. Developing a protocol for handling client complaints

### **Instruction for Individual task's writing**

Individual task consists of title page, introduction, main body, conclusions and references (marked in the main body).

Total page quantity (min) – 15; Times New Roman, 14, 1,5 int, standard Word page.

# EDUCATIONAL AND METHODOLOGICAL SUPPORT OF THE EDUCATIONAL DISCIPLINE

## RECOMMENDED LITERATURE

### Basic literature

1. Gerald Corey. Theory and Practice of counselling and Psychotherapy. USA, 2023. 550 p.
2. Nadine J. Kaslow, W. Brad Johnson. The Oxford Handbook of Education and Training in Professional Psychology. USA, 2014. 572p.
3. Patterson F., Coyne I., Arnold J., Randall R. Work Psychology: Understanding Human Behaviour in the Workplace. Pearson Education Limited, UK. 2020. 656p.
4. Schroeder W. Counseling Activities Workbook: Handouts and Exercises for Working with People. ACHIEVE Publishing, 2021. 205 p.
5. Sommers-Flanagan J., Sommers-Flanagan R. Counselling and psychotherapy theories in context and practice: Skills, Strategies, and Techniques. Wiley & Sons, Incorporated, John, 2018.480p.
6. Timothy P. Melchert Foundations of Professional Psychology. The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach. Elsevier, USA, 2011. 262 p.

### Additional literature

1. Frederick, R. I., Mikesell, J. W., Otto, R. K., Boone, K. B., Beattey, R. A., Jr., Sweet, J. J., Krauss, D. A., & Scropo, J. (2024). Ethical considerations for demands for evidence in forensic examinations. *Professional Psychology: Research and Practice*, 55(3), 179–196.
2. Gerald P. Koocher and Patricia Keith-Spiegel. Ethics in Psychology and the Mental Health Professions: Professional Standards and Cases, 4th Edition'. Oxford University Press, 2016. 653p.
3. Gerard Egan The Skilled Helper: A Problem Management and Opportunity-Development Approach to Helping. Brooks/Cole, Cengage Learning, USA. 2018. 480 p.
4. Puncy Heppner, Bruce Wampold, Jesse Owen, Thompson. Research Design in Counseling. Cengage Learning, USA. 2015. 640p.
5. Ronald Jay Cohen, Mark Swerdlik. Psychological Testing and Assessment. McGraw Hill, USA. 2021.720p.
6. Timothy J. Trull and Mitchell J. Clinical Psychology Wadsworth, USA, 2011. 690p.

### Information resources on the Internet

1. NTU "KhPI" repository.
2. Prochaska, J. O., & Norcross, J. C. Systems of Psychotherapy: A Transtheoretical Analysis. URL :  
[https://www.researchgate.net/publication/261774062\\_Systems\\_of\\_Psychotherapy\\_A\\_Transtheoretical\\_Analysis](https://www.researchgate.net/publication/261774062_Systems_of_Psychotherapy_A_Transtheoretical_Analysis)
3. P. Paul Heppner, Bruce E. Wampold Research Design in Counseling, URL:  
[https://www.researchgate.net/profile/Ramanjaneyulu\\_Mogili/post/what\\_is\\_research\\_design/attachment/59d6420079197b807799dd59/AS:437245837615105@1481258939597/download/Research+Design+in+Counseling+-+P.+Paul+Heppner+%26+Bruce+E.+Wam\\_2906.pdf](https://www.researchgate.net/profile/Ramanjaneyulu_Mogili/post/what_is_research_design/attachment/59d6420079197b807799dd59/AS:437245837615105@1481258939597/download/Research+Design+in+Counseling+-+P.+Paul+Heppner+%26+Bruce+E.+Wam_2906.pdf)

Guideline

**Yuliia Chebakova**

**PROFESSIONAL PSYCHOLOGY**

Methodical guidelines and course program

*field of knowledge 05 Social and Behavioural Sciences  
branch 053 Psychology*

Signed for printing \_\_\_\_\_.

Independent electronic edition