



## Odessa National Medical University

### Department of Psychiatry and Narcology

#### **COURSE SYLLABUS** **“FUNDAMENTALS OF PSYCHODIAGNOSTICS”**

Scope of the academic discipline	Total number of hours per discipline: 120 hours, 4 credits.
Semester, year of study	IV semester, 2 year
Days, time, and place of educational discipline implementation	According to the schedule of classes. Department of Psychiatry and Narcology. Odesa, Ac. Vorobyova str., 11, 1st floor.
Teacher (-s)	Oprya Ye. V. PhD in Medicine, professor, head of the department Professor Melnyk E.V. Associate professors: Ph.D. Chernova T.M., Goryachev P.I.
Contact information	Help by phone: Chernova Tetyana Mykhailivna, head teacher of the department 067-798-17-32 Domuschi Vira Dmitrievna, laboratory technician of the department 066-344-18-19 E-mail: <a href="mailto:chernovat@meta.ua">chernovat@meta.ua</a> Face-to-face consultations: from 2:00 p.m. to 5:00 p.m. every Thursday; from 9:00 a.m. to 2:00 p.m. every Saturday Online consultations: from 4:00 p.m. to 6:00 p.m. every Thursday, from 9:00 a.m. to 2:00 p.m. every Saturday. The link to the online consultation is provided to each group during classes separately.

**COMMUNICATION** with PhD candidates (E-mail, social networks, telephone, face-to-face meetings) e-mail of the department [chernovat@meta.ua](mailto:chernovat@meta.ua) , Microsoft Teams, Zoom, Skype, Viber, Telegram.

#### **COURSE ABSTRACT**

**The discipline “Fundamentals of psychodiagnostics”** is a component of normative professional disciplines. The discipline involves an in-depth study of theoretical and methodological problems of psychodiagnostics with an emphasis on the latest achievements of this science and an outline of the range of problems that require more detailed study, based on the current state of science and real demands of practice. The program of the selective educational discipline determines the prerequisites for access to education, the orientation and main focus of the program, the scope necessary for obtaining the educational and scientific degree of Doctor of Philosophy, the list of general and special (professional, subject) competencies, the normative and variable content of specialist training, formulated in terms of training results, and requirements for quality control of the higher education.

The selective discipline consists of 4 ECTS credits (120 hours): each credit includes 15 classroom hours and 15 hours of independent work; a total of 60 classroom hours and 60 hours for independent work.

***The subject of studying the discipline*** includes: knowledge about the features of the higher education system student’s psychodiagnostic work, the psychological diagnosis of an individual and a team.

***Prerequisites.*** The discipline “Fundamentals of Psychodiagnostics” is based on the knowledge obtained by PhD candidates in the disciplines “General Psychology”, “Age Psychology”, “Differential Psychology”, “Social Psychology”, “Pedagogical Psychology”, “Personality Psychology”, “Family Psychology”, “Medical Psychology”, “Pathopsychology and Neuropsychology” and integrates with them.

***Post-requisites.*** Knowledge of the discipline “Fundamentals of psychodiagnostics” can be used in the further study of specialized disciplines, in particular, “Fundamentals of psychotherapy and psycho-correction”, “Perinatal psychology”, “Special psychology with the basics of defectology”, “Palliative and hospice care”, “Basics of psycho-genetics”, “Pre-medical psychology”, and “Fundamentals of children’s psycho-correction and psychotherapy”.

***The goal of the course*** “Fundamentals of psychodiagnostics” is to provide graduate students with theoretical knowledge of the basics of psychodiagnostics and to develop the skills to apply psychodiagnostic tools in practice, using the general theoretical and methodological principles of psychodiagnostics.

***Tasks of the discipline:*** to show the meaning and place of special psychodiagnostics in the system of sciences, to study the subject and methods of special psychodiagnostics; to acquaint the applicants with various types of psychodiagnostic research; to provide the applicants with knowledge about the basic concepts of psychodiagnostics and psychometrics; to form the skills of conducting psychodiagnostic research, determining standards of development, processing and analysing the results; to help the applicants in the practical mastery of a set of diagnostic methods, with the help of which it is possible to determine impaired and preserved mental functions, to assign them to a certain category, which will contribute to more effective correctional work.

***Expected results.*** Based on the study of the course, candidates for the degree of Doctor of Philosophy *should know:*

- ethical standards of professional application of psychodiagnostics in the practice of interaction with a patient;
- theoretical-methodological and practical aspects of diagnosis of abilities, characterological properties of an individual, his/her behavior, motivation-needs and communicative sphere, interpersonal relations in a small group;
- the practice of organizing a diagnostic procedure taking into account all aspects of the content, procedure of the study and interaction with the patient;
- the arsenal of psychological diagnostic methods, their variability, advantages and disadvantages;
- the specifics of making a psychological diagnosis in a specific research situation.

Based on the study of the course “Fundamentals of Psychodiagnostics”, applicants for the degree of Doctor of Philosophy *should be able to*:

- to work with scientific and methodological literature on the issues of psychological diagnosis, to orientate in the current state of its methodical support; determine the directions of psychodiagnostic research, advantages and fields of practical application;
- justify the importance of psychodiagnostic methods and techniques for future professional activity;
- formulate the scientific apparatus of psychodiagnostic research in relation to a certain psychological phenomenon;
- feel the context of the subject’s problem; establish contact with the subject in the process of diagnostic interaction;
- choose valid and reliable diagnostic methods in accordance with the subject of research; evaluate the quality and power of psychodiagnostic methods;
- use the methods of mathematical statistics when analyzing the results of psychological research;
- interpret the data obtained as a result of the diagnostics adequately and objectively and generalize them in order to make the psychological diagnosis;
- present research results visually, keep and issue procedural documentation, etc.

## **COURSE DESCRIPTION**

### ***Forms and methods of education***

*Forms of education*: full-time, extramural, remote (webinars, video conferences, presentations, interactive case methods, portfolios, testing). The course is taught in the form of seminar classes and organization of independent work of the applicants.

<b>Workload</b>	<b>Seminar classes, hours</b>	<b>Independent work, hours</b>	<b>Total number, hours</b>	<b>Form of control</b>
Full-time	60	60	120	Credit (test)
Extramural	60	60	120	

### ***Content of the academic discipline***

- Topic 1. Definition of psychodiagnostics
- Topic 2. Goal and tasks of psychodiagnostics
- Topic 3. Psychodiagnostic methods
- Topic 4. History of psychodiagnostics development
- Topic 5. Basic schools, directions of development of the psychodiagnostic system
- Topic 6. Types of psychodiagnostic techniques
- Topic 7. Classification of methods
- Topic 8. General principles of psychodiagnostic examination
- Topic 9. The psychodiagnostic process
- Topic 10. Provision of tests and necessary documentation
- Topic 11. A test as the main psychodiagnostic tool
- Topic 12. Psychometric foundations of psychodiagnostics: the main stages of test construction.
- Topic 13. Approaches to studying the cognitive sphere of personality
- Topic 14. Measurement of intelligence
- Topic 15. Methods of personality diagnosis
- Topic 16. Interpretation of personality measurement results
- Topic 17. Diagnosis of the motivational sphere of the personality
- Topic 18. Socio-psychological features of diagnosing people of different ages

### ***The list of recommended literature***

#### ***Basic***

1. Чала Ю.М., Шахрайчук А.М. Психодіагностика: навчальний посібник / Ю.М. Чала, А.М. Шахрайчук. — Харків: НТУ «ХПІ», 2018. — 246 с.
2. Основи психодіагностики. Навчальний посібник. — К.: Главник, 2006.— 144с.
3. Гріньова О.М., Терещенко Л.А. Дитяча психодіагностика: навчально-методичний посібник - Вінниця: Нілан-ЛТД, 2015. - 227 с.
4. Основи психодіагностики: метод. рек. з навч. дисц. / Уклад.: А. Весельська, Г. Кострікіна, Л. Котлова, Г. Хворова / Житомир: Вид-во ЖДУ ім. І.Франка, 2022. - 31 с.
5. Етичний кодекс психолога. Збірник нормативно-правових документів психологічної служби та ПМПК системи освіти України / Упоряд. Панок В. Г., Цушко І. І., Обухівська А. Г./ - Київ.: Ніка-Центр, 2005. - С. 429-435.

#### ***Supplementary***

1. Зливков В.Л., Лукомська С.О., Федан О.В. Психодіагностика особистості у кризових життєвих ситуаціях. - К.: Педагогічна думка, 2016. - 219 с.

2. Конспект лекцій з дисципліни «Психологія (Психодіагностика)» освітньо-професійної програми підготовки здобувачів першого (бакалаврського) рівня вищої освіти зі спеціальності 054 «Соціологія» / Укл.: Редькіна Г. М. / - Кам'янське: ДДТУ, 2016. - 77 с.

3. Методичні вказівки до самостійної роботи з дисципліни «Психологія (Психодіагностика)» освітньо-професійної програми підготовки здобувачів першого (бакалаврського) рівня вищої освіти зі спеціальності 054 «Соціологія» / Укл.: Редькіна Г. М./ - Кам'янське: ДДТУ, 2016. - 65 с.

4. Москальова А. С., Москальов М. В. Методи психодіагностики в навчально-виховному процесі: навч. посібник - К.: УМО НАПН, 2014. - 360 с.

6. Павелків Р. В. Психодіагностичний інструментарій в умовах дошкільного закладу. - К.: «Центр учбової літератури», 2017. - 296 с.

7. Панок В. Г. Становлення психологічної служби системи освіти в контекстів суспільних трансформацій в Україні / Вісник ХНПУ імені Г. С. Сковороди: Психологія / - Харків: ХНПУ, 2018. - Вип. 58. - С. 8-24.

8. Панок В. Г. Прикладна психологія. Теоретичні проблеми: монографія - К.: Ніка-Центр, 2017. - 188 с.

9. Петровська І. Р. Психодіагностика: Методичні матеріали до навчального курсу - Львів: Малий видавничий центр Львівського національного університету імені Івана Франка, 2016. - 76 с.

10. Петровська І. Р. Психометричні основи психодіагностики : метод. Вказівки - Львів: Видавництво Львівської політехніки, 2015. - 24 с.

11. Петровська І. Р. Практикум з психодіагностики - Львів: Видавництво Львівської політехніки, 2014. - 52 с.

12. Прикладна психологія: навчальний посібник / В. М. Павленко, І. В. Кряж, О. Л. Луценко та ін.; за ред. В. М. Павленко/ - Х.: ХНУ імені В.Н. Каразіна, 2015. - 532 с.

13. Сергеєнкова О. П., Столярчук О. А., Коханова О. П., Пасєка О. В. Вікова психологія: навч. посібник - Київ: Центр учб. літ., 2018. - 375 с

14. Чала Ю.М., Шахрайчук А.М. Психодіагностика: навчальний посібник - Харків: НТУ «ХП», 2018. - 246 с.

### ***Informational resources:***

1. <http://psylib.org.ua/books/beloo01/>
2. <https://mva.gov.ua>
3. <https://neuroflex.ua>
4. [www.imaton.com/](http://www.imaton.com/)

## **KNOWLEDGE ASSESSMENT**

### **Control methods:**

- entrance and final knowledge level control tests on the subject of the seminar;
- oral answers to questions based on the material of the current topic;
- solving typical and atypical clinical situational problems;
- control of practical skills;

- final test

### **Scheme of scoring and distribution of grades received by graduate students**

*Current control.* Evaluation of the students' performance in mastering the topics of the discipline is carried out according to the traditional 4-point scale. At the end of the course, the current control rate is calculated as the average current score, i.e. the arithmetic average of all the grades obtained by a student according to the traditional scale.

*Final control.* The study of the academic discipline ends with a test. The credit will be given to graduate students (candidates) who have not missed seminar classes or have reworked missed classroom classes and have an average grade of at least 3.00.

### **COURSE POLICY**

The course involves working in a team, attending classes, active participation, completing the required minimum of academic work, and encouragement for completing a creative task (presentation or essay).

***Deadlines and Rescheduling Policy:*** All assignments in the program must be completed by the deadline. Works submitted in violation of deadlines without valid reasons are evaluated at a lower grade (75% of the possible maximum number of points for the type of work scoring). Rescheduling takes place if there are good reasons (for example, sick leave, family circumstances, etc.). For objective reasons, it may be held in the online form.

***Academic Integrity Policy:*** Violations of academic integrity are not permitted when working on individual research assignments and projects. When using Internet resources and other sources of information, the applicant must indicate the source, used during the task performance. Presentations and speeches must be author's original. All written works are checked for plagiarism and accepted for defence with correct textual borrowings of no more than 20%. Copying during tests and exams is prohibited (including using mobile devices).

***Attendance and Tardiness Policy:*** Attendance is a mandatory component of the assessment; if a graduate student is absent for a valid reason, he/she will present the completed assignment during the teacher's consultation. For objective reasons (for example, illness), training can take place online upon agreement with the course leader.

***Mobile devices:*** Mobile devices are only allowed to be used during online preparation for practical tasks during class.

For the use of telephones and computer equipment without the teacher's permission and violations of discipline, the student receives 0 points for the class and is obliged to rework it.

***Behaviour in the classroom:*** the environment in the classroom is friendly, creative, and open to constructive criticism.