

PJSC “HIGHER EDUCATION INSTITUTION
‘INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT’”



SYLLABUS
of the academic discipline
« *PSYCHOLOGY OF POST-TRAUMATIC STRESS DISORDERS AND*
***THEIR CORRECTION* »**

Speciality: **C4 Psychology**

Educational level: **Second (master's) level**

Study program: **Psychology**

General information about the academic discipline

Name of the academic discipline	Psychology of post-traumatic stress disorders and their correction
Code(s) and name(s)	C4 Psychology
Specialty(s)	Psychology
Level of higher education	second (master's) level of higher education
Status of the discipline	selective
Number of credits and hours	3 credits/ 90 hours Lectures: 20 hours Seminars/practical classes: 14 hours Independent work: 56 hours
Terms of study of the discipline	
Language of instruction	Ukrainian
Type of final control	Credit

General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's website	

Course Annotation. The academic discipline “Psychology of Post-Traumatic Stress Disorders and Their Correction” belongs to the elective courses of the general training cycle and is included in the educational and professional program for training specialists at the master’s level. The study of this discipline aims to prepare future master’s-level psychologists to work with one of the most widespread and, at the same time, complex psychological problem areas—post-traumatic disorders arising from exposure to intense stress factors that acquire a traumatic nature and lead to functional disturbances of mental activity.

The subject of the discipline is the study of the patterns of occurrence, mechanisms of development, and clinical manifestations of post-traumatic stress disorder (PTSD), as well as methods of psychological diagnostics and psychocorrective assistance for individuals who have experienced traumatic events.

The aim of the course combines two interrelated aspects: theoretical (knowledge) and practical (skills and competencies).

The theoretical aspect involves providing future specialists with psychological knowledge about the manifestations and mechanisms of the development of post-traumatic problems of personality, as well as the specifics of psychological assistance to individuals experiencing such problems, including the organization and methods of rehabilitation work with this category of clients. In particular, the course provides knowledge about:

- features of psychosocial functioning in the post-traumatic period;
- characteristics of personality psychotransformation (self-concept, emotional and motivational spheres, value and meaning systems) after trauma;
- symptomatology of distress states;
- manifestations of accumulated (chronic) stress;
- personal resource capacities;
- main directions of rehabilitation activity;
- organization of rehabilitation processes;
- methodology of rehabilitation work;
- specifics of using various psychotechnical tools and techniques.

The practical aspect of the course is aimed at assisting future specialists in mastering psychological skills for solving problems related to post-traumatic issues and acquiring competencies in rehabilitation work, including:

- organizing rehabilitation activities;
- developing rehabilitation strategies, selecting methods of intervention, and choosing appropriate psychotechnical tools;
- mastering practical rehabilitation skills aimed at improving mental well-being, enhancing internal activity potential, and increasing stress resilience;
- acquiring skills for organizing preventive activities related to post-stress and post-traumatic problems, as well as providing psychological support for professionals working under conditions of increased stress load.

The objectives of the discipline include mastering knowledge, skills, and abilities that enable future specialists to practically address tasks related to organizing psychorehabilitation activities and optimizing the “human factor.” In the course of study, students are expected to acquire theoretical knowledge about the impact of stressogenic factors on the human psyche, the phenomenology of post-traumatic stress disorders, stress-coping strategies, and related issues. Particular emphasis is placed on awareness of preventive work aimed at increasing individual stress resistance. Among the practical objectives, priority is given to mastering rehabilitation methods, stress management techniques, and enhancing personal resource capacities.

Prerequisites of the Discipline

The study of the discipline “Psychology of Post-Traumatic Stress Disorders and Their Correction” is based on the knowledge and skills acquired by students during the completion of the first (bachelor’s) level of higher education.

Postrequisites of the Discipline

The knowledge, skills, and competencies acquired within this discipline form the basis for conducting and documenting research during the course of study, including mastering such educational components as Industrial and Pre-Diploma Internship and Preparation and Defense of the Qualification Thesis.

Program competencies and learning outcomes:

Integral competence	The ability to solve complex problems and challenges in the process of learning and professional activity in the field of psychology, which involves research and / or innovation and is characterised by complexity and uncertainty of conditions and requirements.
General Competencies (GC)	GC1. Ability to apply knowledge in practical situations. GC4. Ability to identify, pose and solve problems.
Specific (Professional) Competencies (SC)	SC7. Ability to make professional decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity. SC11. Ability to design and organise the activities of a psychological service and maintain professional relationships with representatives of different communities and organisations. SC13. Ability to implement coaching programs and psychological technologies in professional activities.
Program outcomes	ILO13 Organise and conduct rehabilitation measures for psychological protection of citizens in crisis situations. ILO14 Ensure the operation of the system of psychological services that provide assistance to the population, design new forms of psychological interaction between specialists and the population. ILO15 Apply in-depth knowledge of the psychology of crisis situations to provide psychological support and effective work with stressful conditions of different segments of the population during the war and post-war periods.

Content of the academic discipline:

№	Topic name	Number of hours, of which:			
		Lecture	Practical classes	Independent work	Teaching methods/assessment methods
1st semester					Teaching methods: verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of
Content module I.					
Topic 1.	The Concept of PTSD as a Biological and Psychological Category	2	1	6	
Topic 2.	The Concept of PTSD as a Biological and Psychological Category (continued)	2	1	6	
Topic 3.	Diagnosis and Classification of Mental and Behavioral Disorders	2	1	6	
Topic 4.	Comorbidity of Symptoms in Post-Traumatic Disorders	2	2	6	

					thoughts; brainstorming; skills development; situational modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method. Assessment methods: oral control (oral survey, assessment of participation in discussions, other interactive teaching methods); written control (control, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; case study evaluation.
Modular test work					
Content module II.					
Topic 5	Theoretical Models of Post-Traumatic Stress Disorder	2	1	4	
Topic 6	Theoretical Models of Post-Traumatic Stress Disorder (continued)	2	2	6	
Topic 7	Factors Contributing to the Development of PTSD	2	1	6	
Topic 8	Diagnostic Criteria for Post-Traumatic Stress Disorder	2	2	6	
Topic 9	Methods of Correction and Psychotherapy of PTSD	2	1	6	
Topic 10	Methods of Correction and Psychotherapy of PTSD (continued)	2	2	4	
Modular test work					
Total :		20	14	56	
Form of control: credit					

Technical equipment and/or software – official website of IAPM:

<http://maup.com.ua> The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the Internet, which is provided by a free Wi-Fi network.

Forms and methods of control.

Control of the success of students is divided into ongoing and final (semester).

Ongoing control is carried out during practical (seminar) classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of ongoing control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, a differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

- oral report;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during the discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written tasks (tests, tests, creative works, essays, etc.);
- preparation of theses, summaries of educational or scientific texts;
- independent study of topics;
- control of the success of students is divided into ongoing and final.

Methods of ongoing control: oral control (survey, conversation, report, message, etc.); written control (test work, essay, presentation of material on a given topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

Grading system and requirements.
Table of distribution of points received by students

Topics	Ongoing knowledge control										Modular tests	Exam	Total points
	To pic 1	To pic 2	To pic 3	To pic 4	To pic 5	To pic 6	To pic 7	To pic 8	To pic 9	To pic 10			
Work in a seminar session	3	3	3	3	3	3	3	3	3	3	20	20	100
Independent work	3	3	3	3	3	3	3	3	3	3			

The table contains information about the maximum points for each type of assignment.

When assessing the mastery of each topic for the current educational activity, the student is given marks taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the assessment of academic achievements of students at PJSC "HEI "IAPM".

Modular control. Modular control work on the academic discipline " Psychology of post-traumatic stress disorders and their correction" is carried out in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline " Psychology of post-traumatic stress disorders and their correction":

When evaluating the modular test work, the volume and correctness of the completed tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- the grade "good" (B) is given for the completion of 80% of all tasks;
- the grade "good" (C) is given for the completion of 70% of all tasks;
- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed

correctly;

- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final semester control in the academic discipline «Psychology of post-traumatic stress disorders and their correction» is a mandatory form of assessing the learning outcomes of a student. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the syllabus of the academic discipline.

The final control is carried out in the form of an exam. The student is admitted to the final control provided that he/she performed all types of work outlined in the syllabus.

The final (semester) grade of the discipline for which the exam is provided is formed from two components: the results (grade) of the ongoing control; exam grade.

The maximum number of points for the ongoing control is 60, for the examination is 40.

The minimum amount by which the exam is considered as passed is 25 points.

The grade for the ongoing control is formed as the sum of rating points received by the student during the seminars/practical classes and incentive (if provided) points.

After evaluating the student's answers on the exam, the professor summarizes the points received for the ongoing control measures and points for the exam to obtain the final grade for the course.

Scale for the assessment of exam tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the academic discipline.

By decision of the department, applicants who participated in scientific research work and performed certain types of additional (individual) types of educational activities may be awarded incentive (bonus) points for a certain educational component.

Incentive points are not normative and are not included in the table of distribution of points received by students and the main scale of the assessment system.

One event can be the basis for setting incentive points only for one most relevant

educational component.

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 2 points using standardized generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
3	3	2	1	0

Forms of control: ongoing control based on the performance of practical work; ongoing control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used.

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), internship	
		National scale assessment for exam, course project (work), internship	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C	satisfactory	
68 – 74	D		
60 – 67	E	unsatisfactory with the possibility of retaking	fail
35 – 59	FX		unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline

Course Policy.

- regularly attend lectures and practical classes;

- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behaviour and ethics.

The course " Psychology of post-traumatic stress disorders and their correction" involves mastering and adhering to the principles of ethics and academic integrity, in particular, orientation on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotes, which must be accompanied by references to primary sources. Violations of academic integrity are considered: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, biased evaluation.

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that can develop practical skills and abilities, for which additional (bonus) points can be awarded (participation in round tables, scientific conferences, scientific competitions among students).

Methodological support of the academic discipline

Teaching and methodological materials that provide support for the discipline: lecture notes, methodological recommendations for conducting practical (seminar) classes and methodological recommendations for independent work of higher education students in the academic discipline " Psychology of post-traumatic stress disorders and their correction".

Recommended sources of information

Core Sources

1. Burlakova, I.A., Kornienko, V.V. *Methodical Recommendations for the Course "Clinical Psychology"*. Dnipro: DDUVS, 2023. 88 p.
2. Herasymenko, L.O., Skrypnykov, A.M., Isakov, R.I. *Reaction to Severe Stress and Adjustment Disorders. Post-Traumatic Stress Disorder: Textbook*. Kyiv: VSV "Meditsyna", 2023. 120 p.
3. Grandt, V.V. *Psychology of Traumatic Situations: Textbook for Master's Degree Students in Psychology*. Zaporizhzhia: Zaporizhzhia National University, 2024. 107 p.
4. Mykhailov, B.V. *Post-Traumatic Stress Disorders*. VSV "Meditsyna", 2025. 246 p.
5. Ovcharenko, O.Yu. *Psychology of Stress and Stress Disorders: Textbook*. Kyiv: University "Ukraine", 2023. 266 p.
6. *Guide on Stress Management and Self-Help during Hostilities and Post-War Periods for Medical Workers*. Kyiv, 2023. [Link](#)
7. Sova, M.O., Denizna, S.O., Mitrofanova, S.S. *Extreme Psychology: Textbook*. Irpin: State Tax University, 2023. 346 p.
8. Sheringa, M.S. *Treatment of PTSD in Preschool-Aged Children: Clinical Manual*. Kyiv: Bohdan, 2025. 280 p.

Additional Sources

9. Zlyvkov, V., Lukomska, S., Yevdokymova, N., Lipinska, S. *Children and War: Monograph*. Kyiv–Nizhyn: Publisher P.P. Lysenko, 2023. 221 p. [Link](#)
10. Klymchuk, V.O. *Psychology of Post-Traumatic Growth: Monograph*. Kropyvnytskyi: NAES of Ukraine, Institute of Social and Political Psychology, 2020. 125 p.
11. Walker, P. *Complex PTSD: A Guide to Recovery from Childhood Trauma*. Naukovyi Svit Publishing, 2023.
12. Lefterov, V.O. *Lecture Notes on "Extreme and Crisis Psychology" for*

Bachelor's Students in Psychology [Electronic Edition]. Odesa: MSU, 2024. 67 p.

13. Ostopolets, I.Yu., Mostova, T.O. *Psychology of Stress and Frustration: Textbook*. Zaporizhzhia: Melitopol State Pedagogical University, 2025. 179 p. [Link](#)

14. Romanovsky, O.H., Cherkashin, A.I., Hren, L.M., et al. *Psychology of Extreme and Crisis Situations: Textbook for Full-time and Part-time Bachelor Students in Psychology*. Kharkiv: Ivanchenko Publishing, 2022. 356 p.

15. Cruz, V. *PTSD Therapy for Military Personnel: Practical Guide*. Kyiv: Naukovyi Svit, 2024.