

**NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF
UKRAINE
STATE INSTITUTION OF HIGHER EDUCATION
“UNIVERSITY OF EDUCATIONAL MANAGEMENT”
EDUCATIONAL AND RESEARCH INSTITUTE OF MANAGEMENT AND
PSYCHOLOGY
Department of Psychology and Personal Development**

APPROVED
by the Academic Council of the
State Institution of Higher Education
“University of Educational Management”
31 March 2026, Minutes No. 4
Chair of the Academic Council
_____ Mykola KYRYCHENKO

PROFESSIONAL DEVELOPMENT PROGRAMME

**PSYCHOLOGICAL ACCESSIBILITY IN HIGHER EDUCATION:
DEVELOPING UNIVERSITY EDUCATORS’ DIALOGICAL SELF-
AUTHORSHIP AS A MECHANISM FOR PROFESSIONAL RESILIENCE
AND MENTAL HEALTH**

Target group: teaching, academic, and research staff of higher education institutions

Programme developer: Olha PROSINA, PhD in Education, Associate Professor, Master’s Degree in Psychology, Director of the Centre for Continuing Education, State Institution of Higher Education “University of Educational Management”, National Academy of Educational Sciences of Ukraine

Reviewers:

Olena BONDARCHUK, Doctor of Sciences in Psychology, Professor, Professor at the Department of Psychology and Personal Development, Educational and Research Institute of Management and Psychology, State Institution of Higher Education “University of Educational Management”, National Academy of Educational Sciences of Ukraine

Olena NEZHYNska, PhD in Psychology, Associate Professor, Associate Professor at the Department of Psychology and Pedagogy, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”

Programme validity period: 2026–2031

I. EXPLANATORY NOTE

The relevance of the professional development programme “**Psychological Accessibility in Higher Education: Developing University Educators’ Dialogical Self-Authorship as a Mechanism for Professional Resilience and Mental Health**” is determined by the need to implement national policy aimed at creating a barrier-free educational environment and ensuring the psychological safety of participants in the educational process.

The programme is aligned with the provisions of the **National Strategy for Creating a Barrier-Free Environment in Ukraine until 2030**, which identifies psychological accessibility as a key condition for accessibility and inclusion, as well as with the provisions of the **Law of Ukraine “On Higher Education”** concerning the quality of the educational process and the development of the professional competence of academic staff.

The development of educators’ psychological resources is particularly important in the context of prolonged exposure to crises, as reflected in national policy priorities for the preservation of mental health, including the **All-Ukrainian Mental Health Programme “How Are You?”** Contemporary needs of academic staff in higher education institutions include acquiring tools for self-regulation, stress resilience, maintaining professional identity, and creating a psychologically safe educational environment. At the same time, existing professional development programmes do not yet systematically address the intrapersonal dimension of psychological accessibility as a component of educational quality.

In this context, the programme offers an innovative approach based on the concept of **educators’ dialogical self-authorship (Prosina, 2024–2026)** as a psychological mechanism for integrating professional identity, reflection, and emotional resilience. The programme aims to develop educators’ capacity for conscious professional choice, internal coherence, and the maintenance of mental health, in line with contemporary requirements for the quality of higher education and the sustainable development of human capital.

The **scientific novelty of the programme** lies in conceptualising psychological accessibility in higher education as an intrapersonal psychological resource for educators’ professional practice and in developing an original approach to fostering it through the development of dialogical self-authorship. The programme integrates the principles of **Dialogical Self Theory** and the concept of **self-authorship** into a holistic mechanism for the development of professional identity, reflection, and emotional resilience.

The proposed model for the development of dialogical self-authorship encompasses **reflective, dialogical, value-and-meaning, and regulatory components** and is implemented through practice-oriented educational interventions. The programme broadens the understanding of educators’ professional resilience as an outcome of integrating internal psychological resources in the context of digital transformations and crisis-related challenges.

Target group: teaching, academic, and research staff of higher education institutions.

Programme scope and duration: 90 hours / 3 ECTS credits (eight weeks).

Programme Implementation

The programme is implemented in accordance with the principles of humanistic psychology, andragogy, and digital resilience and is organised around the following areas:

Psychological Resilience and Continuity. The educational process is adapted to the conditions of martial law and energy instability. To ensure continuity of learning and psychological support, participants are provided with asynchronous access to a comprehensive set of materials, including video lectures, self-help techniques, reflective exercises, and audio practices designed to support mental health and recovery. These materials are also available for offline use.

Secure Digital Environment. The learning process is organised within the **Google Workspace for Education** ecosystem. **Google Classroom** is used as a secure space for maintaining digital reflective journals, sharing experiences, and receiving confidential feedback. Synchronous meetings (therapeutic sessions and facilitated dialogues) are conducted via **BigBlueButton, Zoom, or Google Meet**, using the institution's own server infrastructure with autonomous power supply to ensure stable connectivity and privacy of communication.

Dialogical Self-Authorship Methodology. The programme is implemented by immersing participants in a space of professional dialogue. The educator acts as a facilitator who supports participants in the process of **self-authorship** — developing their capacity to consciously transform their own professional position and strengthen their mental resilience.

Meditative and Practice-Oriented Component. An interdisciplinary team is involved in programme delivery, including academic staff, practising psychologists, and certified facilitators. The learning process involves not only theoretical engagement with the programme topics but also experiential work with practical cases, participation in support groups, and the use of psychological cards in digital format.

Ethics and Inclusivity. Particular attention is given to creating an atmosphere of psychological accessibility. Digital tools are used to facilitate access to content and uphold ethical standards of interaction while helping to prevent burnout and digital fatigue.

Mode of delivery: online.

Programme Aim

The aim of the programme is to develop the professional competence of teaching and academic staff in higher education institutions in ensuring psychological accessibility within the educational environment by fostering skills in self-regulation, reflection, and mental health support, as well as by developing **dialogical self-authorship** as a mechanism for professional resilience, conscious professional identity, and effective pedagogical interaction.

Programme Objectives

To develop teaching and academic staff's understanding of **psychological accessibility** as a component of the quality of higher education and as a prerequisite for creating a safe, inclusive, and supportive educational environment.

To develop the capacity for reflective analysis of professional practice within digital and crisis-affected educational environments, including awareness of the impact of platformisation, metrics, and digital tools on educators' professional identity.

Programme Objectives — continued

To develop skills in identifying, differentiating, and integrating multiple “**I-positions**” within the structure of educators' professional identity, based on the principles of **Dialogical Self Theory**.

To develop **dialogical self-authorship as a meta-position** that enables the formation of internal criteria for professional practice, autonomy in decision-making, and responsibility in professional interactions.

To develop skills in psychological self-regulation, stress resilience, and mental health maintenance as resources for educators' professional resilience under conditions of uncertainty and increased workload.

To develop the capacity to design an individual professional trajectory based on the integration of value-and-meaning orientations, reflective experience, and contemporary expectations of educators in the digital age.

Competencies to Be Developed

(in accordance with the Professional Standard “Higher Education Teacher”, Ministry of Education and Science of Ukraine, 2024)

Psychological and Pedagogical Competencies — the ability to ensure psychological accessibility within the educational environment, create safe, inclusive, and supportive learning conditions, and promote the emotional well-being of participants in the educational process.
(B1.Y1–Y4, B2.Y1–Y3, B3.Y1–Y2)

Assessment and Reflective Competencies — the ability to engage in reflective analysis of professional practice and to recognise the impact of the digital environment, platformisation, and metrics on teaching practice and educators' professional identity.
(B1.Y1–Y4, B2.Y1–Y3, B3.Y1–Y3, B2.B1–B2)

Communication and Facilitation Competencies — the ability to engage in conscious dialogical interaction and facilitate processes of self-awareness and professional development, including work with multiple “**I-positions**” and internal professional conflicts.
(A2.K1, A3.K1, Ж1.K1–Ж2.Y1)

Professional Development (Self-Development) Competencies — the ability to develop **dialogical self-authorship as a meta-position**, fostering autonomy, responsibility, and internal criteria for professional practice. (B2.Y1–Y3, B3.Y1–Y3, Д1.B1)

Psychological Resource and Self-Regulation Competencies — the ability to engage in psychological self-regulation, develop stress resilience, maintain mental health, and restore personal resources in professional practice. (B1.Y1–Y4, B2.Y1–Y3)

Leadership and Organisational Competencies — the ability to design an individual professional trajectory, make responsible decisions, exercise professional

agency, and develop professional resilience in changing conditions. (D1.Y1–Y3, D2.Y1–Y2)

Expected Learning Outcomes

1. Knowledge (Cognitive Level)

Upon completion of the programme, participants will:

- understand the conceptual foundations of **psychological accessibility** as a component of the quality of higher education and a prerequisite for creating a safe educational environment;
- understand the psychological mechanisms of professional resilience and mental health maintenance among educators in contexts of crisis and uncertainty;
- demonstrate knowledge of **Dialogical Self Theory** and the concept of **self-authorship** as a foundation for the development of professional identity;
- be familiar with contemporary approaches to **reflective, transformative, and adult learning**;
- understand the impact of digitalisation, platformisation, and educational metrics on educators' professional practice and professional self-perception.

2. Skills (Practical Level)

Upon completion of the programme, participants will be able to:

- create a psychologically safe, accessible, and supportive educational environment in their interactions with learners;
- conduct reflective analysis of their own professional practice, including within digital educational environments;
- identify, differentiate, and integrate multiple “**I-positions**” within the structure of professional identity;
- apply techniques of self-regulation, emotional stabilisation, and resource recovery in professional practice;
- use reflective and facilitative tools (**reflective journals, metaphorical cards, and dialogical practices**) for professional development;
- design an individual professional development trajectory that takes into account value-and-meaning orientations and the demands of the contemporary educational environment.

3. Attitudes (Value-Based Level)

Upon completion of the programme, participants will demonstrate:

- a commitment to ensuring **psychological accessibility** as an integral principle of professional practice in higher education;
- a conscious approach to their own professional identity and responsibility for its development and transformation;
- an orientation towards reflection, self-awareness, and internal coherence as foundations of professional resilience;
- recognition of the value of mental health — both their own and that of other participants in the educational process;
- openness to dialogue, partnership, and the development of a culture of trust within the academic environment;
- readiness to implement practices of psychological support and contribute to the development of an accessible educational environment.

Assessment of Learning Outcomes

Assessment of learning outcomes is conducted comprehensively and includes **initial and final assessment of participants' competency development** using standardised psychodiagnostic instruments and self-assessment tools.

Throughout the programme, **formative assessment** is carried out through practical assignments, participation in training activities, and reflective practices.

The **final assessment** involves the completion of an individual or group practice-oriented assignment (project) aimed at applying the acquired knowledge and skills in professional practice and demonstrating the competencies developed through the programme.

Learning outcomes are assessed according to the following criteria: **relevance and practical applicability of the proposed solution; theoretical justification** based on contemporary scientific approaches and methodological principles; **appropriateness and feasibility of implementation** within the professional context; coherence and logical structure; creativity and innovation; and the ability to reflect on and self-assess the outcomes achieved.

The effectiveness of the programme is additionally determined through a **comparative analysis of initial and final assessment results**, using elements of statistical data analysis, including testing the statistical significance of changes at $p < 0.05$.

Certificate awarded upon completion of the professional development programme:

Certificate of Professional Development
(Licence of the Ministry of Education and Science of Ukraine: Order No. 1492-І dated 15 November 2016 "On the Reissuance of Licences")

2. CURRICULUM AND THEMATIC PLAN

Topics	Lectures	Practical Sessions	Independent Study	Assessment Activities	Total
MODULE 1. Psychological Foundations of Professional Resilience and Barrier-Free Interaction					
Topic 1.1. Psychological Accessibility as a Condition for a Contemporary Educational Environment	2	4	2		8
Topic 1.2. Emotional Resilience and	2	4	2		8

Personal Resources in the Context of Professional Challenges					
Topic 1.3. Awareness of One's Own States and Development of Self-Regulation Skills	4	8	2		14
Total for Module 1	8	16	6		30
MODULE 2. Communication, Support and Interaction in the Educational Environment					
Topic 2.1. Empathic Communication and a Culture of Support in Professional Practice	4	4	2		10
Topic 2.2. Communication in Complex (Crisis) Situations of Professional Interaction	2	6	2		10
Topic 2.3. Partnership, Trust and Mutual Support in Educational Communities	2	6	2		10
Total for Module 2	8	16	6		30
MODULE 3. Professional Identity, Reflection and Transformation of Teaching and Academic Staff					
Topic 3.1. Professional Identity and Educators' Dialogical Self-Authorship	2	4	2		8

Topic 3.2. Reflective Practices and the Development of Self-Efficacy	2	4	2		8
Topic 3.3. Designing Change: From Personal Experience to Professional Decisions	2	4	2		8
Topic 3.4. Implementing an Individual Professional Development Trajectory	2	4			6
Total for Module 3	8	16	6		30
Final Assessment				Pass/Fail Assessment	
TOTAL	24	48	18		90

3. PROGRAMME CONTENT

MODULE 1. Psychological Foundations of Professional Resilience and Barrier-Free Interaction

Topic 1.1. Psychological Accessibility as a Condition for a Contemporary Educational Environment

Key issues: the concept of psychological accessibility; an inclusive and safe educational environment; overcoming psychological barriers in professional interaction; the role of educators in fostering a culture of support and acceptance.

Topic 1.2. Emotional Resilience and Personal Resources in the Context of Professional Challenges

Key issues: the concept of emotional resilience; factors contributing to stress and professional burnout; internal and external personal resources; strategies for maintaining psycho-emotional well-being; development of resilience.

Topic 1.3. Awareness of One's Own States and Development of Self-Regulation Skills

Key issues: awareness of emotional states; foundations of mindfulness; self-regulation and resource recovery techniques; development of emotional self-regulation skills in professional practice; awareness of internal dialogue as a foundation for self-regulation.

MODULE 2. Communication, Support and Interaction in the Educational Environment

Topic 2.1. Empathic Communication and a Culture of Support in Professional Practice

Key issues: the concept of empathy in pedagogical interaction; active listening; nonviolent communication; fostering a culture of support within the educational environment.

Topic 2.2. Communication in Complex (Crisis) Situations of Professional Interaction

Key issues: typology of challenging communication situations; techniques for conducting difficult conversations; responding to emotional reactions; communication under conditions of stress and uncertainty.

Topic 2.3. Partnership, Trust and Mutual Support in Educational Communities

Key issues: principles of partnership-based interaction; building trust within teams; supporting professional communities; fostering a culture of mutual assistance and collegiality.

MODULE 3. Professional Identity, Reflection and Transformation of Teaching and Academic Staff

Topic 3.1. Professional Identity and Educators' Dialogical Self-Authorship

Key issues: the concept of professional identity; challenges of professional transformation in changing contexts; **Dialogical Self Theory**; multiple **I-positions** within the structure of professional identity; **dialogical self-authorship as a meta-position and a mechanism of professional transformation**.

Topic 3.2. Reflective Practices and the Development of Self-Efficacy

Key issues: reflection as a mechanism for professional growth; self-reflection techniques; the concept of self-efficacy; developing confidence in one's professional capabilities; the use of dialogical practices to integrate internal positions.

Topic 3.3. Designing Change: From Personal Experience to Professional Decisions

Key issues: the logic of designing professional change; analysis of one's own experience; setting development goals; designing practical solutions for professional practice; integrating internal dialogue and **I-positions** into the decision-making process.

Topic 3.4. Implementing an Individual Professional Development Trajectory

Key issues: designing an individual professional development trajectory; identifying resources and constraints; planning implementation steps; drawing on internal criteria and value-and-meaning orientations; presentation and discussion of an individual professional development plan.

4. RECOMMENDED REFERENCES

Regulatory and Legal Documents

1. **Law of Ukraine "On Higher Education"**, dated 1 July 2014, No. 1556-VII. Available at: <https://zakon.rada.gov.ua/laws/show/1556-18> (accessed: 3 March 2026).

2. **On Approval of the Action Plan for 2025–2026 for the Implementation of the National Strategy for Creating a Barrier-Free Environment in Ukraine until 2030:** Order of the Cabinet of Ministers of Ukraine dated 25 March 2025, No. 374-r. Available at:
<https://zakon.rada.gov.ua/laws/show/374-2025-p>
(accessed: 3 March 2026).
3. **Law of Ukraine “On Education”**, dated 5 September 2017, No. 2145-VIII. Available at:
<https://zakon.rada.gov.ua/laws/show/2145-19>
(accessed: 3 March 2026).
4. **On Approval of the National Strategy for Creating a Barrier-Free Environment in Ukraine until 2030:** Order of the Cabinet of Ministers of Ukraine dated 14 April 2021, No. 366-r. Available at:
<https://zakon.rada.gov.ua/laws/show/366-2021-p>
(accessed: 3 March 2026).
5. **Professional Standard “Higher Education Teacher”:** Order of the Ministry of Education and Science of Ukraine dated 16 October 2024, No. 1466.

Core References

1. Baxter Magolda, M. B. **Self-authorship: The foundation for twenty-first-century education.** *New Directions for Teaching and Learning*. 2007. No. 109. P. 69–83.
2. Hermans, H. J. M. **The dialogical self: Toward a theory of personal and cultural positioning.** *Culture & Psychology*. 2001. Vol. 7, No. 3. P. 243–281.
3. Karamushka, L. M. **Mental Health of Organisational Personnel in Wartime: A Teaching and Methodological Guide.** Kyiv: G. S. Kostiuk Institute of Psychology, National Academy of Educational Sciences of Ukraine, 2023.
4. Prosina, O. V. **Dialogical Self in the Professional Identity of Future Educators: Challenges of the Digital Environment.** *Habitus*. 2025. Issue 79, Vol. 1. P. 76–80. DOI: <https://doi.org/10.32782/hbts.79.1.13>
5. Prosina, O. V. **Psychological Mechanisms of Professional Transformation of Educators in Crisis Contexts: A Theoretical Analysis.** *Habitus*. 2024.

Additional References

1. Akkerman, S. F., & Meijer, P. C. **A dialogical approach to conceptualizing teacher identity.** *Teaching and Teacher Education*. 2011. Vol. 27, No. 2.
2. Hoggan, C. D. **Transformative learning as a metatheory: Definition, criteria, and typology.** *Adult Education Quarterly*. 2016. Vol. 66, No. 1.
3. UNESCO. **AI Competency Framework for Teachers.** Paris: UNESCO, 2024. ([UNESCO](#))
4. UNESCO. **Guidance for Generative AI in Education and Research.** Paris: UNESCO, 2023.
5. Prosina, O. V. **Professional Transformation of Educators as a Concept of Contemporary Professional Development in Open Education.** In: *Variable Models and Technologies for Transforming the Professional Development of Specialists in Open Education: Collective Monograph* / edited by N. P. Muranova. Kyiv: State Institution of Higher Education “University of Educational Management”, National Academy of Educational Sciences of Ukraine, 2025. P. 106–142.