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FEATURES OF PROFESSIONAL EDUCATION AND TRAINING OF PSYCHOLOGISTS TO CONSULT THE SPECIALISTS OF THE EXTREME ACTIVITY PROFILE

Annotation. The article presents the analysis of the problem of clinical psychologists' preparation for consulting the specialists of an extreme activity profile. Based on the existing world practice of education and training of psychologists, approaches have been developed for the implementation of professional training of emergency consultants in Ukraine. Such training should include the formation and awareness of individual ways of work, the development of special abilities, mechanisms of self-regulation and unique creative counseling psycho technologies. The article also describes methods and techniques used by the author in his work with future counseling psychologists. Besides, the problem of internship and the possibility of its use in the modern training of future consultants has been analyzed. Basic skills and habits have been identified, which should be mastered by psychological consultants of extreme profile. The ways and possibilities how to increase the qualification of counseling psychologists during the process of their professional development are analyzed.

Introduction

Each area of activity of the psychologist has its specific requirements to his/her work. In the works about the features of professional training of psychologists by Belokrylova G. M., Dubovik O. M., Ivanova S. P., Klueva N. V. and others it is noted that the most important characteristics defining features of professional formation of the psychologist personality in general, and adaptation in the profession in particular, are formed during the process of professional psychological education. Also, it emphasizes the need to develop a certain system of personality traits of future psychologists during education [2; 6; 8; 10 etc.].

E. A. Klimov, revealing the essence of the concept "psychology of a professional" draws attention to the fact that "... a professional should be considered as a complex system, that has not only external function ("return"), but necessary and, as a rule, complex and various internal, in particular mental functions" [9, p. 386-387]. E. F. Zeer reveals the importance of professional activity for modern person in terms of the individual professional formation of the personality as determinant of professional maturity, professional values and motives of the work, satisfaction with professional work, in conjunction with the social and objective reality [7].

The process of becoming a subject of activity is not simple; it is dynamic and long lasting. Considering all complexity of this phenomenon, V. A. Bodrov writes that "... ideas about one's place in life and in work, self-knowledge, and approval in society and in self-concept, self-evaluation and self-improvement", that is the level of professional competence at different stages of the professional's personality formation depends on a number of factors:

- on the adequate presentation of the results of activity of the object by the subject;
- on the nature of professional motivation of the person, its orientation, its interests, attitudes, etc.;
- from the development of individual ways of solving typical real-life and professional problems" [3, p. 243-245].

At the same time, according to G. M. Belokrylova psychologist's activity is always mediated by his personal characteristics, which, on the one hand, determine the choice of the profession and on the other hand, develop themselves during the process of professional formation, ensuring motivation of activity and its effectiveness. Diversification of forms and directions of psychological education especially raises the issue of sustainable "core" of professional attitude, in other words, the issue of basic psychological knowledge and skills, which ensure the integrity and the unity of psychology as a field of professional activity. Psychologist's professional picture of the World, including ideas about the subject and the object of activity, its aims and the means to achieve them, the rules of

professional communication, etc., is formed during the education and largely determines the fate of a specialist [2].

§1. The theoretical analysis of international practice of training of counseling psychologists.

As a result of analysis and generalization of scientific literature, we can say that the profession of a psychologist requires special abilities and properties, his/her personal development and becoming a specialist, the effectiveness of his/her work depends primarily on the professionally important qualities, on thinking and consciousness, the motivational and semantic sphere and their interrelation with the operational side of the activity.

The most significant things for a professional psychologist are observation, analytical and constructive thinking and independent judgments, social intelligence, positive self-concept, social orientation, empathy, communication skills, sensitivity and insight, independence, creativity, reflexivity, emotional stability and resistance to stress, ability to adapt to various conditions and factors [15]. Presence of the above characteristics means that psychologist corresponds to the requirements of professional activity, thereby determining a high level of professional development, the productivity of activity and the self-realization of the psychologist.

Professional development of the clinical psychologist is a change of the internal characteristics of a person while a subjective position is formed and effects on mastering of the professional culture, understanding the essence of the profession, responsibility, authenticity, professional identity, satisfaction, self-realization, ability to be semitransparent. The higher the degree of development and integration of the data of the psychologist' characteristics, the higher the level of professional development [16].

Understanding the meaning and values of his/her professional activity is the core of professionalism and is the basis of the job of the clinical psychologist as a subject of activity change, behavior, resolving the contradictions and overcoming

crises, and creates the opportunity to adjust the motives of activity, stimulates the need of professional self-improvement.

The most important factor affecting on the productivity and professional development of a psychologist, according to the researchers, is his/her ability to find personal sense in work, to plan independently, to create her/his own professional life, and to make responsible decisions choosing profession, specialty, place of work, its methods and techniques. Psychologist, becoming a subject of personal and professional development, becomes a full-fledged existential basis for the choosing of professional positions, and self-actualization. The professional activity of the clinical psychologist is approved not so much in acquiring professional knowledge as in the ability to self-organization, - transformation, self-actualization, in other words, its subjectivity [1; 4; 11; 12 etc.].

Psychic processes, properties, education, the state of the person and the people around him/her, relations and interactions with them, personal life, social environment, professional activity, and, of course, world outlook, fully participate in the psychological training process. Therefore, for the professional education and training of psychologists, it is necessary to provide organizational and methodological support for psychological support, including lectures, practical classes, trainings and a system of professional consultations focused on the formation and development of empathic abilities, reflection, value orientations contributing to personal and professional growth, the choice of methods and means of psychological assistance, the rules of professional conduct, success or failure of the future psychologist.

Professional readiness is regarded as the optimal result of the training and education of an individual. It assumes that the specialist has personal qualities, theoretical knowledge, practical skills and abilities that allow him/her to solve his/her tasks and fulfill his/her duties successfully at any time. However, the readiness of a specialist for practice on the whole does not mean that he/she is ready at a certain moment (in a particular situation) to take necessary actions efficiently. In fact, many things depend on the mental state of a person, his motivation, inner concentration,

strong-willed attitude, the ability to perform the necessary work now and to achieve the required results [2].

The activity of a counselling psychologist of the extreme profile, that is, professionally interacting with specialists of extreme professions, is connected with the factors of destabilizing influence on the personality of the psychologist, on the one hand, and the absence of a scientifically grounded system of psychological support for the development of the psychologist as a subject of activity at all stages of his/her professional and personal life, on the other hand. This is the essence of the problem situation, which defines the urgency of the social need to determine the psychological nature of professional activity of a psychologist of this profile and the formation on this basis of the concept of psychological support for the development of the personality of a professional.

All over the world, the education and training of clinical psychologists is a long and multi-step process, including special training programs in the field of theory and the methods of counseling; the theory of counseling with a qualified psychologist supervised teaching practice.

The analysis of the world practice of education and training of counseling psychologists allowed us to identify its main essential aspects.

According to American and European researchers of this problem, the effectiveness of a consultant and a counseling process depends on many factors, among which an important place is occupied by:

- personal qualities, knowledge, skills and experience of the consultant;
- education of a consultant;
- theoretical and systemic views of the consultant;
- the ability of the consultant to such related kinds of activity as continuing education, supervision and advocating for psychologists [5].

The personality of the consultant is often the decisive factor in determining the effectiveness of counseling. Consultants need such personal qualities as maturity, ability to empathy, stress tolerance, tolerance, communication skills and others. They must be altruistic persons and have resistance to failure and frustration. In practice,

such a combination of qualities can rarely be found in one person, often there is incomplete correspondence between the personal qualities of a candidate and the requirements of the profession.

Potential consultants, future psychologists, those who study the profession, have a different motivation, often quite far from the altruistic idea to help those in need. Quite a large number of people "who are attracted to the profession of a consultant ... as it turns out, have serious personal and adaptation problems" [35, p. 143]. In any case, some of the students who start to study the profession of consultants choose a career for wrong reasons. J.D. Guy gives examples of unhealthy motivation for choosing counseling profession [23]:

- Emotional disorders. People can choose the profession of a consultant because they suffer from untreated mental illness.
- Imitation of someone else, that is, the desire to live the events of someone's life, and not his/her own.
- Loneliness and isolation. People who do not have friends can seek to find them during the counseling practice.
- Desire for power. An attempt to overcome the feeling of fear and helplessness in his/her own life through the realization of power over others.
- Need of love. A person can suffer narcissism and pretension and believe that all problems can be solved through the expression of love and affection.
- Replacement behaviors for frustration. An attempt to release his/her negative thoughts and feelings in deviant behavior of clients.

However, in many cases, people who, after all, become consultants and become entrenched in the profession are guided by common reasons choosing a profession [21]. Consultants and those who are just preparing to become them must continuously evaluate themselves and their activities: who they are and what they do. To answer such questions, it is necessary to analyze the history of one's own development as a professional, its positive and negative qualities, personal and professional goals and tasks.

In addition to the personal qualities associated with the choice of counseling profession, there are a number of personality traits associated with the idea of effective work during a long period of time [32]. These include stability, harmony, and ambition. In general, the effectiveness of counseling depends on personal participation. The personal qualities of the consultant are as (or even more) important, as the special knowledge and skills [19; 33]. Education and training cannot change basic personal characteristics. Successful consultants grow spiritually and help others do the same thing, both on a personal level and on a general psychic level [28]. In other words, effective consultants are psychologically sensitive, they control their own preferences, and they are able to listen, to seek explanations, to consider racial and cultural differences [20].

Sensitivity and the ability to develop are associated with the ability of consultants to use themselves, their personal qualities as a tool. Effective consultants can be sincere, creative and empathic. "There is a certain skill to guess the way and time of the consultant's interference" [13, p. 284].

According to J.L. Holland, certain types of personality are more suitable for certain professions and are better in specific professional circumstances [25; 26]. First of all, consultants work in the social environment, as well as in problematic circumstances. This requires the consultant to have developed interpersonal interaction skills and creativity [22; 29; 30].

J. Wiggins and D. Weslander found empirical confirmation of the hypothesis of J.L. Holland [34]. They did a research of personal characteristics and evaluated the performance of 320 consultants in four states. In general, the results of their research showed that those consultants who were rated as "highly effective" had the highest social (sociability, people-oriented) and artistic (creativity, imaginative) scores in the "Making vocational choices" scale by J.L. Holland [25]. Consultants who were generally rated as "ineffective" usually had higher scores on the scale of realism (specificity, formalism) and conventionality (organization, practicality). Other factors, such as sex, age, and level of education, did not show a statistically significant relationship with the effectiveness of the consultant's work. The results of

this research confirm the conclusion that the effectiveness of consultants depends on their personal qualities. However, the relationship between the individual and the environment is complex: people with different types of personality successfully find their place in the vast field of counseling and make a significant contribution to the profession.

A consultant who provides psychological assistance should have a model of what he is going to do. It is important to realize the values of professional behavior, as well as the ideological and philosophical basis of the assistance provided. We prefer a non-directive approach that includes: 1) trust with counseling client; 2) a person's self-actualization of his/her hidden reserves; 3) the client's own solutions to his/her problems.

Theoretical and systematic preparation of consultants determines the content and effectiveness of their activities. The theory is a model or explanation that consultants use as a guide to make a hypothesis about the nature of the problem and the ways of its possible resolve. Choosing any theory or methods, consultants proceed from their theoretical foundation, worldview and client needs. Not every theoretical approach is acceptable for every consultant or a client, but the availability of a theoretical basis is necessary for successful work. A systematic approach to counseling is also necessary. The system is a unified and ordered set of ideas, principles and actions [14]. A systematic approach to counseling determines the method of consultant's work with a client and his/her attitude to theories.

Primarily practitioners, based on their own experience and observations developed most theories of counseling. So far, most theories are, to some extent, unfinished, and none of the theories is sufficient to apply to all situations. Even the same theory for the same client at some point may be inappropriate. Consultants should carefully choose their theoretical positions and regularly review them.

Some theoretical models are more complete, others less, and successful consultants know which theories are more perfect and for what reasons. J.T. Hansen describes five characteristics of a good theory [24]:

1. Clarity, ease of understanding and informativity. The theory is consistent and non-contradictory.

2. Comprehensiveness. It provides an explanation for a wide range of different phenomena.

3. Certainty and heuristics. It, by virtue of its logical form, generates a research plan.

4. Specificity in the choice of means to achieve the desired result. The theory contains a way to achieve the desired result.

5. Usefulness. It provides benchmarks for research and practical work.

The theory should not contradict the consultant's worldview. Consultants who want to be multilateral and effective should learn a variety of counseling theories and know how to apply each of them without violating its internal integrity [17].

The theory is the basis of successful counseling. It requires the consultant to be accurate and creative in the context of deeply personal relationships, established for the purpose of growing and understanding the essence of what is happening. The theory has an impact on how the information received from the client is conceptualized, how interpersonal relations develop, how the standards of professional ethics are observed, and how the consultants see themselves as professionals. Without theoretical justification, consultants act haphazardly, by trial and error, and risk to take the wrong step and not to achieve results. L. Brammer, M. Abrego and E. Shostrom emphasize the pragmatic significance of a carefully developed theory for the consultants [18]. The theory helps to explain what is happening during the counseling process, and, also allows the consultant to predict, evaluate and improve the results of his/her actions. The theory provides the structure of scientific observation in the process of counseling. Theorizing stimulates the production of new ideas and the establishment of common views on counseling process. Therefore, the theory of counseling helps to understand the observations of consultants.

"The main criterion for evaluating any theory of counseling is how well it explains what is happening during the counseling process" [27, p. 212]. The

importance of theories as methods to organize information "depends on the degree to which they correspond to the real life of a person" [36, p. 336].

The development of skills to work with people who are common to all theories of assistance accelerated the departure from narrow standpoint theories. Their place was taken by eclectic counseling.

Many professional consultants consider they are eclectic with the use of theory and methods. This means that to achieve the needs of their clients they use different theories and methods. As the needs change, the consultants must replace one theory by another (this phenomenon is called counseling with a change of style). The change of style depends on the level of the client's development. To act effectively, consultants should consider how far clients have progressed in their structural development (according to the terminology of Jean Piaget). The main thing is that both the consultant and the theories correspond to the level the client is, helping him to develop as an individual in general.

An eclectic approach can be unproductive if the consultant is not familiar with all the processes involved. Sometimes, such a consultant tries to apply any and every of the known and available methods to him without sufficient justification. In this case, consulting does more harm than good.

To overcome this problem, M. McBride and G. Martin suggest a hierarchy of eclectic techniques [31]. The lower level is actually syncretism. It is an amorphous, non-systemic process of combining unconnected theoretical concepts. This approach occurs when prospective consultants need to formulate their own theories of counseling without first checking their empirical models in practice. The second level of eclecticism is traditional. It combines "an ordered combination of comparable features from various sources into a harmonious whole" [31, p. 500]. It is more thoughtful than syncretism, and theoretically is more elaborated. At the third level, eclecticism is described as professional or theoretical, or as theoretical interactionism. This type of eclecticism requires consultants master at least two theories in order to try to put any combination. The problems associated with this approach are that it assumes a certain degree of equality of theories (which may not be) and the existence

of a criterion that would allow us to determine which parts of each of the theories should be left or removed. The final level of eclecticism is called technical eclecticism. According to this approach, procedures from different theories are selected and applied in practice without necessarily addressing them to the theories they were generated in. The idea is working with clients, methods, not theories, are actually used. Therefore, if the situation requires, after the mental status examination of a client, consultants can apply different techniques in different combinations. Consultants following this model can work effectively in an eclectic scheme. For a consultant-eclectic, the critical variables are the theory and intuition, allowing to determine which approach to use and in what combination.

§2. Features and problems of education and training of consulting psychologists of extreme profile in Ukraine.

In Ukraine, psychologists, having got higher education almost immediately begin professional career, so their training in counseling psychology (based on the education system) should provide the basic knowledge and necessary skills for consulting career. It means that, in addition to compulsory general educational scientific training for any psychologist (it includes minimum of scientific knowledge necessary for a professional psychologist of any profile), it also should include learning of a number of sections of psychology that assume specialization in the relevant professional field, in this case in counseling psychology.

The training program for psychologists in higher education institution includes relevant courses that allow students to get the most general idea of psychological counseling. Certainly, this is not about any specialized skills formed during the traditional training programs. We are deeply convinced that graduates of higher educational institutions who have not received special training after having got higher education should not be allowed to work with clients independently, perhaps, except to provide psycho-diagnostic services.

In massed practice of training of future clinical psychologists there is no an integral system for the formation of the above-mentioned skills, individual

personality characteristics are underestimated, and the individual character of mastering psychology is not sufficiently emphasized. Because of this, graduates of higher educational institutions in practice often experience difficulties related to adaptation, self-actualization in professional activity, etc., which affects the process and results of work.

With regard to the education and training of counseling psychologists in order to work with representatives of risky occupations, it must necessarily include, in addition to general training, also – specialized training. The tasks of psychological preparation of a consultant of an extreme profile are:

1. Conditions provided where a specialist realizes his/her individual ways of detecting a problem situation.
2. Formation of special abilities. This task allows fulfilling cognitive orientation during actions (at the level of conscious control).

Psychological training is aimed to form cognitive needs, the mechanism of self-regulation and to form individual creative counseling psychology.

Special directions of professional training of consulting psychologists of the extreme profile are the following:

1. In-depth theoretical psychological preparation.
2. Acquaintance with professional activity of specialists of this profile, and with its influence on the psyche of potential clients.

3. Studying the organizational basis of counseling psychology The applicant must learn the theoretical and practical aspects of preparation for counseling; establishing contact with the client; formation of the client's internal motivation to receive help and self-change; collection and analysis of biographical information using autobiographical narrative; hypotheses about the causes of difficulties; formulating alternative ways to solve the problem; implementation of a chosen solution; check the effectiveness of counseling and develop an algorithm for solving psychological problems by the client in the future independently.

4. Mastering of special methods, psycho-technical methods of work related to solving problems typical for this category of clients.

5. Internship under the guidance of an experienced supervisor-supervisor.

During the process of specialized training, there is a transformation of ideas about the professional activity of a psychologist.

Acquaintance of a beginner with the scope of the work of a consulting psychologist suggests the following. First, to be acquainted with what counseling psychology of specialists of the extreme activity profile is, what the difference between this type of counseling and other types of practical activity of a psychologist is. Secondly, finding out what a consulting psychologist should know and be able to do in order to cope with his professional duties at a high level. Thirdly, familiarization with the main requirements for the personality and the consultant's qualification. Fourth, knowledge of the living conditions of potential clients.

Learning the methods of work of a consulting psychologist assumes the mastering by an entry-level consulting psychologist communication techniques with clients, psych diagnostic methods used in the practice of counseling psychology. These techniques and methods should be mastered by a future psychologist in practice, during the special educational classes. Such methods and techniques include, in particular, the methods of influence on the client.

Let us consider the approaches, methods and techniques, which we use in our work. These are various intrapsychic approaches, the purpose of which is to help a person understand the reasons of his/her unadaptive state to reality and to change himself/herself and his/her behavior. Behavioral approaches, their goal is to change inappropriate behavior into appropriate one, to develop some behavioral skills. Integration methods of counseling psychology are the life skills consulting, psychotechnics and problem-oriented therapy.

An internship under the direction of a more experienced specialist is necessary for a consulting psychologist to get professional experience and master the necessary skills in practice. The supervisor's function performed by an experienced consulting psychologist in this case is not only to prepare an inexperienced psychologist for unsupervised practice, but also to assess his/her readiness to work qualitatively. In

order to become a professional, a psychologist should work long enough under the patronage of the supervisor. It usually lasts one to two years after graduation.

Another issue is that it is quite difficult to organize such an internship in modern conditions, if not to say it is impossible. Firstly, it is due to the organizational and ethical aspects of counseling psychology. The client's trust depends on the guaranteed confidentiality of interaction with the psychologist. Sometimes, counseling is possible with the involvement of another psychologist, and this applies mainly to family therapy. In other cases, it is supposed to communicate in private. The use of any recording equipment is also limited ethically and legally, it can be used in special cases with the permission of the client. To allow an inexperienced trainee to consult without supervision means to expose both him/her and the client to an unjustified risk. It remains to work with protocols, results of observations, diagnostics, etc., which carry certain subjective distortions brought by the consultant. In this case, we will rather deal with "pathetic imitators" than with independent, creative researchers. This problem is still waiting for its productive solution.

During the preparation, the consultant must master the following basic skills:

- creative analysis of theory and practice;
- considering the applied aspect in the development of the model, algorithm and technology of work;
- regulation of his/her mental activity and emotions;
- optimization of his/her capabilities and psychological resources;
- critical analysis of activities, results of his/her work;
- the professional interaction between a consultant and a client;
- identification and application of psychological principles of influence adequate for the tasks and specificity in counseling;
- interaction with the client, influencing on him/her in order to achieve the intended goal;
- the use of psychodiagnostic methods;
- psychoprophylactic work with clients.

The consultant of the extreme direction, in accordance with the tasks assigned to him/her, should:

- develop his/her own tactics and techniques in counseling;
- define his/her professional role;
- manage communications process;
- cope with frustration and stress;
- come into contact with individuals and groups of people, win their favor, lead a conversation, speak to the audience;
- deal with the unproductive behavior of the client or parts of his/her personality;
- regulate nonverbal components of client' behavior and his/her own during the counseling process;
- work with information and reference materials;
- provide psychological support for the client;
- use modern diagnostic methods;
- distribute his/her working time rationally and maintain his/her working capacity at a high level throughout the day.

It should be noted that only after specialized training; psychologists can be allowed to work with clients without supervision. This issue should be resolved at the state level with the involvement of corresponding ministries and departments. This is because the issue of the qualifications of consultants is becoming more acute in our country. It is necessary to develop a standard for accreditation of specialized training programs. Graduates who successfully graduated in accordance with the approved programs will be able to apply for a professional organization. Licensing and certification prove that the level of professional training of a consultant meets the required standards. The license gives the right to work without supervision. The certificate allows to practice, but does not give the rank of a specialist in this field, but only certifies the fact that the training of a consulting psychologist meets certain requirements.

Conclusions

Unfortunately, such issues as the qualification of the consulting psychologist and obtaining official documents confirming the qualification remain unresolved nowadays, and in some cases, there are alternative types of practice, often being not related to psychological science, instead of counseling activity.

The problem with professional development for professional consultants of the extreme direction is still unresolved. Continuing professional development is obligatory for professional training of a consulting psychologist, as well as his/her general and special psychological education. The importance of continuing professional development caused by the following main reasons. Firstly, any knowledge changes over time and becomes obsolete, so it becomes necessary to update it. Secondly, each consulting psychologist gets practical experience, and the knowledge sharing is usually held during professional development.

In accordance with the main areas and directions of professional development of consulting psychologists and the requirements for the work of a consulting psychologist, the following main areas of improvement for his/her professional qualification can be named:

1. Obtaining the latest scientific and practical knowledge in the areas of modern psychology that underlie the activity of a consulting psychologist. This knowledge can be obtained in various ways: at special faculties of advanced training, courses, seminars, as well as independently through constant studying the latest scientific and practical publications.

2. The preparation and the defense of dissertations, passing qualification examinations to have a higher professional level. This direction is usually controlled by state or public organizations officially endowed.

3. Mastering of new methods of psychotherapy or psych correction by a consulting psychologist. Although the duties of a consulting psychologist usually do not include psychotherapeutic or psycho-corrective influence on the client, he/she must know and, if necessary, be able to use appropriate methods. The better a consulting psychologist will know the methods, the higher the level of his professional skills will be.

4. An internship in other psychological counseling centers and under the supervision of more experienced consulting psychologists. This form of advanced training is related to the sharing work experience, and such a constant sharing is necessary to maintain and develop his/her own professional skills for any consulting psychologists.

5. Participating in psychological counseling as a client, familiarization with counseling, methods of psychocorrection and psychotherapy. This form of professional development plays a doubly positive role in the work of a consulting psychologist. First, thanks to it, he/she has the opportunity to solve his/her own psychological problems, which he/she has, just like any other person. Secondly, acting as a client, a consulting psychologist can learn to understand and to feel his/her clients more deeply and to master appropriate methods and psychotechnologies better.

We believe that the requirements for those who are going to become an effective consultant will increase with the developing of counseling as a profession. Moreover, this should be taken into account when organizing the process of training for consultants of extreme direction.

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