



## LITHUANIAN SPORTS UNIVERSITY

### STUDY MODULE PROGRAMME (SMP)

|             |                   |     |        |             |                  |      |    |    |              |  |  |
|-------------|-------------------|-----|--------|-------------|------------------|------|----|----|--------------|--|--|
| Module Code | S                 | 260 | B      | 044         | Accredited until | 2025 | 06 | 01 | Renewal date |  |  |
|             | Branch of Science |     | Progr. | Registr. №. |                  |      |    |    |              |  |  |

Entitlement

Individual Consultation

Prerequisites

Secondary education

Course (module) Learning Outcomes

| №. | Learning Outcomes   | Teaching / Learning Methods                     | Assessment Methods                     |
|----|---|---|--|
| 1  | Will understand and evaluate psychosocial determinants of harmful behavior                                    | Case analysis (Case study), Literature analysis | Individual work                        |
| 2  | Will be able to handle peculiarities of individual consultation in a specific area of behavior and population | Interactive lecture, Literature analysis        | Problem-solving task                   |
| 3  | Will be able to provide autonomy support  | Discussion, Literature analysis, Team project   | Case analysis (study), Peer-assessment |
| 4  | Will know and be able to adapt nutrition education theories   | Literature analysis                             | Control work                           |
| 5  | Will be able to apply new information technologies in nutrition and physical activity intervention programs   | Creativity workshops, Team project              | Group (team) project                   |

Main aim

To recognize the psychological mechanisms of unhealthy behavior as well as lifestyle regimen compliance and adapt counseling skills in accordance with educational and psychological tenets of consultation.

Summary

Students will learn psychological mechanisms underlying the lifestyle regime compliance, specifically for diet and nutrition. As well as the psychological determinants of an unhealthy lifestyle. Students will receive specific knowledge and will train practical counselling skills about working with the client to change harmful behavior.

Level of module

|                    |          |  |
|--------------------|----------|--|
| Level of programme |          | Subject group (under the regulation of the area) |
| Cycle              | Type     |  |
| First              | Bachelor |  |

Group under financial classification

Syllabus

| №.  | Sections and themes   | Responsible lecturer |
|-----|---|----------------------|
| 1.  | Autonomy support (Self-determination theory)                |                      |
| 2.  | Emotional eating  |                      |
| 3.  | Weight Management. Mediterranean diet                       |                      |
| 4.  | Health behavior change techniques                           |                      |
| 5.  | Client – practitioner relationship and communication        |                      |
| 6.  | Physical activity, sports and personality. Sport psychology |                      |
| 7.  | Compliance to treatment and lifestyle regimen               |                      |
| 8.  | Self-talk   |                      |
| 9.  | Empathy, confidentiality and professional ethics            |                      |
| 10. | Tailoring information and advice about lifestyle behaviour  |                      |

| No. | Sections and themes   | Responsible lecturer |
|-----|---|----------------------|
| 11. | Advice to individual characteristics                        |                      |
| 12. | The latest technologies in the health and wellness industry |                      |
| 13. | Mass media health-behavior education                        |                      |
| 14. | Worksite health promotion interventions                     |                      |

Evaluation procedure of knowledge and abilities:

Ten grade criterion scale and summative evaluation system are applied. The semester's individual work tasks are evaluated by grades; the final grade is given during the examination session while multiplying particular grades by the lever coefficient and summing up the products.

#### References

| No. | Title  | Edition in Lithuanian Sports University library |                     | In Lithuanian Sports University bookstore | Number of ex. in the methodical cabinet of the depart. |
|-----|--|---|---------------------|---|--|
|     |  | Pressmark                                       | Number of exemplars |   |  |
| 1.  | Triantafyllidis, A., Kondylakis, H., Votis, K., Tzovaras, D., Maglaveras, N., & Rahimi, K. (2019). Features, outcomes, and challenges in mobile health interventions for patients living with chronic diseases: A review of systematic reviews. <i>International journal of medical informatics</i> , 103984.  |   |                     | No  |  |
| 2.  | Michie, S. (2014). <i>The behaviour change wheel : a guide to designing interventions</i>  |   |                     | No  |  |
| 3.  | Tiitinen, S., Ilomäki, S., Laitinen, J., Korhakangas, E. E., Hannonen, H., & Ruusuvoori, J. (2020). Developing theory-and evidence-based counseling for a health promotion intervention: A discussion paper. <i>Patient education and counseling</i> , 103(1), 234-239.  |   |                     | No  |  |
| 4.  | Bennett, E. D., Le, K., Lindahl, K., Wharton, S., & Weng Mak, T. (2017). Five out of the box techniques for encouraging teenagers to engage in counseling. Retrieved from VISTAS Online American Counselling Association Knowledge Center website: <a href="https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf">https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf</a> . |   |                     | No  |  |
| 5.  | Ryan, R. M., & Deci, E. L. (2008). A self-determination theory approach to psychotherapy: The motivational basis for effective change. <i>Canadian Psychology/Psychologie canadienne</i> , 49(3), 186.   |   |                     | No  |  |
| 6.  | Spahn, J. M., Reeves, R. S., Keim, K. S., Laquatra, I., Kellogg, M., Jortberg, B., & Clark, N. A. (2010). State of the evidence regarding behavior change theories and strategies in nutrition counseling to facilitate health and food behavior change. <i>Journal of the American Dietetic Association</i> , 110(6), 879-891.  |   |                     | No  |  |
| 7.  | Kristeller, J. L., & Wolever, R. Q. (2010). Mindfulness-based eating awareness training for treating binge eating disorder: the conceptual foundation. <i>Eating disorders</i> , 19(1), 49-61.   |   |                     | No  |  |
| 8.  | Foote, J. (2005). <i>Group Motivational Intervention (GMI-20) Manual: A Cognitive-Behavioral-Motivational Treatment Approach</i> . therapy, 1, 35-58.  |   |                     | No  |  |

| №. | Title  | Edition in Lithuanian Sports University library |                     | In Lithuanian Sports University bookstore | Number of ex. in the methodical cabinet of the depart. |
|----|--|---|---------------------|---|--|
|    |  | Pressmark                                       | Number of exemplars |   |  |
| 9. | Kahn, E. B., Ramsey, L. T., Brownson, R. C., Heath, G. W., Howze, E. H., Powell, K. E., ... & Corso, P. (2002). The effectiveness of interventions to increase physical activity: A systematic review www. thecommunityguide. org. |   |                     | No  |  |

Additional literature

| №. | Title   |
|----|---|
| 1. | Bray, G. A., Heisel, W. E., Afshin, A., Jensen, M. D., Dietz, W. H., Long, M., ... & Hu, F. B. (2018). The science of obesity management: an endocrine society scientific statement. Endocrine reviews, 39(2), 79-132.  |
| 2. | Kristeller, J. L., & Wolever, R. Q. (2010). Mindfulness-based eating awareness training for treating binge eating disorder: the conceptual foundation. Eating disorders, 19(1), 49-61.  |
| 3. | Palmeira, A. L., Teixeira, P. J., Branco, T. L., Martins, S. S., Minderico, C. S., Barata, J. T., ... & Sardinha, L. B. (2007). Predicting short-term weight loss using four leading health behavior change theories. International Journal of Behavioral Nutrition and Physical Activity, 4(1), 14.                    |
| 4. | Spahn, J. M., Reeves, R. S., Keim, K. S., Laquatra, I., Kellogg, M., Jortberg, B., & Clark, N. A. (2010). State of the evidence regarding behavior change theories and strategies in nutrition counseling to facilitate health and food behavior change. Journal of the American Dietetic Association, 110(6), 879-891. |
| 5. | Hatzigeorgiadis, A., Zourbanos, N., Galanis, E., & Theodorakis, Y. (2011). Self-talk and sports performance: A meta-analysis. Perspectives on Psychological Science, 6(4), 348-356.   |
| 6. | Foote, J. (2005). Group motivational intervention (GMI-20) manual: A cognitive-behavioral-motivational treatment approach. therapy, 1, 35-58.   |
| 7. | Travaline, J. M., Ruchinkas, R., & D'Alonzo Jr, G. E. (2005). Patient-physician communication: why and how. Journal of the American Osteopathic Association, 105(1), 13.  |

Coordinating lecturer

| Position | Degree, surname, name | Schedule №. |
|----------|-----------------------|-------------|
| Lecturer |                       | 932         |

Subdivision

| Entitlement | Code |
|-------------|------|
| a           | 1006 |

Study module teaching form №. 1

| Semester | Mode of studies | Structure |          |           |           | Total hours | Credits |   |
|----------|-----------------|-----------|----------|-----------|-----------|-------------|---------|---|
|          |                 | Theory    | Seminars | Lab Works | Ind. work |             |         |   |
| A        | S               | D         | 14       | 16        | 0         | 100         | 130     | 5 |

Languages of instruction:

|            |                            |         |                            |         |                            |        |                            |        |                            |       |                               |
|------------|----------------------------|---------|----------------------------|---------|----------------------------|--------|----------------------------|--------|----------------------------|-------|-------------------------------|
| Lithuanian | <input type="checkbox"/> L | English | <input type="checkbox"/> E | Russian | <input type="checkbox"/> R | French | <input type="checkbox"/> F | German | <input type="checkbox"/> G | Other | <input type="checkbox"/> Oth. |
|------------|----------------------------|---------|----------------------------|---------|----------------------------|--------|----------------------------|--------|----------------------------|-------|-------------------------------|

Plan of in-class hours

| №. of Themes | Academic hours |          |           | №. of Themes | Academic hours |          |           |
|--------------|----------------|----------|-----------|--------------|----------------|----------|-----------|
|              | Theory         | Seminars | Lab Works |              | Theory         | Seminars | Lab Works |
| 1.           | 1              | 1        | 0         | 9.           | 0              | 1        | 0         |
| 2.           | 1              | 0        | 0         | 10.          | 1              | 4        | 0         |
| 3.           | 1              | 0        | 0         | 11.          | 1              | 4        | 0         |
| 5.           | 1              | 0        | 0         | 12.          | 1              | 2        | 0         |
| 6.           | 1              | 1        | 0         | 13.          | 2              | 1        | 0         |

