



LITHUANIAN SPORTS UNIVERSITY

STUDY MODULE PROGRAMME (SMP)

| | | | | | | | | | | |
|-------------|-------------------|-----|--------|-------------|------------------|--|--|--------------|--|--|
| Module Code | S | 260 | B | 027 | Accredited until | | | Renewal date | | |
| | Branch of Science | | Progr. | Registr. №. | | | | | | |

Entitlement

Psychology and Pedagogy

Prerequisites

Secondary Education

Course (module) Learning Outcomes

| №. | Learning Outcomes | Teaching / Learning Methods | Assessment Methods |
|----|---|---|---|
| 1 | Student's ability to do practical tasks, realizing of the objective of the study - to be able to find professional activities relevant knowledge, generate ideas and to apply of modern educational, psychological techniques and innovative problem-solving strategies in practice and to get attitude to work following for values of tolerance, responsibility, rightness, equality and working with clients / patients with different needs: children, adults, the elderly, palliative patients and patients with psychosomatic disorders.. | Case analysis (Case study), Discussion, Problem-solving sessions, Seminar | Case analysis (study), Examination |
| 2 | The student's ability to express conceptually, clearly their ideas, thoughts, facts, emotions and insights in different professional contexts using communication tools; be able to manage time, information, think creatively as a leader; be able to act independently and work in a team to solve pedagogical and psychological problems of children with emotional and behavioral disorders; be able to apply the acquired knowledge in practice (through sports activities, exercises). | Discussion, Exercise classes, Seminar, Team project | Examination, Group (team) project |
| 3 | Students' ability to identify the problems of special needs clients and the rationale for their solutions, realizing the objectives of the study and module - to communicate with these patients, clients and other related persons in accordance with general and medical ethics, morality and legal norms; be able and able to apply appropriate psychoeducational methods and insights in different professional contexts. | Discussion, Problem-based learning, Problem-solving sessions | Colloquium (interview led by lecturer and / or specialist), Examination |

Main aim

The aim of the course is to help students to acquire psychological and pedagogical knowledge about the client's personality, cognitive processes, peculiarities of communication with the client. Also to acquire knowledge, skills and competencies related to working with clients with special needs and to be able to use the acquired knowledge and skills to effectively organize activities and solve psychosocial problems arising in communication with clients.

Summary

Students are provided with knowledge of psychology, learners must gain an understanding of how to integrate knowledge into the system of psychosocial knowledge, creatively use it to solve psychological tasks and problems. Students are helped to acquire knowledge, form perceptions and skills to successfully communicate and work with clients, including the disabled. Concepts of psychology, basic theories of psychological personality, principles of successful communication with the client, peculiarities of working with children with disabilities and emotional and behavioral problems. are presented.

Level of module

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

| | | |
|-------|----------|-------------------------|
| First | Bachelor | Mokslo srities pagrindų |
|-------|----------|-------------------------|

Group under financial classification

Syllabus

| No. | Sections and themes | Responsible lecturer |
|-----|---|----------------------|
| 1. | Psychology concept of historical origins, the subject matter and key terms, place in science system. | |
| 2. | Cognitive processes: sensation, perception, attention, memory, thinking and intellect. | |
| 3. | Psychology of personality: temperament, emotions, personality traits, motyvation. | |
| 4. | The peculiarities of communication, principles, mistakes, problems | |
| 5. | Health psychology subject and challenges | |
| 6. | The concept of special pedagogy and psychology. Models of the concept of disability in the context of education. | |
| 7. | The regularities of general and special development. | |
| 8. | Psychological and educational peculiarities of visually impaired and hearing impaired children. | |
| 9. | Psychological and educational peculiarities of children with intellectual disabilities. | |
| 10. | Psychological and educational peculiarities of people with movement and posture disorders. | |
| 11. | The concept of child behavior and emotional problems and classification of emotional and behavioral disorders | |
| 12. | Adaptation of various games for children with different behavioral and emotional disorders. | |
| 13. | Peculiarities of communication with the elderly and their relatives, patients with incurable diseases, as well as palliative patients, patients with chronic pain, patients with psychosomatic disorders. | |

Evaluation procedure of knowledge and abilities:

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. | Myers, D.G. (2008). Psichologija. Vilnius: Poligrafija ir informatika. | | | Yes | |
| 2. | Ostasevičienė V. (Sud.) ir kt. (2008). Specialųjų poreikių vaikų elgesio ir emocijų sutrikimų korekcija per taikomąją fizinę veiklą. K., LKKA | | | Yes | |
| 3. | Lekavičienė, R., & Antinienė, D. (2019). Bendravimo psichologija šiuolaikiškai: žinios ir užduotys:[mokomoji knyga]. | | | Yes | |
| 4. | Miciak, M., Mayan, M., Brown, C., Joyce, A. S., & Gross, D. P. (2019). A framework for establishing connections in physiotherapy practice. Physiotherapy Theory and Practice, 35(1), 40-56. | | | No | |
| 5. | Kleiner, M. J., Kinsella, E. A., Miciak, M., Teachman, G., McCabe, E., & Walton, D. M. (2021). An integrative review of the qualities of a 'good' physiotherapist. Physiotherapy Theory and Practice, 1-27. | | | No | |
| 6. | Račelytė, D. (2013). Konfliktų psichologijos praktikumas : metodinė priemonė | | | No | |
| 7. | Kortleve, V. (2021). Communication Skills for Physiotherapists-E-Book. Elsevier Health Sciences. | | | 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 | | |
| 8. | Abraham, C., Conner, M., Jones, F., & O'Connor, D. (2016). Health Psychology (2nd ed.). Routledge. https://doi-org.ezproxy.lsu.lt:2443/10.4324/9781315776453 | | | No | |
| 9. | Reber, R. (2019). Psychology: The Basics (1st ed.). Routledge. https://doi-org.ezproxy.lsu.lt:2443/10.4324/9781315148045 | | | No | |
| 10. | Bradley, G., Baker, K., & Bailey, C. (2021). The meaning of rehabilitation: a qualitative study exploring perspectives of occupational therapists and physiotherapists working with older people in acute care. <i>Disability and Rehabilitation</i> , 43(16), 2295-2303. | | | No | |
| 11. | Šinkariova, Petronienė, Alčiauskaitė (2020). Motyvuojančio pokalbio veiksmingumas lėtinėmis ligomis sergančiųjų grupėje. VDU. http://ebooks.vdu.lt/eb/2440/motyvuojancio-pokalbio-veiksmingumas-letinemis-ligomis-serganciuju-grupeje/ | | | No | |

Additional literature

| №. | Title |
|----|--|
| 1. | Abromaitienė, Laima, (2012). <i>Delinkventinio elgesio pedagogika : mokomoji knyga.</i> |
| 2. | Statkuvienė, D. (2019). Gido komunikacijos su negalią turinčiais asmenimis ypatumai. <i>Informacijos mokslai</i> , (85), 98-114. |
| 3. | Baxi, H. D., & Sheth, M. S. (2021). Patient's Adherence to Physiotherapist Prescribed Self-management Strategies: A Physical Therapist's Perspective. <i>National Journal of Integrated Research in Medicine</i> , 12(1). |
| 4. | Kim, Y. N., Gray, N., Jones, A., Scher, S., & Kozłowska, K. (2021). The role of physiotherapy in the management of functional neurological disorder in children and adolescents. In <i>Seminars in Pediatric Neurology</i> (p. 100947). WB Saunders. |
| 5. | Hunter, S. W., & Divine, A. (2021). Understanding the factors influencing physiotherapists' attitudes towards working with people living with dementia. <i>Physiotherapy Theory and Practice</i> , 37(12), 1448-1455. |
| 6. | Morera-Balaguer, J., Botella-Rico, J. M., Catalán-Matamoros, D., Martínez-Segura, O. R., Leal-Clavel, M., & Rodríguez-Nogueira, Ó. (2019). Patients' experience regarding therapeutic person-centered relationships in physiotherapy services: A qualitative study. <i>Physiotherapy Theory and Practice</i> . |
| 7. | Colman, A.M. (2013). <i>Kas yra psichologija?</i> Vilnius: Apostrofa. |
| 8. | Mohammadi, F., Mahmoudi, H., Ranjbaran, Y., & Ahmadzadeh, F. (2022). Compilation and prioritizing human-wildlife conflict management strategies using the WASPAS method. <i>Environmental Challenges</i> , 100482. |

Coordinating lecturer

| Position | Degree, surname, name | Schedule №. |
|---------------------|-----------------------|-------------|
| Associate Professor | | 13 |

Subdivision

| Entitlement | Code |
|---|------|
| Department of Physical and Social Education | 1006 |

Study module teaching form №. 1

| Semester | Mode of studies | Structure | | | | Total hours | Credits | |
|----------|-----------------|-----------|----------|-----------|-----------|-------------|---------|---|
| | | Theory | Seminars | Lab Works | Ind. work | | | |
| A | S | D | 13 | 11 | 3 | 103 | 130 | 5 |

