**Institution: Kolping Higher Education Institution**
**Study programme: Social Work Management**

## SUBJECT PROGRAMME

| 1. Name of the subject | 2. Credits |
|---|---|
| **BASICS OF PSYCHOLOGY** | **4 (107 ac. hrs.)** |

**3. Correlation between the learning outcomes of the program and the subject, study methods and methods for evaluation of student's achievements**

| Learning outcomes of the program | Learning outcomes of the subject | Teaching / learning methods | Student achievement assessment methods |
|---|---|---|---|
| 1. The graduate will know the theories of social work and the fundamentals of other theories of social sciences, social work methods and innovations, infrastructure of social services, project and programme management and will be able to apply the above knowledge in pursuit of the empowerment of individuals and positive changes in the social life of an individual, group, community. | 1) Students will be able to explain the basic concepts of psychology and describe the main mental phenomena, processes, states and properties; | Theoretical lecture, demonstration, discussion, group work. | Testing (open and closed questions), written survey |
| | 2) Students will be able to identify mental and behavioural patterns at various ages, analyse the stages of personality development and the factors determining personality development; | Case analysis, group work, discussion | Written practical tasks, testing (open questions) |
| | 3) Students will be able to assess the psychosocial functioning of a personality, applying the acquired theoretical knowledge of psychology. | Self-analysis, psychological tests, case analysis | Independent work (self-analysis), written and oral presentation, written practical tasks |

**4. Abstract** (maximum 200 words; describes relevance of the subject)

When working in the field of social work, psychology of the common knowledge is necessary. Aim of the course - to introduce students to the basic concepts of psychology, to provide knowledge about the processes occurring in the psyche, introduce the basic theories of personality. The course formed understanding of personality development, introduction to human life in different ages and characteristics. It is also formed by student's skills self-study and to analyse scientific literature encouraged students' practical insight and develop skills to apply theoretical knowledge in practical problems.

**5. Main topics of the subject** **6. Practical activities**

| No. | Names of the topics | The number of contact hours | | | The number of hours for self-study |
|---|---|---|---|---|---|
| | | Theory | Practical work | Consultations | |
| 1 | **Introduction to the Subject**: Purpose, Structure, and Requirements. Subject scope, aims and objectives. Logical structure of topics and learning sequence. Assessment system and requirements, academic integrity principles. Overview of recommended literature and international sources.<br>Psychological **conception** history, definitions, interfaces with other sciences<br>1.1. Psychological science **goals**, the object<br>1.2. Psychology fields, branches<br>1.3. Psychological work areas | 1 | 4 | | 10 |

| | | | | | |
|---|---|---|---|---|---|
| 1. | Cognitive processes<br>**2.1** Sensation and perception<br>2.2 Memory. The t**ypes and** stages.<br>2.3. Thinking transaction's types and forms.<br>2.4. Focus. Attention **types** | 1 | 5 | | 10 |
| 2. | Motivation and emotions | 1 | 3 | | 10 |
| 3. | The concept of personality, the most important areas of psychology<br>4.1. psychoanalysis<br>4.2. Existential / humanistic psychology<br>4.3. The behavioral theory<br>4.4. The social / cognitive theory. | 2 | 7 | | 10 |
| 4. | Developmental Psychology<br>5.1. Ages psychology<br>5.2. E.Ericson development stage of personality<br>5.3.Z.Freud psychosexual stage of development. | 1 | 5 | | 10 |
| 5. | Social Psychology<br>6.1. Social roles<br>6.2. "I" image formation.<br>6.3. Group psychology | 1 | 5 | | 11 |
| 6. | The concept of stress, stress coping techniques. | 1 | 5 | | 10 |
| | **Total number of hours** | **8** | **22** | **6** | **71** |
| | **Exam** | **2** | | | |

**6. Criteria for assessment of student's achievements**

| **Grade and brief description of the knowledge and skills** | **Brief description of the criteria** |
|---|---|
| **10 (excellent)**<br>Excellent performance, outstanding knowledge and skills | Excellent, exceptional, comprehensive knowledge and its application in solving complex practical problems.<br>Student studied additional material independently.<br>Perfect understanding and use of concepts, ability to analyse them in the broader context of the subject.<br>Original and independent thinking.<br>Excellent analytical and evaluation skills and insight.<br>Excellent preparation for further studies.<br>Excellent application of theoretical knowledge.<br>Excellent performance in dealing with sophisticated non-standard tasks.<br>Impeccable, exceptional performance quality.<br>Excellent expression and presentation skills.<br>Well aware of what and why is being done. |
| | *All the learning outcomes achieved* |
| **9 (very good)**<br>Strong performance, good knowledge and skills | Strong, good, comprehensive knowledge and its application in solving complex practical problems.<br>Student studied additional material independently.<br>Perfect understanding of studied material, proper use concepts.<br>Original and independent thinking. |

| | |
|---|---|
| | Very good analytical, evaluation and synthesis skills.<br>Very good preparation for further studies.<br>Very good application of theoretical knowledge.<br>Good performance in dealing with sophisticated non-standard tasks.<br>Very good performance quality.<br>Very good expression and presentation skills.<br>Understanding of the methods, techniques applied and the reasons why. |
| | *At least 90 percent of the learning outcomes achieved* |
| **8 (good)**<br>Above the average performance, knowledge and skills | Better than average knowledge and its application in solving practical problems.<br>Familiar with the mandatory material.<br>Able to work independently with additional material.<br>Student understands the concepts and principles, applies them properly.<br>Good reasoning and arguments substantiated on facts.<br>Good preparation for further studies.<br>Good application of knowledge.<br>Correctly solves moderately complex and more difficult tasks.<br>Good performance quality.<br>Good expression and presentation skills.<br>Knowledge of the methods, techniques that need to be applied.<br>Good application of knowledge.<br>Correctly solves moderately complex and more difficult tasks.<br>Good performance quality.<br>Good expression and presentation skills.<br>Knowledge of the methods, techniques that need to be applied. |
| | *At least 80 percent of the learning outcomes achieved* |
| **7 (average)**<br>Average performance, knowledge and skills with unessential shortcomings | Average performance, with unessential shortcomings<br>Application of knowledge to solve practical problems.<br>Familiar with the main material.<br>Student understands and uses the concepts and principles.<br>Linking of several key components into a whole.<br>Fairly good reasoning.<br>Sufficient preparation for further studies.<br>Knowledge is applied in accordance with the given examples.<br>Good performance quality.<br>Correctly solves moderately complex tasks.<br>Sufficient expression and presentation skills. |
| | *At least 70 percent of the learning outcomes achieved* |
| **6 (satisfactory)**<br>Below average performance, knowledge and skills with substantial shortcomings | Below average knowledge, with errors.<br>Application of knowledge to solve uncomplicated practical problems.<br>Familiar with the main material.<br>Satisfactory understanding of the concepts, ability to describe incoming information in own words.<br>While analysing, student focuses on several aspects, but is unable to relate them. |

| | | |
|---|---|---|
| | | Satisfactory preparation for further studies.<br>Knowledge is applied in accordance with the given examples.<br>Satisfactory performance quality.<br>Able to act by analogy.<br>Correctly solves simple tasks, but does not comprehend more complex ones.<br>Satisfactory expression and presentation skills. |
| | | *At least 60 percent of the learning outcomes achieved* |
| **5 (weak)**<br>Knowledge and skills meet minimum criteria | | Knowledge meets minimum criteria.<br>Application of knowledge to solve uncomplicated practical problems.<br>Simple recitation of learned concepts, text retelling. The answer is focused on one aspect.<br>Minimum preparation for further studies.<br>Minimum sufficient skills to solve problems based on examples.<br>Able to act by analogy.<br>Satisfactory expression and presentation skills. |
| | | *At least half of the learning outcomes achieved* |
| **4**<br>**3**<br>**2**<br>**1** | **Unsatisfactory**<br>Below minimum criteria | Knowledge does not meet minimum criteria. Skills do not meet minimum criteria. |
| | | *Less than half of the learning outcomes achieved* |

**7. Subjects that need to be taken before**

-

**8. Forms of assessment of student achievement (components of cumulative assessment)**

Students are assessed during the process throughout the semester. At the end of the semester all evaluations are taken into account and the final score for the output:
20 % - midterm evaluation;
20 % - practical works
20 % - independent work;
40 % - examination.

**9. Coordinating teachers**

| Position | Surname, name, academic degree |
|---|---|
| Lector | Vitalija Mikutaitiene, master degree, psychoterapist |

**10. Recommended literature**

| No. | Year of issue | Authors and title of the publication | Publisher | Access | | |
|---|---|---|---|---|---|---|
| | | | | At the Kolping library | In other libraries of the city | In databases |
| 1. | 2008 | Myers D.G. Psichologija | Kaunas: Poligrafija ir informatika | x | 3x | |
| 2. | 2008 | Myers D. Socialinė psichologija | Kaunas: Poligrafija ir info | x | x | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3. | 2010 | Palujanskienė A., Jonušienė D. Psichologijos pagrindai | Akademija | | x | |
| 4. | 2013 | Bagdonas A., Rimkutė E. Anglų-lietuvių kalbų psichologijos žodynas. | Vaga | | x | |
| 5. | 2013 | Kalat J., W., Introduction to Psychology 8th Edition | | | x | |
| 6. | 2011 | Pastorino E. Doyle-portillo S. What is psychology? | Cengage Learning | | | x |
| 7. | 2014 | Stangor Ch. Introduction to psychology | Flat wor;d | | | x |