

# Subject program „PSU17 Psychology”

Year: 2018/2019

Status: Active

Subject language Estonian  
Creditpoints 3 ECTS  
Grading method Nondistinctive  
Academicians Marika Merits, Õilme Siimer, Tatjana Vetštomova, Mikhail Bendera, Are Kangus, Asko Kesk, Pia Pedanik, Kairi Lenk

## General

Subject objective To acquire knowledge in psychology and create readiness to understand the patient's/client's needs.

Learning outcomes

1. Has knowledge on the main concepts and approaches in psychology (developmental, personality and social psychology).
2. Understands the nature and causes of individual developmental and social behaviour.
3. Is able to implement different communication techniques and principles of teamwork.

Learning outcomes	
1.Outcome	1. Has knowledge on the main concepts and approaches in psychology (developmental, personality and social psychology).
grade „Passed(P)”	Knows and recognizes individual psychological characteristics and developmental periods during the person's lifespan deriving from the psychological, social, biological, and socio-psychological theoretical aspects on a satisfactory level. Is able to identify typical examples (e.g. the ones addressed in seminars and which are not person-specific), is able to partially link the stages of lifespan and/or social behaviour with corresponding theoretical reasons, etc. Is familiar with required literature. Threshold - the description listed above has been met in the test.
2.Outcome	2. Understands the nature and causes of individual developmental and social behaviour.
grade „Passed(P)”	Knows the nature and reasons of an individual's development and social behaviour deriving from the biological, cognitive, social and/or intercultural differences on a satisfactory level. Is able to identify a few typical examples (e.g. the ones listed in the study materials or described in seminars), substantial mistakes occur in answering important questions. Is familiar with required literature. Threshold - the description listed above has been met.
3.Outcome	3. Is able to implement different communication techniques and principles of teamwork.

<b>Learning outcomes</b>	
<b>grade „Passed(P)”</b>	Recognizes the fundamental principles of teamwork including some specific terms connected to teamwork on a satisfactory level; sees oneself and/or the client/patient/close family as members of the team. Contribution to the team work is satisfactory, is capable of self-analysis which is necessary in teamwork. Substantial shortcomings occur in recognizing or implementing communication techniques (e.g. active listening, self-assertion, personal resources, etc.). Is capable of recognizing typical examples and/or describe typical situations. Recognizes conflict situations but has trouble in identifying the reasons and the solutions offered are limited or they might not be the most suitable. Is familiar with required literature. Threshold - the description listed above has been met.

## Subject program parts

### all curricula; full-time study

Changer confirm	Kairi Lenk 27.08.2019
Reviewer confirm	Silja Mets-Oja 02.09.2019
Administrator confirm	Kristiina Puura 04.09.2019

### Study in different study forms

Study form	Lecture	Excerice	Seminar	Practice	Homework	Internet study	Out of office	Practical training
Full-time study	16.0		6.0		56.0			

### General description

Obligatory subject in all curricula. No prerequisite subjects.

### Forms of studying

Volume of credit points is 3 ECTS. Contact lessons 22 hours, of which 16 hours are lectures and 6 hours seminars. Independent work 56 hours. The planned schedule of lectures and seminars may differ by the study groups in different structural units.

Contact hours cover most of the topics of the subject, which are mainly the key concepts of developmental and social psychology. The topics not covered during lectures must be acquired independently.

### Teaching methods

Lecture, seminar, group work.

### Content and method for independent study

Tasks that require reading the obligatory literature of the subject, preparing for the seminars and final credit. More detailed information concerning the independent work will be given by the lecturer.

**Required reading (K)**

Gleitman, H, Gross, J., Reisberg, D. (2014). Psühholoogia. Hermes Kirjastus. (only the chapters on developmental, social and personality psychology).

**Recommended reading (T)**

1.Butterworth, G., Harris, M. (2002). Arengupsühholoogia alused.Tartu: Tartu Ülikooli Kirjastus.

2.Maslow, H.A. (2007). Motivatsioon ja isiksus. Mantra Kirjastus.

3.The Cambridge Handbook Age and Ageing.(2005). Ed. by M. Johnson. Cambridge University Press.

**Methods of assessment**

Participation in all seminars is mandatory.

Nondistinctive evaluation.

Evaluation method:

Final credit is held in Moodle environment: 20 questions, threshold is 14 correct answers.

Some differences apply to Kohtla-Järve and Pärnu Nursing Curricula groups - their written credits are to be done in paper form.

**Additional information**

Food and beverage consumption (except for water) is not allowed in the lecture room.

Lecturer has the right to change the way the topics are addressed according to the situation.

**Subject program**

Nr	Activity	Hours	Literature	Academics
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<p>1. Sissejuhatus ainesse. Aineprogrammi tutvustamine, õpiväljundite täitmise olulisuse rõhutamine. Iseseisva töö planeerimise põhimõtete selgitamine. Psühholoogia tähtsus ja seotus teiste TTKs õpetatavate ainetega. Seotus isiksusliku ning professionaalse arenguga. Mis on arengupsühholoogia? Mis on sotsiaalpsühholoogia? Ülevaade võtmeteemadest. Teaduslik ja populaarteaduslik psühholoogia. Töökorraldus tunniplaanis jne. Teemade käsitlemine ajaline jaotus on antud üldistatuna; nende käsitlemine sõltub konkreetse rühma diskussioonivalmidusest, aktiivsusest, huvist jne. Psühhodünaamiline käsitlus. Tuntumad psühhoanalüütilised käsitlused (S. Freud, E.H. Erikson jt). Isiksuse (ego) kaitsemehhanismid e psüühilised kaitsed.</p> <p>Introduction to the subject. Introducing the study programme, emphasizing the importance of achieving learning outcomes. Explaining the principles of planning the independent work. The importance of Psychology and its relationship with other subjects taught in Tallinn Health Care College. Psychology and its connectedness with personality and professional development. What is Developmental Psychology? What is Social Psychology? Overview of the key topics. Scientific and popular science psychology. Work organization and timetable, etc. The planned schedule of when and how the topics are addressed in general, their actual order and treatment may differ depending on the students activeness, interest, readiness for discussion, etc. Psychodynamic approach. Main psychoanalytical approaches (S. Freud, E. H. Erikson, et al). Personality (ego) defense mechanisms (mental defense</p>	<p>4</p>	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.</p>	<p>Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk</p>
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2.	<p>Ülevaade arengupsühholoogia põhimõistetest ja meetoditest. Elukaare mõiste, erinevate elukaare etappide psühholoogilised iseärasused koos võimalike kriisidega. Murdeiga. Psühholoogilised iseärasused, kriisid. Kultuuride erinevused ja nende mõju murdealastele. Täiskasvanuea iseärasused (sh vanadusiga) ja problemaatika. Võimalikud kriisid ja toimetulek.</p> <p>Overview of the main concepts and methods of developmental psychology. The concept of lifespan, psychological characteristics of different stages during the lifespan with possible crises. Puberty. Psychological characteristics, crises. Cultural differences and their influence on teenagers. Characteristics of adulthood (including old-age) and possible issues. Possible crises and coping.</p>	4	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.</p>	<p>Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk</p>
3.	<p>Biheivioristlik lähenemine (I. Pavlov, M. Seligman, F. Skinner jt). Sotsiaalkognitiivne käsitlus (A. Bandura). Sotsiokultuuriline käsitlus (L. Vögotski). Kognitiivsed ja humanistlikud paradigmad (J. Piaget, A. Gesell, A. Maslow).</p> <p>Behavioristic approach (I. Pavlov, M. Seligman, F. Skinner, et al). Socio-cognitive approach (A. Bandura). Sociocultural approach (L. Vygotsky). Cognitive and humanistic paradigms (J. Piaget, A. Gesell, A. Maslow.)</p>	2	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.</p>	<p>Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk</p>

4.	<p>Isiksus sotsiaalpsühholoogilises tähenduses. Sotsiaalpsühholoogia mõiste. Tuntumad eksperimendid sotsiaalpsühholoogias (S. Asch, S. Milgram, P. Zimbardo). Sotsiaalne MINA ja selle paljusus. Enesehinnangu mõiste ja sisu. Efektiivne kommunikatsioon, selle tähtsus kliendi/patsiendiga suhtlemisel. Kommunikatsiooni stiilid E. Berne'i mudeli järgi (transaktsionaalne analüüs). Johari aken. Verbaalne ja mitteverbaalne suhtlemine.</p> <p>Personality in the terms of social psychology. The concept of Social Psychology. Most known experiments in Social Psychology (S. Asch, S. Milgram, P. Zimbardo). Social ME and its multiplicity. Self-esteem - the concept and content of the term. Effective communication, its importance in communicating with the client/patient. Communication styles according to the E. Berne model (transactional analysis). Johar's window. Verbal and nonverbal communication.</p>	4	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.</p>	<p>Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk</p>
5.	<p>Sotsiaalne tajus ja isiksus. Altruism, meeldimine, empaatia, armastus, üksindus/üksildus, agressiivsus ja sotsiaalne ükskõiksus. Kultuuridevaheline erinevus ja selle problemaatika. (G.Hoefstede, R.Lewis jt).</p> <p>Social perception and personality. Altruism, liking, empathy, love, solitude/loneliness, aggression and social indifference. Intercultural differences and issues involved. (G. Hoefstede, R.Lewis, et al).</p>	2	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.</p>	<p>Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk</p>

6.	Seminar. / Seminar.	2	Õppejõu poolt sisesatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.	Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk
7.	Seminar. / Seminar.	2	Õppejõu poolt sisesatud õppematerjal ÕIS-is. / Materials in Study Information System uploaded by the lecturer.	Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk
8.	Kirjalik arvestus / Written credit.	2		Marika Merits, Tatjana Vetštomova, Pia Pedanik, Kairi Lenk

### Õt; full-time study

Changer confirm	Kairi Lenk 27.08.2019
Reviewer confirm	Silja Mets-Oja 04.09.2019
Administrator confirm	Kristiina Puura 04.09.2019

### Study in different study forms

Study form	Lecture	Excerice	Seminar	Practice	Homework	Internet study	Out of office	Practical training
Full-time study	8.0		8.0		62.0			

### General description

Mandatory subject in TÕ11 curriculum. No prerequisite subjects.

### Forms of studying

Volume of credit points 3 ECTS. Contact lessons 16 hours, of which 8 hours are lectures and 8 hours seminars. Independent work 62 hours.

Kontaktõppe vältel leiab käsitlemist osa õppeaine teemadest, peamiselt arengu- ja sotsiaalsühholoogia võtmeteemad. Mittekäsitletud teemad tuleb omandada üliõpilastel iseseisva töö (õppimise) käigus.

### Teaching methods

Lecture, seminar, group work.

### Content and method for independent study

Tasks, which require close reading of the study materials, preparing for seminars and credit. A more exact description with explanations is given by the lecturer.

### Required reading (K)

Gleitman, H, Gross, J., Reisberg, D. (2014). Psühholoogia. Hermes Kirjastus. (only the chapters concerning development, social and personality psychology).

### Recommended reading (T)

1. Butterworth, G., Harris, M. (2002). Arengupsühholoogia alused. Tartu: Tartu Ülikooli Kirjastus.
2. Maslow, H.A. (2007). Motivatsioon ja isiksus. Mantra Kirjastus.
3. The Cambridge Handbook Age and Ageing. (2005). Ed. by M. Johnson. Cambridge University Press.

### Methods of assessment

Kõikides seminarides osalemine on kohustuslik.

Hindamine on mitmeeristav ehk arvestatud/mittearvestatud.

Evaluation method:

Credit is held in Moodle environment. There are 20 questions, threshold is 14 correct answers.

### Additional information

It is not allowed to consume any drinks and food (except for water) in the lecture room. Lecturer has the right to change the way different topics are addressed according to the situation.

### Subject program

Nr	Activity	Hours	Literature	Academicians
1.	Sissejuhatus ainesse. Teoreetilise ja iseseisva töö põhimõtete selgitamine. Psühholoogia tähtsus ja seotus teiste TTKs õpetatavate ainetega. Ülevaade võtmeteemadest. Teaduslik ja populaarteaduslik psühholoogia. Tuntumad psühhoanalüütilised käsitlused (S. Freud, E.H. Erikson jt). Isiksuse (ego) kaitsemehhanismid e psüühilised kaitsed. Introduction to the subject. Explanations to the independent work and theoretical work. The importance of psychology and its connectedness to other subjects. Overview of the key topics. Scientific and popular science literature. Most well-known psychological treatments ((S. Freud, E.H. Erikson et al.). Personality (ego) defence mechanisms, psychic defence.	2	Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in Study Information System (SIS) uploaded by the lecturer.	Marika Merits, Kairi Lenk



2.	<p>Biheivioristlik lähenemine (I. Pavlov, M. Seligman, , J.Rotter, F. Skinner jt). Sotsiaalkognitiivne käsitlus (A. Bandura). Sotsiokultuuriline käsitlus (L. Vögotski). Humanistlikud ja kognitiivsed paradigmad ( A. Maslow, J. Piaget).</p> <p>Behaviouristic approach ((I. Pavlov, M. Seligman, J.Rotter, F. Skinner et al.). Social cognitive approach (A. Bandura). Sociocultural approach (L. Vögotski). Humanistic and cognitive paradigms. (A. Maslow, J. Piaget).</p>	2	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in SIS uploaded by the lecturer.</p>	<p>Marika Merits, Kairi Lenk</p>
3.	<p>Isiksus sotsiaalpsühholoogilises tähenduses. Sotsiaalpsühholoogia mõiste. Tuntumad eksperimendid sotsiaalpsühholoogias (S. Asch, S. Milgram, P. Zimbardo). Sotsiaalne MINA. Enesehinnangu mõiste ja sisu. Efektiivne kommunikatsioon, selle tähtsus kliendi/patsiendiga suhtlemisel. Kommunikatsiooni stiilid E. Berne'i mudeli järgi (transaktsionaalne analüüs). Johari aken. Verbaalne ja mitteverbaalne suhtlemine.</p> <p>Personality in the social-psychological meaning. Term social psychology. Most well-known experiments in social psychology (S. Asch, S. Milgram, P. Zimbardo). Social ME. The contents and meaning of the term self-esteem. Effective communication and its importance in communicating with client/patient. Communication styles according to the E. Berne model (transactional analysis). Johari's window. Verbal and nonverbal communication.</p>	2	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in SIS uploaded by the lecturer.</p>	<p>Marika Merits, Kairi Lenk</p>

4.	<p>Sotsiaalne tajus ja isiksus. Altruism, meeldimine, empaatia, armastus, üksindus/üksildus, agressiivsus ja sotsiaalne ükskõiksus. Kultuuridevaheline erinevus ja selle probleematika. (G.Hoefstede, R.Lewis jt).</p> <p>Social perception and personality. Altruism, liking, empathy, love, loneliness/solitude, aggressiveness and social indifference. Intercultural differences and its problematics. (G. Hoefstede, R. Lewis, et al.).</p>	2	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in SIS uploaded by the lecturer.</p>	Marika Merits, Kairi Lenk
5.	Seminar / Seminar	6	<p>Õppejõu poolt sisestatud õppematerjal ÕIS-is. / Materials in SIS uploaded by the lecturer.</p>	Marika Merits, Kairi Lenk
6.	Arvestus / Credit	2		Marika Merits, Kairi Lenk