**ACADEMIC DISCIPLINE OVERVIEW**

1. **Program data**

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| **1.1.** | **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI** | | | | | | | |
| **1.2.** | **FACULTY OF MEDICAL BIOENGINEERING** | | | | | | | |
| **1.3.** | **PROGRAMME:** Physio-kinetotherapy and rehabilitation | | | | | | | |
| **1.4.** | **STUDY FIELD:** Health | | | | | | | |
| **1.5.** | **STUDY CYCLE**: UNDERGRADUATE | | | | | | | |
| **1.6.** | **STUDY PROGRAMME:** INENGLISH | | | | | | | |
| 1. **Subject data** | | | | | | | | |
| **2.1.** | **Subject: LUDOTHERAPY** | | | | | | | |
| **2.2.** | **Module leader: PhD lecturer, Magdalena IORGA** | | | | | | | |
| **2.3.** | **Seminar leader: PhD lecturer, Magdalena IORGA** | | | | | | | |
| **2.4. Year of study** | |  | **2.5. Semester in which is taught** |  | **2.6. Evaluation type** |  | **2.7. Subject status** | Mandatory / Elective |

1. **Estimated total time (hours/semester of didactic activity)**

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| **3.1.Number of hours / week** | 1 | **3.2. Courses number of hours / week** | 0.5 | **3.3.Seminar / l practical classes** | 0.5 |
| **3.4. Total number of learning hours** | 14 | **3.5. Courses** | 7 | **3.6. Seminar / practical classes** | 7 |
| **3.7. Distribution of the available time** | | | | | Hours |
| **Study based on the manual, lecture support, bibliography and hand notes** | | | | | 10 |
| **Supplementary documentation in the library, using specialised platforms via internet and by field work** | | | | | 14 |
| **Preparation for seminars / practical classes, study themes, reviews, portfolios, and essays** | | | | | 10 |
| **Tutorship** | | | | |  |
| **Examinations** | | | | | 2 |
| **Other activities** | | | | |  |
| **3.8. Total hours of individual study** | | | | | 36 |
| **3.9. Total hours per semester** | | | | | 50 |
| **3.10. Number of credits** | | | | | 2 |

1. **Preconditions (where applicable)**

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| **4.1.** of curriculum | No condition |
| **4.2.** of competences | No condition |

1. **Conditions (where applicable)**

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| **5.1.** for lectures | No condition |
| **5.2.** for seminars / practical classes | No condition |

1. **Specific competences acquired**

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| Professional competences (expressed as knowledge and abilities) | * To evaluate precisely the psychological profile of the patient * To apply an appropriate intervention adjusted to patient’s needs and psychological profile * To evaluate the results of the therapeutical intervention |
| Transverse competences (of role, of professional development, personal) | * To construct different kinds of intervention * To develop communication skills * To develop team abilities |

1. **Objectives of the study discipline (according to the grid of specific competences acquired)**

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| **7.1.** General objective | Acquiring general knowledge of lutotherapy and its applicability in the medical field |
| **7.2.** Specific objectives | * to foster the process of healing, psychosocial rehabilitation and recovery * to be aware of the therapeutic intervention various ways depending on the particular person and the health problem * to develop skills of a person's psychological evaluation * to construct intervention adapted to each individual |

1. **Contents**

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| **8.1. Lecture** | **Teaching methods** | **Observations** |
| 1. Introduction to ludotherapy. Pretend play. Non directive play. | lecture | 1 hour |
| 1. The use of play for differential diagnosis | lecture | 1 hour |
| 1. Play therapy relationship and the use of play for education and recovery | lecture | 1 hour |
| 1. Play therapy and participants (child, therapist, parent) | lecture | 1 hour |
| 1. Play therapy models | lecture | 1 hour |
| 1. Activities and toys use in play | lecture | 1 hour |
| 1. Child-centered play therapy | lecture | 1 hour |
| **Bibliography**   1. Green, E. J., & Myrick, A. C. (2014). *Play Therapy with Vulnerable Populations: No Child Forgotten*. Rowman & Littlefield. 2. Landreth, G. L. (2012). *Play therapy: The art of the relationship*. Routledge 3. Kottman, T. (2014). *Play therapy: Basics and beyond*. John Wiley & Sons | | |
| **8.2. Seminar / practical classes** | **Teaching methods** | **Observations** |
| 1. The use of draws, sand, water, video-games and physical exercises | Play role. Experiment. | 1 hour |
| 1. The use of play to identify patient’s problems | Debate. play role | 1 hour |
| 1. Patient-therapist communication | Debate. Play role. | 1 hour |
| 1. The effects of play on development and recovery | Debate. Comparative analysis. | 1 hour |
| 1. The construction and utilization of toys and exercises during therapeutically activities | Debate, audio-video tools, | 1hour |
| 1. The management of a therapeutically intervention for physical/neuromotor disabilities – model - portfolio | Portfolios | 2 hours |
| **Bibliography**   1. Schaefer, C. E., & Cangelosi, D. M. (2002). *Play therapy techniques*. Rowman & Littlefield 2. Kaduson, H., & Schaefer, C. (2010). *101 favorite play therapy techniques* (Vol. 3). Jason Aronson. 3. S. Bennett, A. Kiado. (1998). Inchide televizorul. 365 de jocuri pentru copii si parinti in locul privitului la televizor. | | |

1. **Correlation of the discipline contents with the expectations of the epistemic community, professional associations, and representative employers from the afferent program field**

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| Knowledge and abilities are established as didactic objectives and specified as such in the analytic programs that are revised yearly. After their analysis by the study discipline staff, these are discussed and approved in the Curricular Committee, towards curricular harmonization among the various study disciplines. Along this entire process systematic evaluation is performed, directly if possible, regarding the correspondence of the contents to the expectations of the academic community and of the representatives of the social community, professional associations, and employers. |

1. **Evaluation**

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| **Type of activity** | **Type of activity** | **Evaluation methods** | **Contribution to the final grade** |
| **Lecture** | Grade for multiple choice test | standardized multiple choice test | 50% |
| **Seminar/practical classes** | Average grade of ongoing examinations | ongoing evaluation | 10% |
| Grade for practical examination | practical exam | 40% |
| **Minimal performance standard:** at least grade 5 to pass the discipline | | | |

**Date of completion: Signature of head of discipline**

20.01.2017 Magdalena IORGA

PhD lecturer, clinical psychologist

**Signature of department director**

Lecturer Daniela-Viorelia Matei, Ph-D