

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Ime predmeta:	Psihologija zdravja
Course title:	Health Psychology

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Splošna medicina, enovit magistrski študijski program		Drugi	3.
General medicine, Uniform master's degree study program		Second	3rd

Vrsta predmeta (obvezni ali izbirni) /
Course type (compulsory or elective)

obvezni

compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
60	30	20			10	4
		AV LV RV				

Nosilec predmeta / Course coordinator:

prof. dr. Polona SELIČ – ZUPANČIČ, univ. dipl. psih.

Jeziki /Languages:

Predavanja / Lectures: slovenski/slovene

Vaje / Tutorial: slovenski/slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites for enrolling in the course or for performing study obligations:

Vsebina (kratek pregled učnega načrta):

1. Psihologija zdravja in njene implikacije v medicini
2. Osebnost v bio-psiho-socialnem modelu zdravja
 - ~ Osebnostne lastnosti
 - ~ Motivacijski vidiki osebnosti
 - ~ Razvoj psihičnih funkcij
 - ~ Družina in navezovanje
 - ~ Samopodoba

Content (syllabus outline):

1. Health psychology and its implications in medicine
2. Personality in bio-psycho-social model of health
 - ~ Personality traits
 - ~ Motivation
 - ~ Psychosocial development
 - ~ Family and attachment
 - ~ Self-concept

~ Razvojne faze, separacija in osebna zrelost	~ Developmental stages, separation and maturity
3. Čustva in bio-psiho-socialno blagostanje	3. Emotions and bio-psycho-social well-being
~ Referenčni okvir, kognicije in doživljanje ~ Vpliv čustvovanja na blagostanje ~ Ugodje, neugodje in bolečina kot prototip strahu - psihološki vidiki bolečine ~ Strah in strahu podobna čustva ~ Jeza ~ Zadovoljstvo, zaupanje in empatija ~ Žalost in žalovanje	~ Framework of reference, cognition and emotional experience ~ Emotions as a determinant of well-being ~ Pleasure, discomfort and pain as a prototype of fear: Psychological aspects of pain ~ Fear and fear-like emotions ~ Anger ~ Satisfaction, trust and empathy ~ Loss and mourning
4. Stres in spoprijemanje s stresom	4. Stress and coping
~ Interakcijski model stresa, sistemski pristop ~ Stresorji ~ Socialna podpora ~ Razbremenitev in upravljanje s stresnim dogajanjem ~ Življenjske spremembe kot izgube (kronična bolezen, terminalna bolezen)	~ Interactive model of stress – a systemic approach ~ Stressors ~ Social support ~ Debriefing and stress management ~ Life circle changes (chronic illness, terminal conditions)
5. Koncept in konstrukt komunikacijskega prostora	5. The concept and construct communication field
~ Komunikacijsko polje: dejavniki, vezani na osebe, dejavniki interakcije in konteksta ~ Obravnava t.i. težavnih situacij: učinek pričakovanja; občutek lastne vrednosti; dejavno pozorno poslušanje ~ Posebnosti komunikacije in komunikacijskih motenj, ki ovirajo (med)osebni stik: stališča, predsodki in stereotipi, manipulacija/zloraba	~ Communications field: Factors related to the person/individual; Factors related to interpersonal interaction and Contextual factors ~ Dealing with so-called difficult situations: The effect of expectations; A sense of self-worth; transfer, active attentive listening ~ Special features of communication and difficulties in (inter) personal contact: Attitudes; Prejudices and stereotypes; Manipulation/Abuse
6. Nasilje in percepcija nasilja	6. Violence and the perception of violence
~ Nasilje v družbi, družini in medosebnih odnosih: ekološki model ~ Nasilje intimnih partnerjev ~ Zlorabe in nasilje nad starejšimi ~ Zlorabe otrok	~ Violence as societal, domestic and/or interpersonal phenomenon: The ecological model ~ Intimate partner violence (IPV) ~ Abuse of elderly ~ Child abuse
7. Tehnike in pristopi k učinkovitemu sporazumevanju	7. Effective communication: Techniques and approaches
~ Nenasilna komunikacija ~ Tehnike: odprta vprašanja, afirmacije, poslušanje z refleksijo, povzemanje ~ Motivacijski intervju	~ Non-violent communication ~ Techniques used in motivational interviewing: open questions, affirmations, reflective listening, summarizing ~ Motivational interview
8. Zdravje in profesionalna vloga	8. Healthy professional
~ Izgorevanje in izgorelost ~ Koncepti žilavosti, sreče in osebne izpolnitve	~ Burnout ~ Resilience; Positive emotions; Engagement; Relationships; Achievements and Meaning

Temeljni literatura in viri / Reading materials:

1. SELIČ, Polona. *Psihologija bolezni našega časa*, (Zbirka Sophia, 1999, 1). Ljubljana: Znanstveno in publicistično središče, 1999. 335 str., sheme. ISBN 961-6294-06-7. [COBISS.SI-ID 80347392]
2. SELIČ, Polona. *Načela sporazumevanja v družinski medicini*. V: ŠVAB, Igor (ur.), ROTAR-PAVLIČ, Danica (ur.). *Družinska medicina : učbenik*. Ljubljana: Združenje zdravnikov družinske medicine, 2012, str. 157-174. [COBISS.SI-ID 30162137]
3. SELIČ-ZUPANČIČ, Polona. Nasilje v družini. V: ŠVAB, Igor (ur.), ROTAR-PAVLIČ, Danica (ur.). *Družinska medicina : učbenik*. Ljubljana: Združenje zdravnikov družinske medicine. 2012, str. 311-326. [COBISS.SI-ID 30166745]
4. SELIČ, Polona. *Novi odročnik : nebesedno sporazumevanje za vsakdanjo rabo*. Ljubljana: Inštitut za psihofiziološke študije Pares, 2007. 235 str., ilustr. ISBN 978-961-92179-0-0. [COBISS.SI-ID 234629120]
5. SELIČ, Polona, ŠVAB, Igor, REPOLUSK, Marija, KOPČAVAR GUČEK, Nena. What factors affect patients' recall of general practitioners' advice?. *BMC family practice*, ISSN 1471-2296, 2011, vol. 12, issue 1, str. [1-24], 141, doi: 10.1186/1471-2296-12-141. [COBISS.SI-ID 29374681]

Dodatna literatura / Additional reading material

1. SELIČ-ZUPANČIČ, Polona. Težavna obravnava : težava v komunikaciji ali v osebi?. V: POLJANEC BOHNEC, Milenka (ur.), TOMAŽIN-ŠPORAR, Mateja (ur.). *Sladkorna bolezen : povezovanje medicine in humanističnih ved : za zdravstvene delavce*. Ljubljana: Slovensko osteološko društvo. 2019, zv. 3, str. 65-72. [COBISS.SI-ID 34706649]
2. Martino S, Arnaout B. Fundamentals of motivation and change. In: Levounis P, Arnaout B *Handbook of motivation and change: A practical guide for clinicians*. Handbook of motivation and change: A practical guide for clinicians. Arlington, VA; 2010. p. 11-23. Available from: <http://libproxy.unm.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2010-10445-002&login.asp&site=ehost-live&scope=site>
3. Meh D, Georgiev D. Osnove zaznavanja, dojetanja (spoznavanja) in prepoznavanja bolečine. *Medicinski razgledi*, 2013, 52(1) 105-118.
4. KOPČAVAR GUČEK, Nena and SELIČ-ZUPANČIČ, Polona. Depression in intimate partner violence victims in Slovenia : a crippling pattern of factors identified in family practice attendees. *International journal of environmental research and public health*, ISSN 1660-4601. [Online ed.], Jan. 2018, vol. 15, iss. 2, str. 1-16. <http://www.mdpi.com/1660-4601/15/2/210>, doi: [10.3390/ijerph15020210](https://doi.org/10.3390/ijerph15020210). [COBISS.SI-ID 33611993]
5. PENŠEK, Lea and SELIČ-ZUPANČIČ, Polona. Empathy and burnout in Slovenian family medicine doctors : the first presentation of Jefferson Scale of Empathy results = Empatija in izgorelost pri slovenskih zdravnikih družinske medicine : predstavitev prve uporabe lestvice za samooceno empatije pri zdravnikih. *Zdravstveno varstvo : Slovenian journal of public health*, ISSN 0351-0026. [Tiskana izd.], 2018, letn. 57, št. 3, str. 155-165, tabele. <https://content.sciendo.com/view/journals/sjph/57/3/article-p155.xml>, doi: [10.2478/sjph-2018-0020](https://doi.org/10.2478/sjph-2018-0020). [COBISS.SI-ID 33906905]

Cilji in kompetence:

Študent(ka) se seznani s bio-psiho-socialnim modelom zdravja in spozna vlogo psiholoških dejavnikov pri ohranjanju in krepitvi zdravja ust ter psihološke dejavnike, ki vplivajo na sodelovalnost. Na osnovi informacij, pridobljenih vedenj in aktivnega opazovanja študent(ka) odkriva in

Objectives and competences:

The student/s (hereinafter referred to as the student) gets insight into the bio-psycho-social model of health and the role of psychological factors in the maintaining and promoting of oral health and their impact on adherence.

prepoznava pojave in procese, povezane s socialno konstrukcijo realnosti, veščinami v medosebnih odnosih (zlasti komunikacijo), spoprijemanjem s stresom, vezanim na posameznika, referenčne skupine, ki jim pripada, in (med)kulturne dinamike, v katere stopa.

Na osnovi preučevanja literature, študija primerov in lastne aktivnosti opušča prakticistične koncepte v komunikaciji, osveži in nadgradi poznavanje dejavnikov, ki sooblikujejo komunikacijski prostor; nauči se kritično vrednotiti teoretične koncepte in raziskovalne podatke, povezane s psihologijo stresa in socialno percepcijo. Študent(ka) pozna delovanje samouresničujoče prerokbe in zna nadgraditi sodobne raziskovalne podatke s področja socializacije in motivacije s prenosom v uporabne koncepte razgovora v kriznih situacijah.

Študent (ka) je vključen(a) v pregled, analizo in razpravo o ključnih konceptih in spoznanjih, povezanih z obravnavo nasilja v medosebnih odnosih; spozna pomen kulture nasilja, vzrokov, razsežnosti in posledic za zdravje, kot tudi možnih in preverjenih odzivov. Seznan se z delovanjem nasilnega diskurza v komunikaciji.

V obliki samostojnega študija, ob pripravi seminarske naloge spoznava strokovno literaturo področja. Predmet zagotovi pregled, analizo in razpravo o ključnih konceptih psihologije zdravja. Učna enota prispeva k razvoju naslednjih splošnih in specifičnih kompetenc:

- ~ sintetično, analitično in ustvarjalno mišljenje in problemsko znanje
- ~ avtonomnost, (samo)kritičnost, (samo)refleksivnost, (samo)evalviranje in prizadevanje za kakovost
- ~ ustvarjanje spodbudnega (učnega) vzdušja, medsebojnih odnosov in učinkovito razreševanje problemov v medosebnih odnosih
- ~ sodelovanje (s sodelavci in drugimi)
- ~ sporazumevanje (besedno in nebesedno)
- ~ spoprijemanje s stresom
- ~ kognitivna empatija
- ~ občutljivost za (so)ljudi in socialne situacije (nasilje v medosebnih odnosih)
- ~ razumevanje in uporaba strokovnega znanja
- ~ raziskovalni pristop in usmerjenost v reševanje problemov.

Based on the provided information, obtained knowledge and active (personal) observation, the student detects and identifies phenomena and processes related to the social construction of reality, skills in interpersonal relationships (especially communication) and coping with stress, related to an individual, their groups of reference and (inter) cultural dynamics.

After the study of literature, case studies and their own activities the student will be able to omit implicit/practicistic concepts in communication; refreshes and upgrades knowledge of the factors interacting within the communication field; and learns to critically evaluate theoretical concepts and research data related to the psychology of stress and social perception. The student becomes acquainted with the operation of self-fulfilling prophecies and knows how to incorporate modern research information, with regard to socialization and motivation, into useful concepts of communication in critical and life-threatening situations.

Additionally, the course will provide a forum for the review, analysis and discussion of interpersonal violence; to describe the culture of violence; to make a contribution to understanding of violence and its impacts on health, to illuminate the different types of violence, to advance the analysis of the factors that lead to violence and the possible responses.

In the process of independent work on the preparation of coursework, the student gets to know the body of professional literature. This course will provide an overview, analysis and discussion of the key concepts of health psychology.

The course contributes to the development of general and specific competences as follows:

- ~ Synthetic, analytical and creative thinking skills and problem-solving
- ~ Autonomy, (self-) criticism, (self-) reflexivity, (self-) evaluation and quest for quality
- ~ Creating a supportive (learning) environment, a climate of interpersonal relations and effective problem-solving in interpersonal relationships
- ~ Co-operation (with co-workers and others)
- ~ Communication (verbal and non-verbal)
- ~ Coping with stress
- ~ Cognitive empathy
- ~ Sensitivity to other people and social situations, e.g. interpersonal violence

S študijem literature, primerov in izvedbo praktičnih vaj študenti razvijejo spretnosti in veščine v medosebnih odnosih, komunikacijske in analitične veščine.

- ~ Understanding and use of expertise
- ~ Research approach towards professional situations and focus on problem solving.

By studying literature, cases and carrying out practical exercises student will develop skills and competence in interpersonal relations, communication and analytical skills.

Predvideni študijski rezultati:

Znanje in razumevanje: Študent(ka) bo

- ~ razložil(a) pomen in prednost bio-psiho-socialnega modela zdravja
- ~ opisal(a) koncept težavne obravnave
- ~ razložil(a) temeljne koncepte psihologije zdravja: sporazumevanje, spoprijemanje s stresom, dejavnikov, povezanih z nasiljem v medosebnih odnosih in osebnim blagostanjem
- ~ razložil(a) dinamiko v komunikacijskem prostoru
- ~ opisal(a) dinamiko v medosebnih odnosih (navezovanje, izguba, žalovanje)
- ~ razložil(a) interaktivno delovanje stresorjev in spoprijemanje

Prenesljive/ključne spretnosti in drugi atributi:

Uporaba: Študent(ka) bo

- ~ uporabljal(a) pridobljeno znanje in veščine v medosebnih odnosih in komunikaciji
- ~ uporabljal(a) konstruktivne strategije spoprijemanja s stresom
- ~ uporabljal(a) tiskane in elektronske vire in samoizobraževanje
- ~ uporabljal(a) nenasilne načine komuniciranja
- ~ oblikoval(a) odnos do sebe in referenčnih skupin, ki jim pripada
- ~ izkazoval(a) zmožnost večkulturnega razumevanja ter kritično razmerje do družbenih in javno-zdravstvenih problemov (nasilja v medosebnih odnosih)
- ~ razvijal(a) veščin v medosebnih odnosih pri sebi in v svojem okolju

Refleksija: Študent(ka) bo

Intended learning outcomes:

Knowledge and Understanding: Student will be able to

- ~ explain the importance and usefulness of the bio-psycho-social model of health
- ~ describe/present the concept of difficult patient vs. difficult communication
- ~ explain the basic concepts of health psychology, i.e. communication, coping, interpersonal violence, and personal well-being
- ~ explain the dynamics within the communication field
- ~ describe/present the dynamics of interpersonal relationships, e.g. attachment, loss, separation and grief
- ~ explain the operation of interactive stressors and coping

Transferable/Key Skills and other attributes:

Use: Student will be able to

- ~ apply knowledge and skills in interpersonal relations and communication
- ~ use constructive (active) coping strategies in stressful situations and interpersonal relationships
- ~ use printed and electronic resources in broadening their own body of knowledge
- ~ develop skills in interpersonal relationships and use them in everyday interactions
- ~ use a non-violent approach in interpersonal communication
- ~ develop multicultural understanding and critical insight in social and public health phenomena, e.g. interpersonal violence
- ~ develop self-awareness in self-concept and in relationship with their reference groups

Reflection: Student will:

poznal(a) in uporablja(a) proces refleksije in njenega pomena v učenju; zmožnost za refleksijo bo izkazoval(a) v svojem praktičnem ravnanju

become familiar with the process/ability of (self) reflection and its importance in learning; the ability is going to be demonstrated in practical handling

Metode poučevanja in učenja:

Predavanja, seminarji, vaje, študije primerov, diskusije, individualni in skupinski projekti; individualne konzultacije s predavateljico - poleg predavanj in interaktivnih oblik (diskusije, paneli ipd.) bodo študentje prostovoljno pripravili seminar (projektno nalogo), se posvetovali ob pripravi samostojnih del in v interaktivnem učenju utrjevali veščine komuniciranja in druge veščine v medosebnih odnosih. Del obvezne literature bo predmet panel diskusij.

Learning and teaching methods:

Lectures, seminars, tutorials, case studies, discussions, individual and group projects, individual consultations with the lecturer; apart from lectures and interactive work (discussions, panels, etc.), students will independently prepare a seminar (project work) and will be given the opportunity for consultations during its preparation; during the process, interactive learning ability and communication skills will be strengthened. Part of the mandatory literature will be the subject of panel discussions.

Načini ocenjevanja:

Delež (v %) /
Share (in %)

Assessment methods:

Ustni izpit V primeru, da študent pripravi neobvezno seminarsko nalogo, mu ta lahko prinese do 30 % ocene na ustnem izpitu Ocenjevalna lestvica: 91 – 100 % = odlično (10); 81 – 90 % = prav dobro (9); 71 – 80 % = prav dobro (8); 61 – 70 % = dobro (7); 51 – 60 % = zadostno (6); 41 – 50 % = nezadostno (5); 31 – 40 % = nezadostno (4); 21 – 30 % = nezadostno (3); 11 – 20 % = nezadostno (2); 0 – 10 % = nezadostno (1). Prisotnost na vajah in seminarju je obvezna in predstavlja pogoj za pristop na izpit. Študenti se morajo udeležiti najmanj 80 % vaj in seminarjev, za izostanke pa predložiti (zdravniško) opravičilo.	100	Oral exam In case the student prepares an optional seminar paper, it can bring him / her up to 30% of the grade in the oral exam Grading scale: 91 – 100 % = excellent (10); 81 – 90 % = very good (9); 71 – 80 % = good (8); 61 – 70 % = acceptable (7); 51 – 60 % = sufficient (6); 41 – 50 % = insufficient (5); 31 – 40 % = insufficient (4); 21 – 30 % = insufficient (3); 11 – 20 % = insufficient (2); 0 – 10 % = insufficient (1). Attendance at tutorials and seminars is mandatory and is a condition for taking the exam. Students must attend at least 80% tutorials and seminars, respectively; in case of absence a (medical) certificate must be submitted
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Reference nosilca / Course coordinator's references:

Dr. Polona Selič – Zupančič [10937]

<http://www.sicris.si/search/rsr.aspx?opt=2&lang=slv&id=19697>

Bibliografija 2011-2021:

izumbib.izum.si/bibliografije/A20210522115008-10937.html

1.01 Izvirni znanstveni članek

1. FRIGANOVIČ, Adriano, SELIČ-ZUPANČIČ, Polona. Where to look for a remedy? Burnout syndrome and its associations with coping and job satisfaction in critical care nurses : a cross-sectional study. *International journal of environmental research and public health*, ISSN 1660-4601. [Online ed.], 2021, vol. 18, iss. 8, str. 1-12, ilustr. <https://www.mdpi.com/1660-4601/18/8/4390>, doi: [10.3390/ijerph18084390](https://doi.org/10.3390/ijerph18084390). [COBISS.SI-ID 60533251]

2. JERALA, Nina, SELIČ-ZUPANČIČ, Polona. The onset of depression in middle-aged presumed healthy slovenian family practice attendees and its associations with genetic risk assessment, quality of life and health status : a contribution for family medicine practitioners' early detection. *International journal of environmental research and public health*, ISSN 1660-4601. [Online ed.], 2021, vol. 18, iss. 15, str. 1-13. <https://www.mdpi.com/1660-4601/18/15/8197>, doi: [10.3390/ijerph18158197](https://doi.org/10.3390/ijerph18158197). [COBISS.SI-ID 72124931]

3. KOŠIR, Tadea, SAJOVIC, Jakob, GROŠELJ, Maja, FIDLER, Aleš, DREVENŠEK, Gorazd, SELIČ-ZUPANČIČ, Polona. Real-life dental examination elicits physiological responses different to visual and auditory dental-related stimuli. *PloS one*, ISSN 1932-6203, 2021, vol. 16, iss. 6, str. 1-19. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0252128>, doi: [10.1371/journal.pone.0252128](https://doi.org/10.1371/journal.pone.0252128). [COBISS.SI-ID 65865987]

4. FRIGANOVIČ, Adriano, KURTOVIČ, Biljana, SELIČ-ZUPANČIČ, Polona. A cross-sectional multicentre qualitative study exploring attitudes and burnout knowledge in intensive care nurses with burnout = Presečna multicentrična kvalitativna raziskava o znanju in stališčih, ki jih imajo medicinske sestre na intenzivni negi o izgorelosti. *Zdravstveno varstvo : Slovenian journal of public health*, ISSN 0351-0026. [Tiskana izd.], 2021, letn. 60, št. 1, str. 46-54. <https://content.sciendo.com/view/journals/sjph/60/1/article-p46.xml>, doi: [10.2478/sjph-2021-0008](https://doi.org/10.2478/sjph-2021-0008). [COBISS.SI-ID 47882755]

5. TEMENT, Matic, SELIČ-ZUPANČIČ, Polona. Quality of life and health status in middle-aged presumed healthy Slovenian family practice attendees = Kakovost življenja in zdravstveno stanje domnevno zdravih obiskovalcev ambulant družinske medicine srednjih let v Sloveniji. *Zdravstveno varstvo : Slovenian journal of public health*, ISSN 0351-0026. [Tiskana izd.], 2021, letn. 60, št. 3, str. 182-189. <https://www.sciendo.com/article/10.2478/sjph-2021-0026>, doi: [10.2478/sjph-2021-0026](https://doi.org/10.2478/sjph-2021-0026). [COBISS.SI-ID 69814275]

6. SELIČ-ZUPANČIČ, Polona, ČERNE, Anja, KLEMENC-KETIŠ, Zalika, PETEK, Davorina, ŠVAB, Igor. Attitudes toward professionalism in medical students and its associations with personal characteristics and values : a national multicentre study from Slovenia raising the question of the need to rethink professionalism. *Advances in medical education and practice*, ISSN 1179-7258, Jun. 2019, vol. 10, str. 437-445.

<https://www.dovepress.com/attitudes-toward-professionalism-in-medical-students-and-its-associati-peer-reviewed-fulltext-article-AMEP#>, doi: [10.2147/AMEP.S197185](https://doi.org/10.2147/AMEP.S197185). [COBISS.SI-ID [34380505](https://cobiss.si/34380505)]

7. KOPČAVAR GUČEK, Nena, SELIČ-ZUPANČIČ, Polona. Depression in intimate partner violence victims in Slovenia : a crippling pattern of factors identified in family practice attendees. *International journal of environmental research and public health*, ISSN 1660-4601. [Online ed.], Jan. 2018, vol. 15, iss. 2, str. 1-16. <http://www.mdpi.com/1660-4601/15/2/210>, doi: [10.3390/ijerph15020210](https://doi.org/10.3390/ijerph15020210). [COBISS.SI-ID [33611993](https://cobiss.si/33611993)]

1.02 Pregledni znanstveni članek

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