

**UČNI NAČRT PREDMETA / SUBJECT SPECIFICATION**

Predmet:	Klinična psihologija in sporazumevanje
Subject Title:	Clinical psychology and communication skills in medicine

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Splošna medicina General Medicine		4	7

Univerzitetna koda predmeta / University subject code:

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Labor work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
15	45				60	4

Nosilec predmeta / Lecturer:

izr. prof. dr. Bojan Zalar

Jeziki /

Predavanja / Lecture:

Slovenski/slovene

Languages:

Vaje / Tutorial:

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

Prerequisites:

Vsebina:**Predavanja:**Klinična psihologija.

Osebnost (struktura, intelekt, čustva, vrednote), osebnostne motnje (opredelitev, opisi- lastnosti, kognicija, vedenje, samopodoba, medosebno vedenje), psihofiziologija (avtonomno živčevje, emocije, stres, odzivnost, biofeedback, elektrodermalna reakcija, emg, eeg, pulz, frkvenca dihanja), osnove nevroznanosti (preiskavne metode, pregled kognitivnih funkcij, prenos informacije preko živčnega sistema, MCI, poškodbe in rehabilitacija).

Osnove komuniciranja.

Sporazumevanje, izmenjava misli, informacij, sprejemanje, posredovanje in analiza (interpretacija) komunikacije. Vzpostavljane, vzdrževanje, spreminjanje in usklajevanje medosebnih odnosov.

Spoznanje in uporaba komunikacijskih orodij, analiza komunikacije, raba in prepoznavanje glasovnih elementov, verbalna – neverbalna komunikacija, specifično komunikativno vedenje, jasnost komunikacij, oblikovanje izjav, komunikacija v medijih, komunikacija in motivacija, psihosocialna interakcija (imitacija, sugestija, simpatija in antipatija, identifikacija, družbeni pritisk, integracija tima), javno mnenje, učinkoviti intervju, komunikacija v medijih, poročanje.

Medicinska komunikacija

Komunikacija študent /zdravnik – bolnik: nameni medicinske komunikacije (vzpostavitev dobrega medosebnega odnosa, izmenjava informacij, skupne

Content (Syllabus outline):**Lectures:**Clinical psychology

Personality (structure, intellect, emotions, values), personality disorders (definition, descriptions, characteristics, cognition, behaviour, self-image, interpersonal behaviour), psychophysiology (autonomous nervous system, emotions, stress, responsiveness, biofeedback, electrodermal reaction, EMG. EEG, pulse, breathing frequency), basics of neuroscience (testing methods, examination of cognitive functions, transmission of information via the nervous system, MCI, injuries, rehabilitation).

Basic communication

Communication, exchange of ideas and information, reception, emission and analysis (interpretation) of communication. Establishing, maintaining, changing and harmonization of interpersonal relationships. Introduction of communication tools and their use, communication analysis, use and recognition of vocal elements, verbal vs. non-verbal communication, specific communication behaviors, clarity of communication, forming statements, media communication, communication and motivation, psychosocial interaction (imitation, suggestion, sympathy and antipathy, identification, social pressure, team integration), public opinion, effective interview, reporting.

Medical communication

Student/doctor – patient communication:

purpose of medical communication (establishing good

odločitve glede obravnave), analiza komunikacije študent/zdravnik bolnik, vpliv komunikacijskega vedenja na bolnikovo obravnavo, komunikacija v procesu zdravljenja (instrumentalno), komunikacija v procesu paliativnega zdravljenja (afektivno), nadzorovano in nenadzorovano vedenje, medicinsko in običajno pogovorno izrazje, vpliv komunikacije na sodelovanje pri zdravljenju [compliance]), zadovoljstvo bolnika, priklic in razumevanj informacije.

Seminarji:

Emocionalne motnje

Kognicija

Vedenjske motnje

Interpersonalna motnja

Motnje spanja

Medosebni problemi

Družinski konflikti

Problemi starosti

Motnje hranjenja

Nevropsihološki problemi

Kardio respiratorni problemi

Družinska terapija

Jeza

Normalni psihološki razvoj

Samopomoč pri kronični bolezni

Samopomoč in distres

Motivacije pri samoregulativnem učenju

Intencija pri samoregulativnem učenju

Samoregulativna adaptacija

Strukturno vedenjske

Nedovoljene substance

Histrionična osebnostna motnja

Narcistična osebnostna motnja

Obsesivna osebnostna motnja

Borderline osebnostna motnja

Agresivna osebnostna motnja

Paranoidna osebnostna motnja

Shizoidna osebnostna motnja

Shizotipska osebnostna motnja

Uvod v nevroznanost

Sinaptični prenos

Glia nevroni

Nevrotransmitterski sistemi

Struktura živčnega sistema

Čutila

Možgani in nadzor gibanja

Hrbtenjača in nadzor gibanja

Motivacija

Spol in možgani

Kemični nadzor možganov in vedenja

Možgani in čutila

Možgani in spanje

Govor

Pozornost

Spominski sistemi

Molekularni mehanizmi učenja in spomina

Hipersenzitivnost¶noidnost

Metode svetovanja

Kognitivne funkcije

Nedovoljene substance

interpersonal relationship, exchange of information, co-operation in making decisions regarding treatment), analysis of student/doctor – patient communication, effects of communication behaviors on the treatment, communication in the process of treatment (instrumental), communication in the process of palliative treatment (affective), controlled vs. uncontrolled behavior, medical and common partial exam terminology, effect of communication on treatment compliance, patient satisfaction, recall and understanding of information.

Seminars:

Affective disorders

Cognition

Behavioural disorders

Interpersonal disorder

Sleep disorders

Interpersonal problems

Family conflicts

Problems associated with old age

Eating disorders

Neuropsychological problems

Cardiorespiratory problems

Family therapy

Anger

Normal psychological development

Self-help in chronic diseases

Self-help and distress

Motivation in self-regulatory learning

Intention in self-regulatory learning

Self-regulative adaptation

Structural behaviour

Illegal substances

Histrionic personality disorder

Narcissistic personality disorder

Obsessive personality disorder

Borderline personality disorder

Aggressive personality disorder

Paranoid personality disorder

Schizoid personality disorder

Schizotypal personality disorder

Introduction to neuroscience

Synaptic transmission

Glia-neurons

Neurotransmitter systems

Structure of the nervous system

Sense organs

Brain and control of movement

Spinal cord and control of movement

Motivation

Gender and brain

Chemical control of the brain and of behaviour

Brain and sense organs

Brain and sleep

Speech

Attention

Memory systems

Molecular learning and memory mechanisms

Hypersensitivity and paranoia

Counselling methods

Motnje impulzov
 Stres na delovnem mestu
 Stres in mladostniki
 Stres v starosti
 Sprostitvene tehnike
 Stres v nosečnosti in poporodna depresija
 Rehabilitacija pri duševnih motnjah
 Psihodinamska terapija nevroz
 Bolečina
 Telesne in spolne zlorabe
 Osebnostna struktura

Predstavitev interpretativnih analiz primerov na naslednjih nivojih:
 Komunikacije z bolniki:
 - temeljna komunikacijska orodja v relaciji študent/zdravnik – bolnik (izjava o sebi, aktivno poslušanje, spraševanje, povratna informacija in dejstva)
 - vzpostavitev odnosa [empatija, varnost in podpora, zaupanje];
 - razumljivost informacij;
 - kako prikazati manj prijetno novico (pogovor s svojci in bolniki, upoštevanje pravil: od subjektivnega k objektivnemu, od nesporne k spornemu, od gotovega k negotovemu, kako povedati kritiko)
 - konflikt in konfliktnost;
 - nezaupanje bolnika do zdravnika, obravnave;
 - strah bolnika pred izgubo vloge, statusa in neodvisnosti;
 - zanikanje realnosti zdravstvenega problema;
 - strah pred zapustitvijo domačega okolja;
 - usmerjenost v bolečino;
 - strah pred smrtjo;
 - strah pred pohabljenjem, invalidnostjo;
 - vpliv religije in kulturne;
 - svetovanje glede nezdravega življenja;
 - obravnava rizičnega vedenja (samomorilni poskus);
 - obravnava agresivnega vedenja
 - vzpostavitev učinkovite komunikacije študent /zdravnik
 - bolnik na podlagi razumljive razlage in predstavitev glede ocene, svetovanja, privolitve, pomoči in prilagoditve/priprave]
 - problem nestrinjanja z bolnikom (najpogostejše ovire uspešnega prepričevanja, tri perspektive zaželenih odzivov, odziv na ugovor)
 - nebesedna komunikacija (kako pritegnemo pozornost z nebesednimi elementi, vizualno vedenje, glasovni elementi, čustveno zaznavanje sogovornika)
 - komunikacija z osebjem (v timu)
 - komunikacija z mediji (oblikovanje izjave, najpogostejši odzivi, tehnika prikaza lastnega mnenja, strategija boja in bega)
 - strateška komunikacija
 - komunikacija s skupnostjo (preventiva)
 - krizna komunikacija (stresne razmere)
 - oblikovanje multimedijskih materialov (za študente, bolnike, družbo)

Cognitive functions
 Illegal substances
 Impulse disorders
 Stress at work
 Stress and adolescents
 Stress in old age
 Relaxation techniques
 Stress in pregnancy and postpartum depression
 Rehabilitation in mental disorders
 Psychodynamic theory of neuroses
 Pain
 Physical and sexual abuse
 Personality structure

Presentation of interpretative case analyses on the following levels:
 Communication with patients:
 - basic communication tools in student/doctor – patient relation (self-explanation, active listening, asking questions, feedback and facts)
 - establishing a relationship (empathy, sense of security and support, trust)
 - ineligibility of information
 - how to communicate an unpleasant news (conversation with relatives and patients, following the rules: from subjective to objective, from indisputable to controversial, from certain to ambiguous, how to express criticism)
 - conflict and conflictness
 - patient's distrust of doctor, treatment
 - patient's fear of losing his role, status and independence
 - denial of the reality of an existing health problem
 - fear of leaving home environment
 - focus on pain
 - fear of death
 - fear of disfigurement, invalidity
 - religious and cultural influences
 - counseling about unhealthy lifestyle
 - managing risk behavior (suicide attempt)
 - managing aggressive behavior
 - establishing effective student/doctor – patient communication based on comprehensible explanation and presentation regarding assessment, counseling, consent, assistance and adaptation/preparation
 - the problem of not agreeing with the patient (the most common obstacles to successful persuasion, three perspectives of desired responses, response to objection)
 - non-verbal communication (how to attract attention with non-verbal elements, visual behavior, voice elements, emotional perception of the other party)
 - communication with co-workers (inside a team)
 - media communication (forming a statement, the most common responses, the technique of presenting one's opinion, fight/flight strategy)
 - strategic communication
 - community communication (prevention)

- crisis communication (stressful circumstances)
- preparation of multimedia materials (for students, patients, society)

Temeljni literatura in viri / Textbooks:

1. Mark F Bear, Barry W Connors, M. Paradiso. Neuroscience: Exploring the Brain. Lippincott Williams & Wilkins; Third Edition edition (February 1, 2006)
2. Bryan Kolb, Ian Wishaw: Fundamentals of Human Neuropsychology. Worth Publishers Incorporated.2003.
3. David H. Barlow: Clinical Handbook of Psychological Disorders. Guilford publications. 2001.
4. Robert J. Sternberg, R. Wagner: Readings in Cognitive Psychology.Harcourt Brace College Publishers. 1998.
5. N. Carlson. Physiology of behaviour. Pearson Allyn & Bacon. 1997.
6. Thomas G. Plante. Contemporary Clinical Psychology. John Wiley & Sons; 1998.
7. Jerry J. Sweet, Ronald H. Rozensky, Steven M. Tavian. Handbook of Clinical Psychology in Medical Settings.Plenum Pr; 1991.
8. Anthony J. Goreczny. Handbook of Health and Rehabilitation Psychology. Plenum Pr; 1995.
9. Suzanne Kurtz, Jonathan Silverman, Juliet Draper. Teaching and Learning Communication Skills in Medicine. Radcliff Medical Pr Ltd., 1998.
10. Suzanne Kurtz, Juliet Draper. Skills for Communicating with Patients. Radcliff Publishing Ltd., 2004.
11. Jonathan Silverman (Author), Juliet Draper . Teaching and Learning Communication Skills in Medicine. Radcliff Publishing Ltd., 2004.
12. David Pendleton, Theo Schofield, Peter Tate, Peter Havelock. The New Consultation: Developing Doctor-patient Communication. Oxford University Press; 2Rev Ed edition (24 April 2003).
13. Peter Tate. The Doctor's Communication Handbook: Fifth Edition. Radcliffe Publishing Ltd; 5Rev Ed edition 2006.
14. Roger Neighbour. The Inner Apprentice: An Awareness-Centred Approach to Vocational Training for General Practice. Radcliffe Publishing Ltd; 2Rev Ed edition 2004.
15. Douglas Stone, Bruce Patton, Sheila Heen. Difficult Conversations: How to Discuss What Matters Most. Penguin Books Ltd; New Ed edition 2000.

Cilji:

Razumevanje duševnega zdravja, duševnih motenj, procesov duševnega dogajanja (psihofiziološko, kognitivno, vedenjsko, emocionalno, psihopatološko), pravnice in rehabilitacije duševnih motenj.

Boljše komunikacije omogočajo zmanjšanje kliničnih napak, bolnikovih pritožb, odpravljenih stresov pri bolnikih in zdravnikih, procesnih pravnice, ter izboljšujejo diagnostiko in zdravljenje. Komunikacija je integralni del zdravniškega poklica. Bolnik je intenzivneje vključen v odločitve glede aktivnega načrtovanja in izvajanja zdravljenja. Študenti se bodo seznanili z osnovami komunikacije in komunikacijskimi orodji

Objectives:

Understanding of mental health, mental disorders, mental processes (psychological, cognitive, behavioural, emotional, psychopathological), prevention and rehabilitation of mental disorders.

Better communication renders possible the reduction of clinical errors, patients' complaints, dispensable stress both in patients and in doctors, and litigations, and it also improves diagnostics and treatment. Communication is an integral part of medical profession. Patients participate more actively in the process of planning and implementing treatment.

Predvideni študijski rezultati:

Znanje in razumevanje:
Spoznati pomen komunikacije za izboljšanje medsebojnega razumevanja na različnih relacijah, kar posledično zmanjšuje napetost v odnosih, in nesodelovanje, ter spoznati novo dimenzijo in njene vplive na procese zdravljenja, medosebne odnose in preciznost obravnave.

Prenesljive/ključne spretnosti in drugi atributi:
Znanje bo vplivalo na kompleksnejše razumevanje atributov v procesu zdravljenja.

Intended learning outcomes:

Knowledge and Understanding:
To learn about the significance of communication for improving mutual understanding on different levels that will result in the reduction of tension in relationships and non-cooperation, and to learn about a new dimension and its effects on the treatment process, interpersonal relationships and treatment accuracy.

Transferable/Key Skills and other attributes:
This knowledge will lead to a more complex understanding of attributes in the treatment process.

Metode poučevanja in učenja:

Predavanja, študije primerov, seminarji

Learning and teaching methods:

Lecturers, case studys, seminars

Načini ocenjevanja:Delež (v %) /
Weight (in %)**Assessment:**

Način (pisni izpit, ustno izpraševanje, naloge, projekt) Opravljen seminar Ustni izpit ŠTUDIJSKE OBVEZNOSTI ŠTUDENTOV: Glede na sklep Senata z dne 13. 6. 2011 je za študente obvezna 50 % udeležba na predavanjih. POGOJI ZA PRISTOP K POSAMEZNEMU PREVERJANJU ZNANJA: Opravljen seminar, izpit, kolokvij	45 % 55 %	Type (examination, oral, coursework, project): Seminar Examination ACADEMIC OBLIGATIONS OF STUDENTS: According to the decision of the Senate on June 13, 2011, a 50% attendance at lectures is obligatory for students. REQUIREMENTS FOR ACCESS TO INDIVIDUAL KNOWLEDGE CHECKING: Completed coursework, exam, partial exam
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Reference nosilca / Lecturer's references:

KAVCIC, Voyko, MARTIN, Tim, ZALAR, Bojan. Aging effects on visual evoked potentials (VEPs) for motion direction discrimination. International journal of psychophysiology, ISSN 0167-8760. [Print ed.], Jul. 2013, vol. 89, iss. 1, str. 78-87, ilustr. <http://www.sciencedirect.com/science/article/pii/S0167876013001499>, doi: 10.1016/j.ijpsycho.2013.05.012. [COBISS.SI-ID 30760921], [JCR, SNIP, WoS do 23. 9. 2013: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0, Scopus do 26. 8. 2013: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0]

ŽALIK, Estera, ZALAR, Bojan. Differences in mood between elderly persons living in different residential environments in Slovenia. Psychiatria Danubina, ISSN 0353-5053, 2013, vol. 25, no. 1, str. 40-48. [COBISS.SI-ID 30509017], [JCR, SNIP, Scopus do 9. 7. 2013: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0]

ZALAR, Bojan, WEBER, Urška, SERNEC, Karin. Aggression and impulsivity with impulsive behaviours in patients with purgative anorexia and bulimia nervosa. Psychiatria Danubina, ISSN 0353-5053, 2011, vol. 23, no. 1, str. 27-33, graf. prikazi. [COBISS.SI-ID 28274393], [JCR, SNIP, WoS do 18. 5. 2011: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0, Scopus do 6. 5. 2011: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0]

ŠOŠTARIČ, Mojca, ZALAR, Bojan. The overlap of cognitive impairment in depression and schizophrenia : a comparative study. Psychiatria Danubina, ISSN 0353-5053, 2011, vol. 23, no. 3, str. 251-256. [COBISS.SI-ID 28947417], [JCR, SNIP, WoS do 7. 1. 2014: št. citatov (TC): 4, čistih citatov (CI): 4, normirano št. čistih citatov (NC): 7, Scopus do 25. 12. 2013: št. citatov (TC): 6, čistih citatov (CI): 6, normirano št. čistih citatov (NC): 3]

SERNEC, Karin, TOMORI, Martina, ZALAR, Bojan. Effect of management of patients with anorexia and bulimia nervosa on symptoms and impulsive behavior. Collegium antropologicum, ISSN 0350-6134, 2010, vol. 34, no. 4, str. 1281-1287, grafi, tabele. [COBISS.SI-ID 27856089], [JCR, SNIP, WoS do 17. 1. 2013: št. citatov (TC): 1, čistih citatov (CI): 1, normirano št. čistih citatov (NC): 4, Scopus do 22. 8. 2012: št. citatov (TC): 1, čistih citatov (CI): 1, normirano št. čistih citatov (NC): 4]