



UČNI NAČRT PREDMETA / SUBJECT SPECIFICATION	
Predmet:	Zdravstvena psihologija
Subject Title:	Health Psychology

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Splošna medicina General Medicine - EMPŠ		2	4

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
30	20		20		20	3

Nosilec predmeta / Lecturer:

Doc. dr. Zlatka Rakovec-Felser

Jeziki /

Predavanja / Lecture:

slovenščina/slovene

Languages:

Vaje / Tutorial:

slovenščina/slovene

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

Prerequisites:

Vsebina:

Biopsihosocialni model zdravja in bolezni;
Anksioznost kot stalna spremljevalka posameznika. Situacijsko sprožena anksioznost. Bolnik in anksiozna kriza.
Stres. Postravmatska stresna motnja. Akutna stresna reakcija v času katastrofičnih dogodkov. Stres pri delu. Problemi pri delu z ljudmi, v situacijah pomoči. Izgorevanje in zdravstveno osebje. Kako se zaščititi?
Moderatorji stresa. Proces, slog in strategije spoprijemanja. Pomoč in podpora v okolju. Notranja čvrstost. Locus kontrole. Optimizem.
Bolezniški pojavi kot posledice slabo obvladanega stresa.
Akutna in kronična bolečina. Emocionalne in nevrovegetativne reakcije. Psihološke intervencije v interdisciplinarni obravnavi akutne in kronične bolečine.
Kronični bolniki in kvaliteta življenja. Samopodoba. Telesna samopodoba. Samospoštovanje. Adherenca in znamenja ne-adherence. Vzroki in posledice. Kako izboljšati bolnikovo sodelovanje? Ustrezno posredovanje informacij. Aktivno poslušanje. Besedno in nebesedno sporazumevanje. Motivacijski intervju.
Kaj je slaba novica? Sporočanje slabih novic. Kako pripraviti sebe, pacienta in ustrezne okoliščine.
Situacije izgub in procesi žalovanja.

Content (Syllabus outline):

The biopsychosocial model of health and illness.
State and trait anxiety. Patient's anxiety reactions during stressful medical procedures.
Stress. Posttraumatic stress disorders. Acute distress caused by the catastrophic events. A cumulative stress disorders. Problems of helping others. Burnout among medical staff in health services. How to prevent How to protect against it?
Moderators of stress: style and strategies of the coping. Social support. Hardiness. Locus of Control. Optimism.
Psychosomatic disorders and diseases.
Acute and chronic pain. Emotional and neurovegetative pain reactions and psychological interventions in interdisciplinary acute and chronic pain management.
Chronic patients, their quality of life. Self-concept. Body image. Self-esteem. Adherence and signs of non-adherence to the treatment regimens. The causes and consequences of non-adherence. How to reduce non-adherence? Providing information. Active listening. Verbal and non-verbal communication. Motivational Interviewing.
What are bad news? Breaking bad news in clinical practice. How to prepare ourselves, patients, and the adequate circumstances.
Loss Life Events and Process of Grieving. The process of bereavement, normal and pathological forms. Causes.

Proces žalovanja. Patološke oblike žalovanja. Vzroki. Obravnava žalujočih oseb in njihovih družin v zdravstveni instituciji.

Providing assistance to persons and their families in the process of mourning.

Temeljni literatura in viri / Textbooks:

1. Camic P. Knight S. Clinical Handbook of Health Psychology, Seattle: HHP: 1997;
2. Kaptein A. Weinman J. Health Psychology, Oxford: BPS Blackwell Publishing, 2004;
3. Michie S. Abraham C. Health Psychology in Practice, Oxford: BPS Blackwell Publishing, 2004;
4. Rakovec - Felser Z. Psihologija telesnega bolnika. Razumeti in biti razumljen. Maribor, Založba Pivec, 2009;
5. Taylor SE. Health Psychology. 5 th edit. New York: MC Graw Hill, IE, 2004;

Cilji:

Študentje se seznani s bio-psiho-socialnim modelom zdravja in bolezni. Spoznajo vlogo psiholoških dejavnikov pri ohranjanju in krepitvi zdravja, psihološke in psihosocialne dejavnike, ki vodijo k pojavu bolezni in vplivajo na potek njenega zdravljenja. Razvijajo zmožnost empatije, ustreznega sporazumevanja ter nudenja psihološke podpore kot tudi notranje pripravljenosti za bodočo profesionalno vlogo.

Objectives:

Students become familiar to bio-psycho-social model of health and illness. They learn about a role of psychological factors in maintaining and promoting health, as also about their meaning in the occurrence and course of the disease and functional disorders. They could develop capability of empathy, active listening, ability to provide psychological support in partner relationship with patient, as also required internal strength to maintain the doctor's role.

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje:

Pomen in prednosti bio-psihosocialnega modela zdravja in bolezni, njegovo uporabnost za klinično prakso.

Knowledge and understanding:

The importance and usefulness of the bio-psycho-social model of health and illness, its implication for clinical practice.

Prenesljive/ključne spretnosti in drugi atributi:

Je priprava na ustrezen odnos in sporazumevanje zdravnik-bolnik, na dvig bolnikovega zaupanja in sodelovanja med zdravljenjem, za zagotavljanje osebne in poklicne integritete in zadovoljstva pri delu z bolniki.

Transferable/Key Skills and other attributes:

It shall prepare students to effective verbal and non-verbal communication in doctor-patient relationship, to obtain patient's trust and his/her adherence in a medical and other forms of treatment, and to maintain the own personal and professional integrity, and satisfaction at work with patients.

Metode poučevanja in učenja:

Learning and teaching methods:

Interaktivna predavanja
Aktivno skupinsko delo
Samostojno delo študentov.

Metode dela:

Razlaga
Razgovor
Obravnava študijskih primerov
Multimedijske predstavitve

*Interactive lectures,
Students' active role in work groups,
Individual student work;*

Methods:

*Explanation
Discussion
Case study
Audio-visual presentations*

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

- seminarsko delo
- pisni izpit

40 %
60 %

- seminar work
- written exam

ŠTUDIJSKE OBVEZNOSTI ŠTUDENTOV:

- sledenje predstavljenim tematikam, predavanjem;
- aktivna udeležba na seminarskih urah in kliničnih vajah.

ACADEMIC OBLIGATIONS OF STUDENTS:

- following of presented themes, lectures;
- active participation in seminar hours and clinical practice

POGOJI ZA PRISTOP K POSAMEZNEMU PREVERJANJU ZNANJA:

REQUIREMENTS FOR ACCESS TO INDIVIDUAL KNOWLEDGE CHECKING:

- polna udeležba pri seminarskih urah in kliničnih vajah - opravljene študije primerov, krajše integrativne, problemske naloge, igranje vlog, itd. Pisni del ocene: 0-59 % prav. odg. = neg (5), 60-70 % prav. odg. = zadostno (6), 71-79 % prav. odg. = dobro (7), 80-89 % prav. odg. = prav dobro (8), 90-95 % prav. odg. = prav dobro (9), 96-100 % prav. odg. = odlično (10); Ocena seminarske naloge: 1.Študent/ka je seminarsko nalogo predstavil-a vsebinsko ustrezno in razumljivo. 2.Individualna predstavitev tematike ni trajala več kot 15 minut (celotne skupine 3 študentov pa ne več kot 45 minut). 3.Pripravil-a je ustrezna vprašanja kot uvod v diskusijo v seminarski skupini. 4. Uspel-a je spodbuditi diskusijo v seminarski skupini. 5.Pri vprašanjih študentov seminarske skupine se je izkazal-a z razumevanjem in zmožnostjo kreativne rabe teorije. 6.Pravilno je odgovoril-a na vprašanje mentorja, z zmožnostjo kreativne rabe teorije. 7.Pisno je seminarsko nalogo oddal-a ob terminu, v skladu s pisnimi navodili. 8.Pisna seminarska naloga odseva razumevanje in zmožnost praktične rabe teorije. 9.Študent/ka je uporabil-a več kot dva (ne-internetna) temeljna vira. 10.Vire je pravilno citiral-a. Vsak kriterij je 1 točka. V primeru prepisovanja se odbije 5 točk. Študent lahko zbere max 10 točk, min za pozitivno oceno je 6 zbranih točk: 10 točk = odl (10), 9 točk = pdb (9), 8 točk = pdb (8), 7 točk = db (7), 6 točk = zd (6) Končna ocena pri predmetu = 0.60 x pisna ocena + 0.40 x ocena seminarske naloge.		-full participation in seminar hours and clinical practice -completed case studies, shorter integrative, problem tasks, role-plays, etc. Written part of the mark: 0-59 % correct answer = insufficient (5), 60-70 % correct answer = sufficient (6), 71-79 % correct answer = well (7), 80-89 % correct answer = very well (8), 90-95 % correct answer = very well (9), 96-100 % correct answer = excellent (10); The mark of a seminar assignment: 1 A seminar assignment was presented by a student appropriately and understandably according to the content. 2 Individual presentation of the theme did not last longer than 15 minutes (and not longer than 45 minutes by an entire group of 3 students). 3 A student prepared appropriate questions as an introduction to a discussion in a seminar group. 4 A student succeeded in encouraging a discussion in a seminar group. 5 In answering the questions of students of a seminar group a student demonstrated understanding and ability to creatively use theory. 6 A student answered the mentor's question correctly with the ability of creative use of theory. 7 A student handed in a written seminar assignment on time in accordance with the written instructions. 8 A written seminar assignment reflects understanding and ability of practical use of theory. 9 A student used more than two (non-internet) basic literature resources. 10 A student cited literature resources correctly. Each criterion amounts to 1 point. In case of copying, 5 points are deducted. A student can collect maximally 10 points and a minimum for a positive mark is 6 collected points: 10 points = excellent (10), 9 points = very well (9), 8 points = very well (8), 7 points = well (7), 6 points = sufficient (6) Final mark in the subject = 0.60x written mark + 0.40x mark of a seminar assignment.

Reference nosilca / Lecturer's references:

RAKOVEC-FELSER, Zlatka. *The Bio-psychosocial Model of Treatment the Chronically Ill : an integrated Approach to Chronic ill Persons*. Saarbrücken: AV Akademikerverlag, cop. 2013. 55 str., ilustr. ISBN 978-3-659-43559-1. [COBISS.SI-ID [4758079](#)]

RAKOVEC-FELSER, Zlatka. Motivation and Adherence in Management of Chronic Pain. V: LOFLAND, Pamela (ur.). *Adherence to Treatment in Clinical Practice*, (Public Health in the 21st Century). New York: Nova Science Publishers, cop. 2014, str. 49-84. [COBISS.SI-ID [512426808](#)]

RAKOVEC-FELSER, Zlatka, ILICH-KLANČNIK, Breda (urednik). *Psihologija telesnega bolnika in njegovega okolja : razumeti in biti razumljen*. 1. natis. Maribor: Pivec, 2009. 427 str., ilustr. ISBN 978-961-6494-89-2. [COBISS.SI-ID [62777857](#)]

RAKOVEC-FELSER, Zlatka. The biopsychosocial model of treatment the patients with inflammatory chronic bowel disease. *Collegium antropologicum*, ISSN 0350-6134, 2011, vol. 35, no. 2, str. 453-461.
[http://www.collantropol.hr/_doc/Coll.%20Antropol.%2035%20\(2011\)%202:%20453%E2%80%93461.pdf](http://www.collantropol.hr/_doc/Coll.%20Antropol.%2035%20(2011)%202:%20453%E2%80%93461.pdf). [COBISS.SI-ID 4003135], [JCR, SNIP, WoS do 6. 9. 2011: št. citatov (TC): 0, čistih citatov (CI): 0, čistih citatov na avtorja (CIAu): 0, normirano št. čistih citatov (NC): 0, Scopus do 19. 7. 2011: št. citatov (TC): 0, čistih citatov (CI): 0, čistih citatov na avtorja (CIAu): 0, normirano št. čistih citatov (NC): 0]

4. RAKOVEC-FELSER, Zlatka. Professional burnout as the state and process - what to do?. *Collegium antropologicum*, ISSN 0350-6134, 2011, vol. 35, no. 2, str. 577-585.
[http://www.collantropol.hr/_doc/Coll.%20Antropol.%2035%20\(2011\)%202:%20577%E2%80%93585.pdf](http://www.collantropol.hr/_doc/Coll.%20Antropol.%2035%20(2011)%202:%20577%E2%80%93585.pdf). [COBISS.SI-ID 4003391], [JCR, SNIP, WoS do 5. 2. 2015: št. citatov (TC): 2, čistih citatov (CI): 2, čistih citatov na avtorja (CIAu): 2.00, normirano št. čistih citatov (NC): 9, Scopus do 5. 6. 2015: št. citatov (TC): 4, čistih citatov (CI): 4, čistih citatov na avtorja (CIAu): 4.00, normirano št. čistih citatov (NC): 17]