

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet	Zdravstvena psihologija
Course title	Health Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Vzgoja in menedžment v zdravstvu/2. stopnja	Ni smeri študija	2. letnik	I.
<i>Education and Management in Health Care / 2nd Cycle</i>	No study field	2 st year	I st

Vrsta predmeta/Course type

modularni / module

Univerzitetna koda predmeta/University course code

VMZ 2 M 2 UN 2

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		30			180	8

Nosilec predmeta/Lecturer:

doc. dr. Vislava Globevnik Velikonja

Jeziki/ Languages:

Predavanja/Lectures: slovenski/Slovenian

Vaje/Tutorial: slovenski/Slovenian

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

Prerequisites:

Vpis v drugi letnik študijskega programa.

The prerequisite for inclusion is enrolment in the second year of study.

Vsebina:

Content (Syllabus outline):

<ul style="list-style-type: none"> • Osnove zdravstvene psihologije <ul style="list-style-type: none"> ○ Odnos med zdravjem in boleznijo ○ Bio-psiho-socialni vidik ○ Dejavniki osebnosti, duševnega zdravja in razvojnega obdobja ○ Socialna različnost in zdravje 	<ul style="list-style-type: none"> • Foundations of Health Psychology <ul style="list-style-type: none"> ○ Health and Illness Relationship ○ Biopsychosocial Perspective ○ The Role of Personality, Mental Health and Developmental Stage ○ Social Diversity and Health
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<ul style="list-style-type: none"> • Raziskovanje v zdravstveni psihologiji <ul style="list-style-type: none"> ○ Kritično razmišljanje in na dokazih utemeljeno znanje ○ Metode in interpretacija rezultatov ○ Epidemiološke raziskave • Biološke osnove zdravja in bolezni • Stres in zdravje <ul style="list-style-type: none"> ○ Spopadanje s stresom ○ Krizne intervencije • Ohranjanje zdravja <ul style="list-style-type: none"> ○ Vedenje in zdravje • Primarna preventiva in pozitivna psihologija <ul style="list-style-type: none"> ○ Telesna aktivnost, spanje in preprečevanje poškodb ○ Prehrana, debelost in motnje hranjenja ○ Uživanje psihoaktivnih substanc, zloraba in odvisnost ○ Nasilje • Kronične in življenje ogrožajoče bolezni <ul style="list-style-type: none"> ○ Vloga psihosocialnih dejavnikov ○ Preventiva ○ Načini spopadanja z boleznijo • Vloga zdravstvene psihologije v zdravstvenem sistemu <ul style="list-style-type: none"> ○ Prepoznavanje in interpretacija simptomov ○ Iskanje pomoči ○ Upoštevanje navodil ○ Odnos med bolnikom in zdravstvenim delavcem ○ Komunikacija z bolnikom ○ Sporočanje slabe novice ○ Vpliv zdravstvenega sistema ○ Hospitalizacija • Obvladovanje bolečine • Komplementarna in alternativna medicina 	<ul style="list-style-type: none"> • Research in Health Psychology <ul style="list-style-type: none"> ○ Critical Thinking and Evidence Base ○ Methods and Interpreting data ○ Epidemiological Research • Biological Foundations of Health and Illness • Stress and Health <ul style="list-style-type: none"> ○ Coping with stress ○ Crisis intervention • Staying healthy <ul style="list-style-type: none"> ○ Behaviour and Health • Primary Prevention and Positive Psychology <ul style="list-style-type: none"> ○ Exercise, Sleep and Injury Control ○ Nutrition, Obesity and Eating disorders ○ Substance use, Abuse, and Addiction ○ Violence • Chronic and Life –Threatening Illnesses <ul style="list-style-type: none"> ○ Psychosocial Factors ○ Prevention ○ Coping with Disease • The Role of Health Psychology in Health Care Settings <ul style="list-style-type: none"> ○ Recognizing and Interpreting Symptoms ○ Seeking treatment ○ Patient Adherence ○ The Patient-Provider Relationship ○ Communication with patient ○ Breaking Bad News ○ The Role of Health Care System ○ Hospitalization • Managing Pain • Complementary and Alternative Medicine
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Temeljna literatura in viri/Readings:

Temeljna literature/Basic literature

1. Straub, O. R. (2014). Health Psychology: A Biopsychosocial Approach Fourth Edition. New York: Worth Publishers.
2. Rakovec-Felser, Z. (2002). Zdravstvena psihologija. Maribor: Visoka zdravstvena šola.

Cilji in kompetence:

Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:

- temeljno znanje iz sklopa antropologije in zdravstvene psihologije,
- usposobljenost za avtonomno, celostno obravnavo posameznika in skupine,
- sposobnost vsestranske obravnave pacientov in njihovih svojcev glede na relevantne fizikalne, psihične, socialne, kulturne, duhovne in družbene dejavnike,
- sposobnost za raziskovalno delo s področja antropologije in zdravstvene psihologije,
- komunikacijske sposobnosti in spretnosti v strokovnem domačem in mednarodnem okolju.

Objectives and competences:

The learning unit mainly contributes to the development of the following general and specific competences:

- fundamental knowledge of anthropology and medical psychology,
- autonomous, integrated treatment of the individual and the group,
- the ability of comprehensive treatment of patients and their relatives based on relevant physical, psychological, social, cultural, spiritual and social factors,
- the ability of research work in the field of anthropology and medical psychology,
- communication skills and abilities in the domestic and international environment.

Predvideni študijski rezultati:

Student/šudentka:

- se usposobi za prepoznavanje temeljnih vidikov psihologije osebnosti,
- spozna in razume uvrščenost svojega strokovnega dela v širši družbeni prostor,
- sprejema humane vrednote kot pomemben vidik svojega osebnega in profesionalnega razvoja,
- spozna možnosti raziskovalnega dela v antropologiji in zdravstveni psihologiji,
- spozna osnove socialnega in družbenega obnašanja,

Intended learning outcomes:

Knowledge and understanding:

Students:

- are qualified to identify the fundamental aspects of the psychology of personality,
- know and understand their professional work classification in a wider social space,
- accept human values as an important aspect of their personal and professional development,
- realize the possibilities of research in anthropology and psychology,
- learn the basics of social and society behaviour,

<ul style="list-style-type: none"> • se usposobi za preprečevanje in reševanje v kriznih življenjskih situacijah, • se usposobi za uspešno komunikacijo na vseh ravneh svojega strokovnega delovanja. 	<ul style="list-style-type: none"> • are qualified to prevent and sort out the crisis life situations, • are qualified to successfully communicate at all levels of their professional activity.
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Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • <i>projektno delo</i> v povezavi s prakso (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre), • <i>eksperimentalne vaje</i>, ki temeljijo na izkušenjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, sodelovalno učenje, evalvacija, samoocenjevanje), • <i>individualne in skupinske konzultacije</i> (diskusija, dodatna razlaga, obravnava specifičnih vprašanj). 	<ul style="list-style-type: none"> • <i>lectures</i> with active participation of students (explanation, discussion, questions, examples, problem solving); • <i>project work</i> in relation to practice in terms of content (reflection on experience, project work, team work, critical thinking methods, discussion, feedback, social games), • <i>experimental exercises</i>, based on experiential, collaborative and problem learning (self-study, discussion, explanation, observation, teamwork, case study, role-play, cooperative learning, portfolio, evaluation, self-assessment), • <i>individual and group consultations</i> (discussion, additional explanation, considering specific questions).
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	Delež (v %)	
Načini ocenjevanja:	Weight (in %)	Assessment:

<ul style="list-style-type: none"> • 100% udeležba na predavanjih in vajah: priprava, predstavitev in zagovor raziskovalne naloge – 100 % ocene; • če študent ni 100 % udeležen na predavanjih in vajah: <ul style="list-style-type: none"> - izpit – 60 % ocene, - priprava, predstavitev in zagovor raziskovalne naloge – 40 % ocene. 	100% 60 % 40 %	<ul style="list-style-type: none"> • 100% participation in lectures and tutorial: preparation, presentation and defence of the research paper – 100% of the final grade; • if students do not have the 100% participation in lectures and tutorial: <ul style="list-style-type: none"> - exam – 60% - preparation, presentation and defence of the research paper – 40%
Ocenjevalna lestvica: ECTS.		Grading scheme: ECTS.