

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet Course title	Osnove psihologije in dela z ljudmi s težavami v duševnem zdravju Basics of Psychology and Work with People with Mental Health Problems

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Fizioterapija / I. stopnja Physiotherapy / 1 st Cycle	Ni smeri študija No study field	3. letnik 3 rd year	6. 6 th

Vrsta predmeta/Course type modularni/module

Univerzitetna koda predmeta/University course code FTH 3 M2 UN 2

Predavanja Lectures	Sem. vaje Tutorial	Kab. vaje Cabinet tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
45		30			75	5

Nosilec predmeta/Lecturer:

Jeziki/ Languages:	Predavanja/Lectures:	slovenski/Slovenian
	Vaje/Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
Vpis v tretji letnik študijskega programa.	A prerequisite for inclusion is enrolment in the third year of study.

Vsebina:	Content (Syllabus outline):
<ul style="list-style-type: none"> • <i>Osnove psihologije.</i> Opredelitev psihologije, posamezna področja psihologije kot znanosti, zdravstvena psihologija. • <i>Pomen psihologa v procesu rehabilitacije.</i> Način dela s pacientom, sodelovanje s člani tima. • <i>Psihološke tehnike in pristopi, ki so lahko v pomoč fizioterapevtu.</i> Pomen sproščanja, čuječnosti, VKT in drugih psihoterapevtskih pristopov, edukacije. 	<ul style="list-style-type: none"> • <i>The basics of psychology.</i> The definition of psychology, individual areas of psychology as a science, health psychology. • <i>Importance of the psychologist in the rehabilitation process.</i> Working with patients, collaboration with other team members. • <i>Psychological techniques and approaches in assistance to physiotherapists.</i> The importance of relaxation, mindfulness,

<ul style="list-style-type: none"> • <i>Stik s pacientom.</i> Pomen uglašenosti, transfer in kontratransfer, pomen neverbalne komunikacije, vloge, ki jih lahko v odnosu igramo, vzpostavljanje prvega stika. • <i>Skrb zase - razbremenitev.</i> Kako fizioterapevt poskrbi za svoje dobro počutje, postavljanje meja pacientu. • <i>Pogosta psihološka stanja, procesi in značilnosti pacienta, ki sooblikujejo uspešnost fizioterapije.</i> Žalovanje, bolečine, bolečinsko vedenje, obrambni mehanizmi, spremenjeno doživljanje sebe, motivacija, osebnost, razpoloženje, inteligentnost - zakaj so pomembni za fizioterapevta in kako na njih reagira. • <i>Psihološke posebnosti dela s specifičnimi skupinami:</i> <ul style="list-style-type: none"> - z otroki, - s športniki, - z ljudmi s kroničnimi in dolgo trajajočimi mišično skeletnimi težavami (npr.: kronična razširjena nerakava bolečina, KRBS), - z ljudmi z duševno boleznijo (npr.: shizofrenija, depresija, anksioznost), - z odvisnostmi in motnjami hranjenja, - z amputacijo, opeklino, - po poškodbi glave, - po travmatski izkušnji. <p>Izpostavljene bodo psihološke (pri otrocih tudi razvojne) značilnosti, ki jih mora fizioterapevt poznati.</p> 	<p>CBT and other psychotherapeutic approaches, education.</p> <ul style="list-style-type: none"> • <i>Contact with the patient.</i> The importance of attunement, transference and contratransference, non-verbal communication, the roles we play in a relationship, establishing the first contact. • <i>Self-care - alleviation.</i> How physiotherapists maintain their own wellbeing, setting boundaries to the patient. • <i>Common psychological states, processes, and characteristics of the patient that impact the effectiveness of physiotherapy.</i> Mourning, pain, pain behaviour, defense mechanisms, low self-esteem, motivation, personality, mood, intelligence - why they are important for the physiotherapist and how to react. • <i>Psychological peculiarities of working with specific groups:</i> <ul style="list-style-type: none"> - children, - sports professionals, - people with chronic and long-lasting musculoskeletal problems (e.g. chronic widespread non-malignant pain, CRPS), - people with mental health problems (e.g. schizophrenia, depression, anxiety), - people with addictions and eating disorders, - people with amputation, burns - people with head injury, - people with traumatic experience. <p>Psychological (in children also developmental) features, which the physiotherapist should be aware of, will be pointed out.</p>
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Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature

- Rakovec-Felser, Z. (2009). *Psihologija telesnega bolnika in njegovega okolja – Razumeti in biti razumljen.* Maribor: Založba Pivec.

Priporočljiva literatura/Recommended literature

- Alexanders, J., Anderson, A. in Henderson, S. (2015). *Musculoskeletal physiotherapists` use of psychological intervention: a systematic review of therapists` perceptions and practice*. *Physiotherapy*, 101, 95-102.
- Harding, V. in Williams, A. (1995). *Applying Psychology to Enhance Physiotherapy Outcome*. *Physiotherapy Theory and Practice*, 11, str. 129-132.
- Probst, M. *Physiotherapy and Mental Health*. (2017). V S. Toshiaki, *Clinical Physical Therapy* (str. 179-204). InTech. Dostopno na: <https://www.intechopen.com/books/clinical-physical-therapy/physiotherapy-and-mental-health>

Cilji in kompetence:

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

- prepoznavanje, spoštovanje, upoštevanje in vključevanje individualnih potreb pacientov v njihovo fizioterapevtsko obravnavo,
- promocijo zdravja, zdravstveno vzgojo ter ohranjanje in izboljševanje kakovosti življenja,
- sodelovanje v fizioterapevtskem, interdisciplinarnem in multidisciplinarnem timu,
- ustno in pisno komuniciranje s sodelavci in strokovnjaki drugih strok,
- empatično komunikacijo v interakciji s pacienti pri terapevtski obravnavi,
- prepoznavanje potreb po socialni rehabilitaciji pacientov in posredovanje temeljnih informacij o možnostih socialne obravnave.

Objectives and competences:

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

- recognising, respecting, considering and including the individual needs of patients into their physiotherapeutic treatment,
- promoting health, health education and preservation and improvement of the quality of life,
- cooperating in physiotherapeutic, interdisciplinary and multidisciplinary teams,
- spoken and written communication with colleagues and other experts,
- empathic communication in interaction with patients during the therapeutic treatment,
- recognising the needs of patients for social rehabilitation and providing basic information on social treatment possibilities.

Predvideni študijski rezultati:

Študent/študentka:

- pozna: osnove psihologije, značilnosti terapevtskega odnosa, temeljne psihološke tehnike in pristope, pogosta psihološka stanja v procesu rehabilitacije, psihološke značilnosti specifičnih skupin pacientov,
- razume: pomen skrbi zase, vpliv posameznikovih psiholoških značilnosti na proces rehabilitacije, vpliv lastnega psihološkega stanja na odnos s pacientom, pomen sodelovanja z drugimi strokovnjaki,

Intended learning outcomes:

Students:

- know: the basics of psychology, characteristics of the therapeutic relationship, fundamental psychological techniques and approaches, common psychological conditions in the rehabilitation process, psychological characteristics of specific groups of patients,
- recognise: the importance of self-care, the influence of individual psychological characteristics on the rehabilitation process, the impact of their own psychological state on the relationship

<ul style="list-style-type: none"> • razvije: sposobnost skrbi zase, sposobnost prepoznavanja pacientovega stanja in zmožnost uglaševanja nanj, • se usposobi za kritično presojo lastnega psihološkega stanja ter stanja pacienta, na podlagi česar zmore ustrezno komunicirati, • se usposobi za predvidevanje možnih zapletov v odnosu ter predhodno preprečitev. 	<p>with the patient, the importance of cooperation with other professionals,</p> <ul style="list-style-type: none"> • develop: the ability of self-care, to identify the patient's status, and the ability of attunement, • are qualified for critical assessment of their own psychological states and the states of the patient, leading to proper communication, • are qualified to anticipate possible complications in the relationship, and enable their prevention.
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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>kabinetne vaje</i>: demonstracija, metoda praktičnih del, delo v parih, študije primera, razgovor, diskusija, simulacija. 	<ul style="list-style-type: none"> • <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving), • <i>cabinet tutorial</i>: demonstration, method of practical work, work in pairs, case studies, conversation, discussion, simulation.
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Načini ocenjevanja:

Delež (v %)

Weight (in %)

Assessment:

<p>Način:</p> <ul style="list-style-type: none"> • izpit • kolokvij <p>Ocenjevalna lestvica: ECTS.</p>	<p>80 %</p> <p>20 %</p>	<p>Types:</p> <ul style="list-style-type: none"> • exam • preliminary exam <p>Grading scheme: ECTS.</p>
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