

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

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Fizioterapija / 2. stopnja	Ni smeri študija	2. letnik	3.
Physiotherapy / 2 nd Cycle	No study field	2 nd year	3 th

Vrsta predmeta/Course type izbirni/elective

Univerzitetna koda predmeta/University course code 2_FTH_IP_UN3

Predavanja	Seminar	Sem. vaje	Lab. vaje	Teren. vaje	Samost. delo	ECTS
Lectures	Seminar	Tutorial	Laboratory work	Field work	Individ. work	
25		30			155	7

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:**

<ul style="list-style-type: none"> • Vpis v drugi letnik študijskega programa. • Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo. 	<ul style="list-style-type: none"> • A prerequisite for inclusion is enrolment in the second year of study. • Student has to prepare, present and defend a project/research paper before the exam.
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Vsebina:

Content (Syllabus outline):

<ul style="list-style-type: none"> • <i>Osnove zdravstvene psihologije:</i> odnos med zdravjem in boleznijo, bio-psiho-socialni vidik, dejavniki osebnosti, duševnega zdravja in razvojnega obdobja, socialna različnost in zdravje. • <i>Raziskovanje v zdravstveni psihologiji:</i> kritično razmišljanje in na dokazih utemeljeno znanje, metode in interpretacija rezultatov, epidemiološke raziskave. • <i>Biološke osnove zdravja in bolezni.</i> • <i>Stres in zdravje:</i> spopadanje s stresom, krizne intervencije. • <i>Ohranjanje zdravja:</i> vedenje in zdravje. 	<ul style="list-style-type: none"> • <i>Foundations of health psychology:</i> the relationship between health and illness, bio-psycho-social aspect, factors of personality, mental health and developmental stage, social diversity and health. • <i>Research in health psychology:</i> critical thinking and evidence-based knowledge, methods and interpretation of results, epidemiological research. • <i>Biological foundations of health and illness.</i> • <i>Stress and health:</i> coping with stress, crisis interventions. • <i>Staying healthy:</i> behaviour and health.
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<ul style="list-style-type: none"> • <i>Primarna preventiva in pozitivna psihologija</i>: telesna aktivnost, spanje in preprečevanje poškodb, prehrana, debelost in motnje hranjenja, uživanje psihoaktivnih substanc, zloraba in odvisnost, nasilje. • <i>Kronične in življenje ogrožajoče bolezni</i>: vloga psihosocialnih dejavnikov, preventiva, načini spopadanja z boleznijo. • <i>Vloga zdravstvene psihologije v zdravstvenem sistemu</i>: prepoznavanje in interpretacija simptomov, iskanje pomoči, upoštevanje navodil, odnos med bolnikom in zdravstvenim delavcem, komunikacija z bolnikom, sporočanje slabe novice, vpliv zdravstvenega sistema, hospitalizacija. • <i>Obvladovanje bolečine</i>. • <i>Komplementarna in alternativna medicina</i>. 	<ul style="list-style-type: none"> • <i>Primary prevention and positive psychology</i>: exercise, sleep and injury prevention, nutrition, obesity and eating disorders, substance use, abuse, and addiction, violence. • <i>Chronic and life-threatening illnesses</i>: the role of psychosocial factors, prevention, coping with illness. • <i>The role of health psychology in health care settings</i>: recognizing and interpreting symptoms, seeking treatment, following instructions, the patient – healthcare provider relationship, communication with the patient, breaking bad news, the impact of the healthcare system, hospitalisation. • <i>Managing pain</i>. • <i>Complementary and alternative medicine</i>.
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Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature

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

Priporočljiva literatura/Recommended literature

- Glasson, J., Therivel, R. in Chadwick, A. (2007). *Introduction to environmental impact assessment*. Routledge, str. 423.

Cilji in kompetence:

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

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

Objectives and competences:

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

- fundamental knowledge of health psychology,
- the ability to perform autonomous, integrated treatment of individuals and groups,
- the ability to comprehensively treat patients and their relatives according to relevant bio-psycho-social factors,
- the ability for research work in the field of health psychology,
- communication skills and abilities in a professional domestic and international environment.

Predvideni študijski rezultati:**Študent/študentka:**

- se usposobi za prepoznavanje in upoštevanje osebnostnih lastnosti, duševnega zdravja in razvojnega obdobja bolnika,
- upošteva prepletenost bioloških, psihičnih in socialnih dejavnikov v zdravju in bolezni,
- upošteva pridobljena znanja za celostni pristop k bolniku,
- se usposobi za uspešno komunikacijo na vseh ravneh svojega strokovnega delovanja,
- se usposobi za preventivno dejavnost na področju ohranjanja zdravja in preprečevanja bolezni oz. Njenega poslabšanja,
- se usposobi za osnovno raziskovanje in timsko delo na področju zdravstvene psihologije.

Intended learning outcomes:**Students:**

- are qualified to identify and take into account the fundamental aspects of patient's personality, mental health and developmental period,
- consider the intertwining of biological, psychological and social factors in health and illness,
- use the acquired knowledge for a holistic approach to the patient,
- are qualified for successful communication at all levels of their professional activity,
- are qualified for preventive activity in maintaining health, preventing illness and its deterioration,
- are qualified for basic research and teamwork in the field of health psychology.

Metode poučevanja in učenja:

- *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),
- *seminarske vaje*: predstavitev in uspešen zagovor projektne/raziskovalne naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo).

Learning and teaching methods:

- *lectures* with active student participation (explanation, discussion, questions, examples, problem solving),
- *seminar tutorial*: presentation and successful defence of a project/research paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection on experience, evaluation, project work, teamwork).

Načini ocenjevanja:

Načini:

- 100 % udeležba na predavanjih in vajah ter priprava, predstavitev in zagovor projektne/raziskovalne naloge,
- če študent ni 100 % udeležen na predavanjih in vajah:
 - izpit,
 - priprava, predstavitev in zagovor projektne/raziskovalne naloge.

Ocenjevalna lestvica: ECTS.

Delež (v %)

Weight (in %)

100 %

70 %

30 %

Assessment:

Types:

- 100% attendance of lectures and tutorials including preparation, presentation and defence of a project/research paper,
- if the student has not fully attended lectures and tutorials (100%):
 - examination,
 - preparation, presentation and defense of a project/research paper.

Grading scheme: ECTS.