

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet Course title	Kakovost življenja <i>Quality of life</i>

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Integrirana zdravstvena in socialna oskrba/2. stopnja	Ni smeri študija	2 letnik	3.
Integrated Health and Social Care / 2 nd Cycle	No study field	2 nd year	3 rd

Vrsta predmeta/Course type modularni /module

Univerzitetna koda predmeta/University course code IZSO M3 UN 1

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: prof. dr. Mirjana Ule

Jeziki/ Predavanja/Lectures: slovenski/Slovenian
Languages:
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>Koncepti kvalitete življenja:</i> pomen vsakdanjega sveta za kvaliteto življenja. • <i>Objektivni in subjektivni dejavniki kvalitete življenja:</i> temeljno zaupanje in varnost, občutek sreče in zadovoljstva, občutek pravičnosti v mikro in makrookolju, družbena neenakost, negotovost. • <i>Strukturni vidiki kvalitete življenja:</i> identiteta, zdravje, telo, odnosi, življenjski slogi; dogodek, kot osnovna 	<ul style="list-style-type: none"> • <i>Concepts of quality of life:</i> the importance of the everyday world for quality of life. • <i>Objective and subjective factors of quality of life:</i> a basic trust and security, a sense of happiness and satisfaction, a sense of fairness in the micro and the macro-environment, social inequality, insecurity. • <i>Structural aspects of quality of life:</i> identity, health, body, relationships, lifestyles; The event, as the basic unit
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<p>enota vsakdanjega sveta, strategije obvladovanje vsakdanjih dogodkov.</p> <ul style="list-style-type: none"> • <i>Zdravje in kvaliteta življenja</i>: sodobne reprezentacije bolezni in zdravja; družbeni pomen bolezni in vloga bolnika; Normalno in patološko v pojmovanju bolezni in zdravja; Medikalizacija družbe kot sprememba moralnih redov družbe. • <i>Vloga medosebnih odnosov in skupnostne skrbi v kvaliteti življenja</i>; socialna omrežja kot varovalni dejavnik pred obremenilnimi življenjskimi dogodki in kriznimi situacijami. 	<p>of everyday life, management strategy of everyday events.</p> <ul style="list-style-type: none"> • <i>Health and quality of life</i>: a modern representation of disease and health; the social significance of the disease and the role of the patient; Medicalization of society as a change of moral orders of society. • <i>The role of interpersonal relationships and community care in the quality of life</i>; social networks as a protective factor against stressful life events and crisis situations.
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Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature:

- Ule, M. (2000). *Sodobne identitete, v vrtincu diskurzov*. Ljubljana: Znanstveno in publicistično središče.
- Ule, M. (1993). *Psihologija vsakdanjega življenja*. Ljubljana: Znanstveno in publicistično središče.
- Lasch, C. (2012). *Kultura narcisizma. Življenje v času zmanjšanih pričakovanj*. Ljubljana: Mladinska knjiga
- Griffin, J. (1989). *Well-Being. Its Meaning, Measurement, and Moral Importance*. Oxford: Oxford Uni. Press.

Priporočljiva literatura/Recommended literature

- Ule, M., Kamin, T. (2012). Družbeni dejavniki neenakosti v zdravju. *Zdravstveno varstvo*, 2012, letn. 51 (Tematska številka).
- Wilkinson, R. (1996). *Unhealthy Societies. The Afflictions of Inequality*. London: Routledge.
- Beck, Beck-Gernsheim (2006): *Popolnoma normalni kaos ljubezni*. Ljubljana: Založba FDV.
- Tiberius, V. (2008). *The reflective Life. Living Wisely with our Limits*. Oxford: Oxford Uni.Press
- Goffman, E. (2008): *Stigma. Zapiski o upravljanju poškodovane identitete*. Maribor: Aristej.

Cilji in kompetence:

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

Objectives and competences:

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

<ul style="list-style-type: none"> • preučevati sodobne teorije, ki opredeljujejo naravo zdravja, kakovost življenja in dobrega počutja na teoretičnem in praktičnem področju holistične integrirane in koordinirane zdravstveno – socialne oskrbe, in k pacientu usmerjene zdravstvene nege in oskrbe, • usposobljenost za medpoklicno sodelovanje, timsko in projektno delo na področju skrbi za zdravje, kakovost življenja in dobro počutje pacientov v instituciji ali na domu, • promoviranje zagotavljanja kakovosti življenja in dobrega počutja pacienta v zdravstveni in socialni oskrbi, • raziskovanje v skupnostni skrbi in v skladu s svojo vlogo pri razvoju skupnostne skrbi za zdravje in kakovost življenja v prihodnosti. 	<ul style="list-style-type: none"> • examine theories that define the nature of the health, quality of life and well-being in theoretical and practical field of holistic integrated and coordinated health - social care, and patient-oriented health care, • capacity for interprofessional collaboration, teamwork and project work in the field of health care, quality of life and well-being of patients in institutions or at home, • promote the provision of quality of life and well-being of the patient in health and social care, • research in community care and in accordance with its role in the development of community care for the health and quality of life in the future.
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Predvideni študijski rezultati:

Študent/študentka razvije:

- kritično razumevanje kompleksnega položaja človeka v sodobni družbi,
- skrb za ohranjanje psihosocialne stabilnosti in dostojanstva v odnosih v zdravstvu,
- prepoznavanje pomena socialne odgovornosti in empatije v psihosocialni oskrbi,
- sposobnost za podporno in negovalno komuniciranje v zdravstvenem okolju.

Intended learning outcomes:

Students develop:

- critical understanding of the complex situation of human being in modern society,
- concern for the preservation of psychosocial stability and dignity in the relationship in health system,
- recognizing the importance of social responsibility and empathy in psychosocial care,
- developing the ability to support and care communication in the healthcare setting.

Metode poučevanja in učenja:

- *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),
- *seminarske vaje:* priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge,
- *konzultacije.*

Learning and teaching methods:

- *lectures* with active student participation (explanation, discussion, questions, examples, problem solving);
- *tutorial:* preparation, presentation and a successful defence of a project/research paper,
- *consultations.*

Načini ocenjevanja:	Delež (v %) Weight (in %)	Assessment:
<p>Načini:</p> <ul style="list-style-type: none"> • 100 % udeležba na predavanjih in vajah: priprava, predstavitev in zagovor projektne/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 projektne/raziskovalne naloge – 40 % ocene. <p>Ocenjevalna lestvica: ECTS.</p>	<p>100 %</p> <p>ali / or</p> <p>60 %</p> <p>40 %</p>	<p>Types:</p> <ul style="list-style-type: none"> • 100 % attendance at lectures and tutorials: preparation, presentation and defence of project/research paper – 100 % of the grade; • if the students' attendance at lectures and tutorials is not 100%: <ul style="list-style-type: none"> - exam - 60% of the grade, - preparation, presentation and defense of the project/research paper – 40% of the grade. <p>Grading scheme: ECTS.</p>