2024/25

Univerza v Mariboru
Medicinska fakulteta

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Ime predmeta:	**Psihologija zdravja**
Course title:	**Health Psychology**

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Splošna medicina, enovit magistrski študijski program		**Drugi**	**4.**
General medicine, Uniform master's degree study program		**Second**	**4th**

Vrsta predmeta (obvezni ali izbirni) / Course type (compulsory or elective)	obvezni compulsory
Univerzitetna koda predmeta / University course code:	

Predavanja Lectures	Seminar Seminar	Vaje Tutorial			Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
		20						
60	30	**AV**	**LV**	**RV**			10	4

Nosilec predmeta / Course coordinator:	**doc. dr. Katja Kerman**

Jeziki /Languages:	**Predavanja / Lectures:**	slovenski/slovene
	Vaje / Tutorial:	slovenski/slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites for enrolling in the course or for performing study obligations:**

Vsebina (kratek pregled učnega načrta):	**Content (syllabus outline):**
1. Opredelitev področja - Opredelitev zdravja in modeli zdravja - Opredelitev psihologije zdravja - Metode v psihologiji zdravja 2. Neenakosti v zdravju - Socialno ekonomski status in zdravje - Pripadnost manjšini in zdravje - Spol in zdravje 3. Z zdravjem povezano vedenje	1. Definition of the field - Definition of health and models of health - Definition of health psychology - Methods in health psychology 2. Health inequalities - Socio-economic status and health - Minority status and health - Gender and health

- Psihološki modeli z zdravstvenega vedenja
- Psihološki modeli spreminjanja zdravstvenega vedenja

4. Zdravju škodljiva vedenja in zdravju podporna vedenja
   - Kajenje, zloraba alkohola in prepovedanih drog
   - Prehrana in debelost
   - Telesna aktivnost
   - Tvegano spolno vedenje
5. Preventivno delovanje na področju zdravja
   - Delo s posamezniki
   - Medijske promocije in kampanje
   - Intervencije in javnozdravstvene kampanje
6. Stres
   - Psihološki modeli stresa
   - Stres pri delu
   - Stres in zdravje
   - Spoprijemanje s stresom
7. Razvoj bolezni
   - Doživljanje in interpretacija simptomov, odziv na simptome
   - Posvet pri zdravniku
   - Upoštevanje zdravstvenih predpisov
8. Soočanje z boleznijo
   - Psihološke posledice bolezni
   - Spoprijemanje z boleznijo
   - Bolezen in kvaliteta življenja
   - Posledice bolezni za družinske člane
9. Bolečina
   - Doživljanje bolečine
   - Biopsihološki model bolečine
   - Spoprijemanje z bolečino

3. Health-related behaviour
   - Psychological models of health-related behaviour
   - Psychological models of health behaviour change
4. Health risk behaviours and health promoting behaviours
   - Smoking, alcohol and illicit drug abuse
   - Diet and obesity
   - Physical activity
   - Risky sexual behaviour
5. Preventive action in the field of health
   - Working with individuals
   - Media campaigns and promotions
   - Interventions and public health campaigns
6. Stress
   - Psychological models of stress
   - Stress at work
   - Stress and health
   - Coping with stress
7. Development of illness
   - Experiencing and interpreting symptoms, responding to symptoms
   - Consultation with a physician
   - Adherence to medical advice
8. Coping with illness
   - Psychological consequences of illness
   - Coping with illness
   - Illness and quality of life
   - Consequences of the illness for family members
9. Pain
   - Experiencing pain
   - Biopsychological model of pain
   - Coping with pain

Temeljni literatura in viri / Reading materials:

1. Morrison, V., & Bennett, P. (2016). *An introduction to health psychology*. Pearson Education.
2. Brannon, L., Updegraff, J. A., & Feist, J. (2018). *Health psychology: An introduction to behavior and health*. Cengage Learning.
3. Ogden, J. (2019). *Health Psychology, 6e*. McGraw Hill.

Dodatna literatura / Additional reading material

4. KERMAN, Katja, TEMENT, Sara, KORUNKA, Christian. Don't leave your heart at work: profiles of work-life interference and cardiometabolic risk. International journal of stress management. May 2021, vol. 28, iss. 2, str. 105-116. ISSN 1072-5245. [COBISS.SI-ID 55460611]
5. KERMAN, Katja, PREM, Roman, KUBICEK, Bettina, MEYER, Edo, TEMENT, Sara, KORUNKA, Christian. Conflict at work impairs physiological recovery during sleep: a daily diary study. International journal of environmental research and public health. [COBISS.SI-ID 121332995]
6. LAMOT, Monika, KERMAN, Katja, KIRBIŠ, Andrej. Distrustful, dissatisfied, and conspiratorial: a latent profile analysis of COVID-19 vaccination rejection. International journal of environmental research and public health. [COBISS.SI-ID 118416643].
7. LAMOT, Monika, KERMAN, Katja, KIRBIŠ, Andrej. Ideological differences in COVID-19 vaccine intention: the effects of trust in the healthcare system, in complementary and alternative medicine, and perceived threat from the disease. Frontiers in psychology. [COBISS.SI-ID 183585027]

Cilji in kompetence:

Cilj predmeta je študentom omogočiti celovito razumevanje psihologije zdravja z raziskovanjem različnih modelov zdravja, vpliva socialno-ekonomskih dejavnikov, dejavnikov manjšin in spola na zdravje ter dinamike vedenja, povezanega z zdravjem. Študenti bodo spoznali najnovejše raziskovalne metode na področju psihologije zdravja in obravnavali ključna področja, kot so neenakosti v zdravju, tvegano vedenje, stres in mehanizmi za spoprijemanje s stresom.

Skozi predavanja, literaturo in praktične vaje, bo študent(ka) razvijal(a) sledeče splošne in specifične kompetence:

- Analiza in razlaga psiholoških modelov, povezanih z zdravstvenim vedenjem in spremembo vedenja.
- Raziskovanje psihosocialnih dejavnikov, ki prispevajo k zdravstvenim tveganjem in spodbujajo vedenje, kot so kajenje, nezdrava prehrana in telesna nedejavnost.
- Oblikovanje in ocenjevanje intervencij za preventivne ukrepe na področju zdravja, vključno z medijskimi kampanjami in pobudami na področju javnega zdravja.
- Razumevanje psihološkega vpliva stresa, bolezni in bolečine na posameznike in njihove družine.
- Analitično in ustvarjalno razmišljanje v okviru psihologije zdravja.

Objectives and competences:

The course aims to provide students with a comprehensive understanding of health psychology by exploring various models of health, the impact of socio-economic, minority, and gender factors on health, and the dynamics of health-related behaviors. Students will engage with the latest research methods in health psychology to examine critical areas such as health inequalities, health risk behaviors, stress, and coping mechanisms.

Through lectures, literature and practical exercises, the student will develop the following general and specific competences:

- Analyze and interpret psychological models related to health behavior and behavior change.
- Explore the psychosocial factors contributing to health risks and promoting behaviors like smoking, diet, and physical activity.
- Learn to design and evaluate interventions for preventive actions in health, including media campaigns and public health initiatives.
- Understand the psychological impact of stress, illness, and pain on individuals and their families.
- Analytical and creative thinking in the context of health psychology.

- Samostojno in kritično razmišljanje o lastnem učenju in praksi.
- Učinkovita komunikacija in sodelovanje v strokovnem in medkulturnem kontekstu.

Razvoj empatije in občutljivosti za individualne in družbene izzive, povezane z zdravjem.

- Autonomy and critical reflection on one's own learning and practice.
- Effective communication and cooperation in professional and intercultural contexts.

Development of empathy and sensitivity towards individual and social challenges related to health.

Predvideni študijski rezultati:

Znanje in razumevanje: Študent(ka) bo

- Opredelil(a) psihologijo zdravja ter opisal(a) njene glavne modele in metode.
- Razložil(a) vpliv socialno-ekonomskega statusa, statusa manjšine in spola na zdravje.
- Izpostavil(a) načela, ki stojijo v ozadju psiholoških modelov zdravstvenega vedenja in spreminjanja vedenja.
- Razpravljal(a) o odnosu med stresom, zdravjem in strategijami spoprijemanja s stresom.
- Analiziral(a) vlogo psiholoških dejavnikov pri razvoju bolezni, upoštevanju zdravniških nasvetov in spoprijemanju z boleznijo.

Prenosljive/ključne spretnosti in drugi atributi:

Uporaba: Študentk(a) bo

- Uporabljal(a) psihološke teorije za razumevanje in vplivanje na zdravstveno vedenje.
- Opisal(a) strategije za promocijo zdravja in preprečevanje bolezni.
- Razumel(a) mehanizme spoprijemanja s stresom ter izboljšanje osebnega zdravja in zdravja skupnosti.
- Kritično ocenil(a) kampanje in intervencije na področju javnega zdravja.

Refleksija: Študent(ka) bo

- Reflektiral(a) o posledicah psihologije zdravja v osebnem in poklicnem kontekstu.

Razvijal(a) samozavedanje in globlje razumevanje vpliva psiholoških, družbenih in kulturnih dejavnikov na zdravje.

Intended learning outcomes:

Knowledge and Understanding: Student will be able to

- Define health psychology and describe its main models and methods.
- Explain the influence of socio-economic, minority, and gender status on health.
- Articulate the principles behind psychological models of health behavior and behavior change.
- Discuss the relationship between stress, health, and coping strategies.
- Analyze the role of psychological factors in the development of illness, adherence to medical advice, and coping with illness.

Transferable/key skills and other attributes:

Use: The student will be able to

- Apply psychological theories to understand and influence health behaviors.
- Describe effective strategies for health promotion and disease prevention.
- Understand coping mechanisms to manage stress and improve personal and community health.
- Critically evaluate public health campaigns and interventions.

Reflection: The student will

- Reflect on the implications of health psychology in both personal and professional contexts.

Develop self-awareness and a deeper understanding of how psychological, social, and cultural factors influence health.

Metode poučevanja in učenja:

Learning and teaching methods:

Predavanja, seminarji, vaje, študije primerov, diskusije, individualni in skupinski projekti; individualne konzultacije s predavateljico - poleg predavanj in interaktivnih oblik (diskusije, paneli ipd.) bodo študentje pripravili seminar (projektno nalogo), se posvetovali ob pripravi samostojnih del in v interaktivnem učenju utrjevali kompetence na področju psihologije zdravja. Del obvezne literature bo predmet panel diskusij.	Lectures, seminars, tutorials, case studies, discussions, individual and group projects, individual consultations with the lecturer; apart from lectures and interactive work (discussions, panels, etc.), students will independently prepare a seminar (project work) and will be given the opportunity for consultations during its preparation; during the process, interactive learning ability and health psychology skills will be strengthened. Part of the mandatory literature will be the subject of panel discussions.

Načini ocenjevanja:	Delež (v %) / Share (in %)	**Assessment methods:**
• Pisni izpit (pisni izpit lahko nadomesti sprotno preverjanje znanja z dvema pozitivno ocenjenima kolokvijema) • Seminarska naloga Ocenjevalna lestvica: • 0-11 % = 1(nezadostno) • 12-23 % = 2 (nezadostno); • 24-35 % = 3 (nezadostno); • 36-47 % = 4(nezadostno); • 48-59 % = 5 (nezadostno); • 60-66 % = 6 (zadostno); • 67-74 % =7 (dobro); • 75-85 % = 8 (prav dobro); • 86-93 % = 9 (prav dobro); • 94-100 % = 10 (odlično) Prisotnost na vajah in seminarju je obvezna in predstavlja pogoj za pristop na izpit. Študenti se morajo udeležiti najmanj 80 % vaj in seminarjev, za izostanke pa predložiti (zdravniško) opravičilo.	**80** **20**	• Written exam (written exam can be substituted by two midterm exams with passing grades) • Completed seminar paper with presentation, attendance and active collaboration • Grading scale: • 0-11 % = 1(insufficient) • 12-23 % = 2 (insufficient); • 24-35 % = 3 (insufficient); • 36-47 % = 4(insufficient); • 48-59 % = 5 (insufficient); • 60-66 % = 6 (sufficient); • 67-74 % =7 (acceptable); • 75-85 % = 8 (good); • 86-93 % = 9 (very good); • 94-100 % = 10 (odlično) Attendance at tutorials and seminars is mandatory and is a condition for taking the exam. Students must attend at least 80% tutorials and seminars, respectively; in case of absence a (medical) certificate must be submitted.

Reference nosilca / Course coordinator's references:

dr. Katja Kerman [54304]

https://cris.cobiss.net/ecris/si/sl/researcher/50875

Bibliografija za obdobje 2016-2024

https://bib.cobiss.net/bibliographies/si/webBiblio/bib201_20240425_172537_54304.html

1.01 Izvirni znanstveni članek

1. LAMOT, Monika, KERMAN, Katja, KIRBIŠ, Andrej. Ideological differences in COVID-19 vaccine intention : the effects of trust in the healthcare system, in complementary and alternative medicine, and perceived threat from the disease. Frontiers in psychology. 2024, vol. 15, str. 1-8, ilustr. ISSN 1664-1078. [COBISS.SI-ID 183585027]

2. KERMAN, Katja, KORUNKA, Christian, TEMENT, Sara. Work and home boundary violations during the COVID-19 pandemic : the role of segmentation preferences and unfinished tasks. Applied psychology. July 2022, vol. 71, iss. 3, str. 784-806. ISSN 1464-0597. DOI: 10.1111/apps.12335. [COBISS.SI-ID 69119747]

3. LAMOT, Monika, KERMAN, Katja, KIRBIŠ, Andrej. Distrustful, dissatisfied, and conspiratorial : a latent profile analysis of COVID-19 vaccination rejection. International journal of environmental research and public health. [Online ed.]. 2022, vol. 19, iss. 16, str. 1-11, tabele, graf. prikazi. ISSN 1660-4601. https://www.mdpi.com/1660-4601/19/16/10096, https://dk.um.si/IzpisGradiva.php?id=88263, DOI: 10.3390/ijerph191610096, DOI: 20.500.12556/DKUM-88263. [COBISS.SI-ID 118416643]

4. KERMAN, Katja, PREM, Roman, KUBICEK, Bettina, MEYER, Edo, TEMENT, Sara, KORUNKA, Christian. Conflict at work impairs physiological recovery during sleep : a daily diary study. International journal of environmental research and public health. [Online ed.]. 2022, vol. 19, iss. 18, str. 1-9, ilustr., tabele. ISSN 1660-4601. https://www.mdpi.com/1660-4601/19/18/11457, DOI: 10.3390/ijerph191811457. [COBISS.SI-ID 121332995]

5. KERMAN, Katja, TEMENT, Sara, KORUNKA, Christian. Don't leave your heart at work : profiles of work-life interference and cardiometabolic risk. International journal of stress management. May 2021, vol. 28, iss. 2, str. 105-116. ISSN 1072-5245. https://doi.apa.org/fulltext/2021-25913-001.pdf, https://dk.um.si/IzpisGradiva.php?id=88266, DOI: 10.1037/str0000224, DOI: 20.500.12556/DKUM-88266. [COBISS.SI-ID 55460611]

6. VIDMAR, Maša, KERMAN, Katja. The development of teacher's Relational competence scale : structural validity and reliability. Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja. [Tiskana izd.]. 2016, letn. 27, št. 1/2, str. 41-62, 196-198, tabele. ISSN 1581-6036. http://www.dlib.si/details/URN:NBN:SI:doc-V4ORJBA1. [COBISS.SI-ID 2982743]