

## SUBJECT CARD

Faculty of Medicine and Health Sciences

Field of studies: Medicine

Form of studies: Full-time

Degree: long-cycle Master's program

Specializations: No specialization

Academic year: 2022/2023

THE PSYCHO-SOCIAL ASPECT OF HEALTH AND ILLNESS	
<b>SUBJECT</b>	<b>The psycho-social aspect of health and illness</b>
<b>NUMBER OF ECTS POINTS</b>	2
<b>LANGUAGE OF INSTRUCTION</b>	English
<b>TEACHER(S)</b>	Agnieszka Fusińska-Korpik, MD, PhD Katarzyna Kotlarska, MD, PhD
<b>PERSON RESPONSIBLE</b>	Agnieszka Fusińska-Korpik, MD, PhD
NUMBER OF HOURS	
<b>LECTURES</b>	15 h
<b>SEMINARS</b>	15 h
GENERAL OBJECTIVES	
<b>OBJECTIVE 1</b>	Students with possess knowledge of the conditions of human functioning in the health and disease, in particular with regard to their social and environmental relationships and the motivation to take health-promoting behaviors. The impact of emotional problems on somatic health (with particular emphasis on psychosomatic disorders) will be discussed. Students will be familiarized with ways and concepts, as well as opportunities of persons representing the medical profession against human behavior, emotions and thinking, depending on his mental condition and psychophysical health. The issue of mental health prevention will be raised. Students will discuss the psychosocial aspects of health behavior and their change.
<b>OBJECTIVE 2</b>	Students with be familiarized with the biopsychosocial model of health and disease and the relevance of the holistic approach to health. They would discuss particularly important psychosocial issues affecting health and diseases, including social support issues, the role of the caregiver, the impact of lifestyle on health and disease (including stress, workaholism, poverty, alcoholism), violence, ageing and dying, social assistance. An overview of the relevance of doctor-patient relationships and communication would be raised.

## THE PSYCHO-SOCIAL ASPECT OF HEALTH AND ILLNESS

### LEARNING OUTCOMES

<b>MK1</b>	<b>Knowledge:</b> Student presents the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social networks) and social inequalities on health and sociocultural health differences, as well as the role of social stress in health and self-destructive behavior.
<b>MK2</b>	<b>Knowledge:</b> Student describes forms of violence, models that explain domestic and institutional violence, social correlates of different forms of violence and the role of the doctor in their recognition.
<b>MK3</b>	<b>Knowledge:</b> Student explains the importance of health, illness, disability and old age in relation to social attitudes, the consequences of social diseases and disabilities and socio-cultural barriers, as well as knows current health-based lifestyle concepts.
<b>MK4</b>	<b>Knowledge:</b> Student explains the functioning of medical institutions and the social role of the doctor.
<b>MK5</b>	<b>Knowledge:</b> Student describes the basic psychological mechanisms of human functioning in health and disease.
<b>MK6</b>	<b>Knowledge:</b> Student explains the role of family in patient's treatment process.
<b>MS1</b>	<b>Skills:</b> Student recognizes signs of anti-health and self-destructive behavior and responds to them properly.
<b>MS2</b>	<b>Skills:</b> Student identifies risk factors for violence, recognizes violence and responds accordingly.

### INTRODUCTORY REQUIREMENTS

Knowledge of general psychology.

### COURSE PROGRAM

### DETAILED DESCRIPTION OF THE TOPIC BLOCKS

<b>LECTURE 1</b>	Psychosocial conditions of self and others perception, as well as the importance of social relationships for maintaining psychophysical health. Health concepts with regard to psychosocial factors. Emotions and conflicts and mental health.
<b>LECTURE 2</b>	Stress and coping theories. Effects of stress on human functioning. Types of modern stress and the relationship of long-term stress with psychophysical health. Trauma and reaction to it. The mechanism of formation of psychosomatic disorders.
<b>LECTURE 3</b>	Family as an environment that supports or disrupts human development. Key stages of psychophysical development of the child. Adolescent and young adult needs, motivators and obstacles in development. Stimulants and addictions. Internet - importance for human development and coping in the modern world. The role of social support in health and disease.

## THE PSYCHO-SOCIAL ASPECT OF HEALTH AND ILLNESS

<b>LECTURE 4</b>	Man in the face of death, pain and suffering. The process of grief. Perception and understanding of pain by children. The issue of ageing. Domestic and institutional violence - explanatory models, the role of early diagnosis and support.
<b>LECTURE 5</b>	Lifestyle, health behavior and their modification. Models of health behaviors change. Prevention of mental and somatic disorders for separate age groups.
<b>SEMINAR 1</b>	Holistic understanding of a human - the division of factors associated with the formation and persistence of symptoms of disorders. The concept of mental resilience.
<b>SEMINAR 2</b>	Violence and trauma and reaction to it. Classification of traumatic events. Deepening understanding of the mechanisms of the formation of socio-emotional disorders. Reference to micro- and macrosocial levels.
<b>SEMINAR 3</b>	Effect of the disease on the patient's surroundings. Social perception of diseases and disability. Helping the family in crisis.
<b>SEMINAR 4</b>	The effect of selected lifestyle factors on health and disease. Models of health behavior. Practical aspects of health behavior modifications for different age groups. The need and the possibility of creating mental and somatic health prevention programs.
<b>SEMINAR 5</b>	Biopsychosocial aspects of aging and death. Ways to help people suffering from chronic and terminal diseases (with a particular focus on childhood chronic diseases). Stages of mourning and adaptation to illness and disability. Family reaction to an inauspicious diagnosis and prognosis. Psychosocial aspects of palliative care.
<b>SEMINAR 6</b>	Psychotherapy and psychological help in somatic and mental health disorders. Raising the issue of the doctor's relationship with the patient. The role of teamwork in caring for the sick person (pharmacological, psychological, spiritual support).
<b>DIDACTIC METHODS (APPLIED)</b>	
	Lectures, Discussion, Multimedia presentations, Discussion, Group work, Exercises, Case presentation, Video.
<b>STUDENTS WORKLOAD</b>	
<b>NUMBER OF HOURS UNDER SUPERVISION</b>	30 hours
<b>NUMBER OF PREPARATION HOURS</b>	Preparation for classes: 15 hours Preparation for the exam: 15 hours

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<b>TOTAL NUMBER OF HOURS FOR THE COURSE</b>	60 hours
<b>CONDITIONS FOR COURSE COMPLETION</b>	
	Attendance of all lectures and seminars is obligatory. Preparing a presentation in accordance with the guidelines; Active participation in seminars; The required presence (1 admitted absence, more is subject to individual discussion); Written exam (multi-choice test).
<b>METHODS OF ASSESMENT</b>	
<b>IN TERMS OF KNOWLEDGE</b>	Evaluation of a presentation prepared in accordance with the guidelines, active participation in seminars, written exam.
<b>IN TERMS OF SKILLS</b>	Active participation in seminars, written exam.
<b>IN TERMS OF SOCIAL COMPETENCY</b>	Not applicable.
<b>FORMATIVE</b>	Not applicable.
<b>SUMMATIVE (I &amp; II terms)</b>	<b>I term (EXAM):</b> written test – 25 questions  <b>II term (RETAKE EXAM):</b> written test – 25 questions (parallel version)
<b>GRADING SCALE</b>	
<b>3,0 (SATISFACTORY)</b>	<b>13 p.</b>
<b>3,5 (SATISFACTORY PLUS)</b>	<b>14-16 p.</b>
<b>4,0 (GOOD)</b>	<b>17-19 p.</b>
<b>4,5 (GOOD PLUS)</b>	<b>20-22 p.</b>
<b>5,0 (VERY GOOD)</b>	<b>23-25 p.</b>
<b>BASIC LITERATURE</b>	
<p>[1] Philip G. Zimbardo, R.L.Johnson, Psychology: core concepts, Pearson, 2012;                  [2] Ogden J. (2007) Health psychology. A Textbook, New York: McGraw-Hill;                  [3] Riekert K.A., Ockene J.K., Pbert L. (2014), The Handbook of Health Behavior Change, NY: Springer.</p>	
<b>SUPPLEMENTARY LITERATURE</b>	
<p>[1] Jacobi G., Dettmeyer R., Banaschak S., Brosig B., Herrmann B. (2010), Child Abuse and Neglect: Diagnosis and Management, Deutsches Ärzteblatt international. 107., 231-39;                  [2] Palmer, H. (2017). Bereavement and grief counselling. In Chambers, M. (ed) Psychiatric and mental health nursing: The craft of caring. CRC Press;                  [3] Nugent, N. R., Sumner, J. A., &amp; Amstadter, A. B. (2014). Resilience after trauma: from surviving to thriving. European journal of psychotraumatology, 5, 1-4;                  [4] Nisar, H., Srivastava R. (2018). Fundamental Concept of Psychosomatic Disorders: A Review, International Journal of Contemporary Medicine Surgery and Radiology, 3 (1), 12-18.</p>	