

Course title	Practice in Health and Psychosocial Institutions*						
Type	60 hours in health institutions + 100 hours in other psychosocial institutions (20 hours in preschool institutions, 20 hours in schools, 30 hours in social welfare institutions, 30 hours in outpatient mental health care organizations)						
Course leader	Assoc. Prof. Josip Bošnjaković, PhD						
Course co-leader							
The goal or purpose of the course	The goal of practice in health and psychosocial institutions is to provide students with the opportunity to connect the material they have learned with the real demands, tasks, and challenges of the profession. In this way, students integrate theory with practice, trying to apply all the learned material in individual cases, distinguishing general principles from individual application. The practice also aims to provide students with the opportunity to become familiar with the activities of various psychosocial institutions that aim to improve the quality of mental health for individuals and communities.						
Prerequisites for enrolment	For practice in health institutions, the prerequisite is completion of the theoretical components of the courses: Psychiatry, Rehabilitation, and the Biological Basis of Psychological Processes. For practice in psychosocial institutions, the courses: General Psychology, Rehabilitation, and Developmental Psychology.						
Learning outcomes	After successfully completing the course, the student will be able to: 1. Recognize the fundamental differences in mental disorders in health and psychosocial institutions; 2. Identify which psychosocial approach is most appropriate for individual persons or groups; 3. Define preventive action programs to improve the quality of mental health of individuals and communities; 4. Compare different approaches in preventive and curative work with people; 5. Apply learned theoretical knowledge in working with users of health and psychosocial institutions.						
The relation between learning outcomes, teaching methods, and assessment	Teaching activity	ECTS	Learning outcome	Student activity	Methods of assessment	Points	
						min	max
	Active presence in health and psychosocial institutions	2	1-5	Visiting health and psychosocial institutions under the mentorship of responsible persons	Active presence in institutions	15	25
	Participation in the implementation of psychosocial programs	3	1-5	Preparing preventive and curative programs	Evaluating written and practical work while implementing the program	15	25
	Participation in supervision groups	3	1-5	Planning models of working with individuals and communities	Providing feedback on held workshops with groups or individual meetings with users	15	25
	Evaluation of work experience in institutions	2	1-5	Writing a diary of participation in health and psychosocial institutions		15	25
	Total:	10				60	100
Office hours	In agreement with the practice leader in health and psychosocial institutions						
Acquired competences	Ability to actively listen and empathically understand the needs of individuals and the community. The skill of accompanying individuals on their psychological path of recovery.						

	<p>Willingness to cooperate with various institutions in promoting preventive programs in maintaining mental health.</p> <p>Identifying basic mental disorders, as well as the processes of their emergence and recovery, and the ability to act effectively in relation to the individual.</p>
Content	<p>Recognizing personal and social processes that influence healthy personality development, as well as processes that influence the development of mental disorders and personality disorders;</p> <p>Connecting lifestyle, the influence of nutrition, and the psychosocial context with the development of well-being as well as mental illnesses and difficulties;</p> <p>Recognizing similarities and differences in approaches of psychotherapy theories in psychosocial institutions;</p> <p>Knowing how to choose methods and approaches that are preventive in nature to prevent or reduce the development of psychopathologies and other difficulties that disrupt the normal lifelong developmental process;</p> <p>Becoming familiar with the basic concepts of psychopathology, mental health, and mental disorders, theories, diagnostic and therapeutic procedures for psychiatric disorders in adults, children, adolescents, and older people;</p> <p>Connecting the maturation of emotions with the development of social cognition;</p> <p>Increasing sensitivity to the influence of culture and different social groups on the individual and society;</p> <p>Resolving moral-ethical dilemmas (cases) in the relationship between psychotherapist/counseling therapist and client;</p> <p>Taking one's own (critical) position regarding borderline moral-ethical cases in psychosocial work.</p>
Required reading	<p>I. BEGOVAC i sur., <i>Dječja i adolescentna psihijatrija</i>. Zagreb; 2021. (odabrana poglavlja)</p> <p>L. E. BERK, <i>Psihologija cjeloživotnog razvoja</i>, Jastrebarsko 2008. (odabrana poglavlja)</p> <p>G. COREY, <i>Teorija i praksa psihološkog savjetovanja i psihoterapija</i>, Jastrebarsko, 2004. (odabrana poglavlja)</p> <p>F. DUMONT, R. J. CORSINI (ur.), <i>Šest terapeuta i jedan klijent</i>, Zagreb, 2003.</p> <p>P. FILAKOVIĆ i sur., <i>Psihijatrija</i>, Osijek, 2014. (odabrana poglavlja)</p> <p>K. LACKOVIĆ-GRGIN, <i>Psihologija adolescencije</i>, Jastrebarsko, 2006. (odabrana poglavlja)</p> <p>V. MARTAN, D. LONČARIĆ, S. SKOČIĆ MIHIĆ, Beliefs about the High Abilities of Twice - Exceptional Students with Dyslexia, u: LJ. PAČIĆ –TURK, M. KNEŽEVIĆ (ur.) <i>2nd International Scientific Conference Brain and Mind: Promoting Individual and Community Well-Being (Book of Abstracts)</i> Zagreb, 2019. 79-96.</p> <p>P. PEDERSEN, <i>A Handbook for Developing Multicultural Awareness</i>, USA, 3rd Edition, 2000. (odabrana poglavlja)</p> <p>L. A. PERVIN, D. CERVONE, O. P. JOHN, <i>Psihologija ličnosti – teorije i istraživanja</i>, Zagreb, 2008. (odabrana poglavlja)</p> <p>A. POKRAJAC-BULIAN, Etika kliničkog psihologa (pogovor), u: B. MIKLOŠ, W. BUTOLLO, (ur.), <i>Klinička psihologija</i>, Novi Sad, 2003., 27-35.</p> <p>D. PURVES i sur., <i>Neuroznanost</i>, Zagreb, 2016. (hrvatski prijevod 5. Izdanja, Glavni urednik – Marija Heffer)</p> <p>S. A. RATHUS, <i>Temelji psihologije</i>, Jastrebarsko, 2000. (odabrana poglavlja)</p> <p>S. SKOČIĆ MIHIĆ, Z. JANKOVIĆ, S. TATALOVIĆ VORKAPIĆ, S. SEKUŠAK GALEŠEV (u pripremi za tisak), How to strengthen a child's vulnerability by providing support at school? Case study from Croatia, u: <i>K-12 Mental Health Case Studies: An International Perspective</i>. Rowman & Littlefield (u pripremi za tisak)</p>

	<p>Hrvatska komora psihoterapeuta, Etički kodeks, (dostupno na https://www.savez-spuh.hr/eticki-kodeks-saveza-psihoterapijskih-udrug-a-hrvatske)</p> <p>Hrvatska psihološka komora, Kodeks etike psihološke djelatnosti, (3.7.2004.),dostupno na: http://www.psihoska-komora.hr/static/documents/dok_kodeks_etike.pdf (31.1.2022.)</p> <p>American Psychological Association (1.7.2017.), dostupno na: https://www.apa.org/ethics/code/ethics-code-2017.pdf (31.1.2022.)</p>
Recommended reading	<p>B. J. BAARS, N. M. GAGE, <i>Cognition, Brain and Consciousness. Introduction to Cognitive Science</i>, Amsterdam/Paris, 2010.</p> <p>D. N. BERSOFF, <i>Ethical conflicts in psychology</i>, Washington, D.C., 2008.</p> <p>D. BOUILLET, <i>Odabrane teme iz inkluzivne edukacije</i>, Zagreb, 2019. (odabrana poglavlja)</p> <p>S. DERALD WING, D. SUE, H. A. NEVILLE, L. SMITH, <i>Counseling the Culturally Diverse: Theory and Practice</i>, NJ, USA, 8th Edition, 2019.</p> <p>LJ. IGRIC, <i>Osnove edukacijskog uključivanja - Škola po mjeri svakog djeteta je moguća</i>, Zagreb, 2015. (odabrana poglavlja)</p> <p>G. LINDSAY, C. KOENE, H. ØVREEIDE H., F. LANG, <i>Ethics for European psychologists</i>, Hogrefe & Huber Pub, Göttingen, 2008.</p> <p>D. MARČINKO, M. JAKOVLJEVIĆ, V. RUDAN, <i>Poremećaji ličnosti, stvarni ljudi, stvarni problemi</i>, Zagreb, 2015.</p> <p>A. MORGAN, <i>What is narrative therapy?: An easy-to-read introduction</i>, Adelaide, South Australia, 2000.</p> <p>R. M. SAPOLSKY, <i>Behave, New York</i>, 2018.</p> <p>S. SEKUŠAK-GALEŠEV, Poremećaj pozornosti s hiperaktivnošću, (ADHD)-multimodalni pristup, u: <i>Paediatrica Croatica</i> 52(2008.)3, 195-203.</p> <p>S. M. STAHL, <i>Stahlovi temelji psihofarmakologije</i>, Jastrebarsko, 2019.</p>
Teaching methods	Visit and practice in health and psychosocial institutions under the mentorship of competent employees (psychiatrists, psychotherapists, counseling therapists, social workers, educational rehabilitators, etc.)
Methods of knowledge assessment and examination	Work diary and written work as a review of practice in health and psychosocial institutions.
Language of instruction and opportunities	Croatian
Method of monitoring the quality and success of each course and/or module	Anonymous survey, written or oral review during lectures