



Sveučilište u Rijeci • University of Rijeka

Trg braće Mažuranića 10 • 51 000 Rijeka • Croatia

T: +385 (0)51 406 500 • F: +385 (0)51 406 588

W: www.uniri.hr • E: ured@uniri.hr

Table 2

3.2. Course description

Basic description		
Course coordinator	Prof. dr sc. Tanja Frančišković ▲	
Course title	Adolescence – Modern concepts of growing up	
Study programme	Nursing – Mental health	
Course status	compulsory	
Year	II	
ECTS credits and teaching	ECTS student 's workload coefficient	1,5
	Number of hours (L+E+S)	25 (L10+S15)

Oblikovano: Normal

Oblikovano: Font: Times New Roman, 12 točka, Boja fonta: Automatski, Hrvatski (Hrvatska)

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is to introduce the students to modern concepts of growing up, adolescence as a final phase of growing up and specifics of certain sub-phases of this developmental period. The content of the course also includes information on the functioning and dynamics of families during this developmental period since the family system as well as society as a whole have significant influence on the increase of unadaptable models of behavior during growing up. It is expected that upon the completion of this course the students will be informed on basic theories on which the understanding of the adolescence dynamic is based and that they will be capable of explaining and interpreting fundamental terms in the field of pathology of adolescent age. A student will be capable of recognizing specific conflicts characteristic to certain sub-phases of adolescence on the basis of which he/she will be able to explain and interpret specific psychopathological disturbances which can have the weight of a symptom, syndrome or disease in adolescence. The student will be able to explain and interpret terms which pertain to adolescence and its sub-phases – early, middle and late. Also, the student will be able to recognize developmental conflicts and developmental tasks of each single sub-phase, the dynamic of the family with the adolescent as well as the emotional difficulties of the adolescent in relation to the developmental phases and the influence of those phases on the psychological and physical well-being of the adolescent. He/she will be able to recognize and compare responses of different personality structures of parents and their interdependency in the dynamic relationships within the family. To integrate developmental conflicts of adolescence in the understanding of specific family and peer relations. To emphasize the resources of a healthy and dysfunctional family in the developmental context. To recognize the family as a basic unit which will provide support for the adolescent in the process of overcoming developmental tasks and introduce the student to the way in which to help the adolescent in overcoming emotional crisis when faced with difficulties in developing and maturing. To introduce the student to basic therapeutic options in adolescence. To observe adolescence within the context and interdependency with the family and the broader social community. Along with the theoretical knowledge the student will have exercises of conversation with



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an adolescent and his/her family as well as the student's own emotional reactions as a contratransfer response.
After passing the exam the student will be capable of defining and arguing basic concepts in the field of adolescence.
He/she will be able to differentiate normative adolescence from a dysfunctional growing up and comprehend the role of biological, psychological and social factors in the understanding of psychopathological phenomena in adolescence. The student will be informed on the procedures in a situation when faced with adolescence pathology.

Oblikovano: Hrvatski (Hrvatska)

1.2. Course enrolment requirements

None

1.3. Expected course learning outcomes

By mastering the content of the class the student will adopt knowledges necessary for recognizing normal developmental processes, specific conflicts and developmental tasks within the adolescent development. The student will adopt knowledges which are sufficient for recognition of emotional reactions and emotional states in adolescence including psychiatric disorders during the adolescent development as well as family psychopathology with the adolescent which necessitates psychological treatment.

By mastering the content of the class the student will be capable of evaluating modern, wholesome, biopsychosocial approach to adolescence. To argue developmental conflicts and developmental tasks of adolescence. To explain the influence of complex family and peer relations on the emotional balance of the adolescent. To plan the preparation of the adolescent and the family for potential treatment. To recognize pathological emotional reactions to developmental stress events. To evaluate one's own contratransfer reactions. To apply psychological knowledges and skills on the preservation of health, diagnostics and treatment of adolescents.

By mastering the estimated knowledge the student will be able to understand the role and importance of adolescence from a psychological and a developmental standpoint with the goal of recognizing and treating psychiatric disorders in adolescence in order to redirect developmental processes towards healthy assignments and by doing so to prevent psychopathological phenomena in mature age.

Oblikovano: Hrvatski (Hrvatska)

1.4. Course content

About adolescence, and its sub-phases – early, middle and late, and family dynamic in adolescence.

Disorders in adolescence: conduct disorders, eating disorders, depression, alcohol and drug abuse, crisis in adolescence.

The importance of school (academic) success on developmental processes. Therapeutic possibilities psychopathology phenomena in adolescence.

Contents of the lectures and exercises:

Adolescence, sub-phases of adolescence: Early adolescence

Middle adolescence

Late adolescence

Adolescence and family

Adolescence and conduct disorders

Adolescence and depression

Adolescence and school failure



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Written exam	15%	Oral exam	50%	Essay	Research
Project		Sustained knowledge check	5%	Report	Practice
Portfolio			3%		

1.9. Assessment and evaluation of student's work during classes and on final exam

Evaluation would be performed according the legal acts for University of Rijeka and for School of medicine. The student performance will be evaluated through the evaluation of the whole activities during the teaching period -70% and on the final exam 30%.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Klain E. i sur: Psihološka medicina, Golden Marketing, Zagreb, 1999.
Nikolić S: Psihijatrija dječje i adolescentne dobi, Šk. knjiga, Zagreb, 1982.
Vidović V: Anoreksija i bulimija, Psiha, Zagreb, 1998.
Winnicott D.W: Dijete, obitelj i vanjski svijet, Naprijed, Zagreb, 1980.
Separati - izrađeni kao predložka za predavanje — Klain E. i sur: Psihološka medicina, Golden Marketing, Zagreb, 1999.
Nikolić S: Psihijatrija dječje i adolescentne dobi, Šk. knjiga, Zagreb, 1982.
Vidović V: Anoreksija i bulimija, Psiha, Zagreb, 1998.
Winnicott D.W: Dijete, obitelj i vanjski svijet, Naprijed, Zagreb, 1980.
Separati — izrađeni kao predložka za predavanje

1.11. Optional / additional reading (at the time of proposing study programme)

Freud A: Normality and Pathology in Childhood, Int. Univ. Press, 1965. — Freud A: Normality and Pathology in Childhood, Int. Univ. Press, 1965.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students
Klain E. i sur: Psihološka medicina, Golden Marketing, Zagreb, 1999.	15	15-20

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

maire is given to the students at the end of the course. The rate of the course completion and grading is evaluated

Colaborator in the course : dr.sc.Mirjana Graovac

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