



Table 2

**3.2. Course description**

Basic description		
Course coordinator	<b>Doc.dr.sc. Ika Rončević Gržeta</b>	
Course title	<b>REACTIONS TO TRAUMATIC AND STRESSFUL LIFE EXPERIENCES</b>	
Study programme	<b>Master of mental health</b>	
Course status	elective	
Year	II	
ECTS credits and teaching	ECTS student 's workload coefficient	1,5
	Number of hours (L+E+S)	(15+0+10)

**1. COURSE DESCRIPTION**

*1.1. Course objectives*

Introducing students to the theoretical knowledge about psychosocial factors that influence the development of psychological imbalance in the individual, group and / or community level. Developing student's ability to perceive, notice, understand and critically examine the external factors in the onset of mental disorder or illness as well as opportunities and ways to help mitigate the effect of psychological disturbance. Within the above aim is to acquire knowledge about stress, trauma, crisis and bereavement and consequent disorders, which are beyond the scope of normal reactions to stress or trauma. The aim is also to enable students to distinguish and implementation of interventions in crisis interventions that are used for long-term consequences of stressful or traumatic life experiences

*1.2. Course enrolment requirements*

None

*1.3. Expected course learning outcomes*

It is expected that the students learning and mastering this course be informed of the basic theories underlying the understanding of the concept of stress, trauma, crisis and mourning and to be able to interpret the basic concepts of the field of psychopathology of mental disorders caused by stress / trauma. Student will be able to explain and interpret concepts as coping with stress / trauma, "coping" mechanisms and strategies in crisis intervention, biological therapy and psychotherapeutic options posttraumatic disorders. Also, the student will be able to identify general and specific psychopathological symptoms in different posttraumatic disorders. Student will identify and compare the answers of different personality structures and their inter-dependence of the induced relations within posttraumatic reactions. Student will be able to define and argue the basic concepts in the field of dynamic disorder brought about by stress / trauma. We will be able to differentiate healthy from pathological reactions to exogenous events and understand the role of the level of neurotic conflict in understanding the functioning of the individual confronted with stress experience. Students will be informed of the risk factors and protective factors that individuals can make more sensitive or less sensitive to the stressor.

Mastering the content course, students will acquire knowledge needed to identify variations in response to stress and the formation of symptoms and the impact thereof on the emotions and behaviours. Students will acquire knowledge that are sufficient to recognize the emotional response as well as dependence on the same level of psychic conflict as well as the factors that make individuals vulnerable or resistant to exogenous situations, including the defence mechanisms, coping mechanisms and support the environment in peri-traumatic period. Student will be able to identify the pathological responses that require psychological treatment.

*1.4. Course content*



Signs of stress, sources and types of stress, external situations that lead to stress (frustrations, threats and conflicts), sustained intense stress.

Sources and consequences of traumatic experiences, traumatic events and trauma;

The dynamics of the defence and to avoid;

Stress, crisis and mourning based on systems theory, stress theory, psychoanalytic theory, the theory of coping, existential theories and theories of social networks,

The theory of coping and coping strategies;

Stress and trauma specifically in children, adolescents, older adults and specific groups, including gender specific,

Stress, trauma, anxiety, fear;

Crisis events and crises;

Loss and mourning;

The stages of stress, crisis and bereavement;

Acute stress reaction, adjustment disorders, posttraumatic stress disorder, psychosomatic disorders;

Ways of resolving stress, anxiety and psychopathology symptoms

Coping with stressful situations

Strengthening healthy ego strength, strengthen coping resources and strategies,

Intervention in crisis

The basic principle of providing support to those who mourn; difficulties in working with those who mourn

The goals of treatment and specific interventions in the treatment of trauma and consequent disruption

Professional role and work with stress, crises and lamentation, the role of supervision

1.5. *Teaching methods*

- X lectures  
 X seminars and workshops  
 exercises  
 long distance education  
 fieldwork

- individual assignment  
 multimedia and network  
 laboratories  
 mentorship  
 other

1.6. *Comments*

1.7. *Student's obligations*

Regular attendance on lectures and exercises

1.8. *Evaluation of student's work*

Course attendance	10%	Activity/Participation	20%	Seminar paper	40%	Experimental work	
Written exam	15%	Oral exam	15%	Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

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

Evaluation will be performed according to the Legal act of evaluation of University of Rijeka and of School of medicine Students' performance will be evaluated thorough entire duration of the course ( 70% of the evaluation) as well as on the final exam ( 30% of the evaluation).

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

1. Arambašić, L. (ur.) (2000). Psihološke krizne intervencije, Društvo za psihološku pomoć, Zagreb.
2. Rončević-Gržeta I. (2003). Liječenje korničnih duševnih poremećaja uvjetovanih ratnom psihičkom traumom, doktorska disertacija, Medicinski fakultet, Rijeka
3. Frančičković T, Moro Lj. (2009). Psihijatrija. Zagreb: Medicinska naklada.
4. Moro Lj., Frančičković, T. Psihijatrija za više zdravstvene studije. Glosa. Rijeka

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

1. Arambašić, L. (2005). Gubitak, tugovanje, podrška, Naklada Slap, Jastrebarsko.
2. Gregurek R, Klain E. Terapija posttraumatskog stresnog poremećaja. U: Posttraumatski stresni poremećaj – hrvatska iskustva. Urednici: Gregurek R I Klain E. Medicinska naklada Zagreb. 2000. 65–68.
3. Foy, D.W. (1994) Liječenje posttraumatskog stresnog poremećaja:kognitivnobehavioralni postupci, Naklada Slap, Jastrebarsko



4. Worden, J.W. (2005). Savjetovanje i terapija u tugovanju: Priručnik za stručnjake u području zaštite mentalnog zdravlja, Naklada Slap, Jastrebarsko.

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

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

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