

<b>GENERAL INFORMATION</b>		
Course name	<b>Psychiatry</b>	
Course director	<b>Prof. Dunja Degmečić, MD, PhD</b> <b>Prof. Marius Nickel, MD, PhD</b>	
Assistants	Assoc. Prof. Katarina Dodig-Ćurković, MD, PhD Asst. Prof. Anamarija Petek Erić, MD, PhD Greta Nađ, MD	
Study program	<b>Integrated undergraduate and graduate university study program Medical Studies in German</b>	
Course status	Mandatory	
Year of study, semester	5 <sup>th</sup> year, 9 <sup>th</sup> semester	
Credits allocated and form of instruction	ECTS student workload	<b>6</b>
	Number of teaching hours (L+S+E)	<b>70 (30+20+70)</b>
<b>COURSE DESCRIPTION</b>		
<b>Course objectives</b>		
Introduction to psychiatry; Historical development of psychiatry; Importance of contemporary psychiatry; Approach to a person with a mental illness; Basics of psychological examination; Psychopathology; Etiology of mental disorders; Schizophrenia; Affective disorders; Addictive disorders; Personality disorders; Geriatric psychiatry and Liaison psychiatry; Forensic psychiatry and ethical issues in psychiatry; Organic mental disorders; Anxiety disorders; Crisis and reactive states; Psychotherapy; Socioterapy; Biological psychiatry; Psychopharmacology and ECT; Emergency psychiatry; War psychiatry; Child and adolescent psychiatry.		
<b>Course requirements</b>		
There are no specific requirements for this course except those defined in the study program curriculum.		
<b>Learning outcomes at the Programme level</b>		
<b>1.1., 1.2., 2.1., 2.2., 2.3., 3.1., 3.4., 3.5., 4.2.</b>		
<b>Expected learning outcomes (5-10 learning outcomes)</b>		
<b>Knowledge</b>		
<ol style="list-style-type: none"> <li>1. Define the concept of mental health, identify key concepts and describe contemporary classification systems for psychiatric disorders</li> <li>2. Describe and differentiate psychopathological symptoms of mental disorders</li> <li>3. Explain the biopsychosocial model of the origin and development of mental disorders and describe the epidemiological indicators of mental illnesses</li> <li>4. List the most important psychiatric disorders, describe the clinical picture, main features, diagnostic criteria and differential-diagnostic classification, and predict their outcome</li> <li>5. Describe psychopharmacotherapeutic, psychotherapeutic and sociotherapeutic methods of treating mental disorders, describe the therapeutic effects and side effects of psychopharmaceuticals, and compare certain forms of treatment</li> <li>6. Choose the optimal psychosocial models in the rehabilitation of a person with a mental illness in accordance with the type of disorder</li> <li>7. Demonstrate the methods of primary, secondary and tertiary prevention in the protection of mental health</li> <li>8. Explain the legal status of people with mental disorders and their rights</li> </ol>		
<b>Skills</b>		

1. Approach a person with a mental illness and conduct a psychiatric interview, take a medical history and create a psychological profile of the patient
2. Assess the risk of suicidal and aggressive behavior
3. Communicate with a psychomotor agitated patient in emergency and crisis situations
4. Communicate with the patient's family and services involved in their care and explain the most important features of the disease and treatment to the patient and family members
5. Communicate with a psychiatrist concerning the treatment of mental disorders
6. Substantially discuss the indications for hospital treatment of mental disorders and the indications for psychotherapeutic and sociotherapeutic treatment
7. Build a professional relationship with psychiatric patients and develop a destigmatizing attitude
8. Carry out (under supervision) participation in the sociotherapeutic community

**Course content**

*Psychopathology.* Recognition of psychopathological symptoms and identification of a psychological status (recognition of quantitative and qualitative impairment of psychological functions). *Schizophrenia.* Demonstration of an interview with a patient diagnosed with schizophrenia (direct and indirect interview) and creating a psychological status for a patient suffering from schizophrenia. Taking a medical history of patients diagnosed with schizophrenia and making a diagnosis and differential diagnoses. Creating a plan for diagnostic tests and a treatment plan. Communicating with an agitated patient diagnosed with schizophrenia. Emergency procedures in restraining an agitated patient diagnosed with schizophrenia. *Affective disorders.* Demonstration of an interview with a manic patient (direct and indirect interview) and creating a psychological status for a patient having a manic episode. Taking a medical history of manic patients and making a diagnosis and differential diagnoses. Creating a plan for diagnostic tests and a treatment plan. Communicating with a manic patient. Emergency procedures in restraining a manic patient. Demonstration of an interview with a patient diagnosed with depression (direct and indirect interview) and creating a psychological status for a patient suffering from depression. Taking a medical history of patients with depression and making a diagnosis and differential diagnoses. Creating a plan for diagnostic tests and a treatment plan. Communicating with a patient diagnosed with depression. *Addictive disorders* Demonstration of an interview with an addict (direct and indirect interview) and creating a psychological status. Taking a medical history of an addict and making a diagnosis and differential diagnoses. Creating a plan for diagnostic tests and a treatment plan. Communicating with people addicted to alcohol and drugs. Emergency procedures in substance withdrawal. *Anxiety disorder.* Demonstration of an interview with a person diagnosed with anxiety disorder (direct and indirect interview) and creating a psychological status. Taking a medical history of a person diagnosed with anxiety disorder and making a diagnosis and differential diagnoses. Creating a plan for diagnostic tests and a treatment plan. Communicating with people diagnosed with anxiety disorder. Emergency procedures in crisis situations (panic attacks, phobic states). Familiarization with the functioning of psychological service, demonstration of an interview with a child (direct and indirect interview) and creating a psychological status. Taking a medical history of a child and adolescent and making a diagnosis and differential diagnoses. Creating a plan for diagnostic tests and a treatment plan. Communicating with a child and adolescent. Emergency procedures in crisis situations during adolescence.

**Form of instruction**

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| <input checked="" type="checkbox"/> lectures               | <input type="checkbox"/> individual assignments  |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and Internet |
| <input checked="" type="checkbox"/> exercises              | <input type="checkbox"/> laboratory              |
| <input type="checkbox"/> distance learning                 | <input type="checkbox"/> mentoring activities    |
| <input type="checkbox"/> field course                      | <input type="checkbox"/> other                   |

**Student obligations**

Come to class prepared by studying the recommended literature for each unit and actively participate in all forms of instruction. The student must participate in at least 70% of classes to pass the course.

**Monitoring student learning**

Attendance	x	Active participation	x	Seminar paper		Experimental work	
Written exam	x	Oral exam	x	Essay		Research	
Project		Continuous assessment		Paper		Practical work	
Portfolio							

**Assessment and evaluation of students during class and on the final exam**

Students' performance will be evaluated during class and on the final exam. Students are evaluated numerically and descriptively (insufficient (1), sufficient (2), good (3), very good (4), excellent (5)). During classes, a student can earn a maximum of 100 points. Students can earn a maximum of 20 points during classes through different types of activities. On the final exam, students can earn a maximum of 80 points. The final grade represents the sum of the points earned during classes and on the final exam.

**Mandatory reading**

1. Fleischhacker WW, Hinterhuber H: Lehrbuch Psychiatrie, Springer Wien New York, 2012

**Additional reading**

1. Kaplan and Sadock, Comprehensive textbook of psychiatry, 10th edition, Lippincott Williams and Wilkins, 2017
2. Huber G, Gross G. Psychiatrie Lehrbuch für Studium und Weiterbildung; 7. Auflage, Schattauer, 2005

**The number of copies of mandatory reading in proportion to the number of students currently taking this course**

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Fleischhacker WW, Hinterhuber H: Lehrbuch Psychiatrie, Springer Wien New York, 2012	20	60

**Quality monitoring methods ensuring the acquisition of knowledge upon completion, skills and competences**

The quality of course performance is monitored through an anonymous student survey on the quality of the organization and conduction of classes, the course content and the work of professors. The usefulness of the lectures from the students' perspective, the curriculum content, the professor preparedness, the clarity of the presentation, the amount of new content and the quality of the presentation are evaluated. The curriculum and its execution are administratively compared. The participation of students in lectures and exercises, as well as the excuses for missing classes, are controlled and analyzed.