[Medicinski fakultet u Rijeci]

Curriculum
2024/2025

[Za kolegij]

Psychological medicine I

Study program:	**Medical Studies in English (R)** [Sveučilišni integrirani prijediplomski i diplomski studij]
Department:	**[Katedra za psihijatriju i psihološku medicinu]**
Course coordinator:	**izv. prof. dr. sc. Letica Crepulja Marina, dr. med.**
Year of study:	**1**
ECTS:	**2**
Incentive ECTS:	**0 (0.00%)**
Foreign language:	**Possibility of teaching in a foreign language**

Course information:

The course Psychological medicine 1 - **Psychosocial development through life** aims to introduce students to psychosocial approach to human development that emphasizes interaction among the biological, psychological, and societal systems. As a result of maturation and change in each of these systems, individuals' beliefs about themselves and their relationships are modified. Although each life story is unique, we can identify important common patterns, allowing us to anticipate the future and to understand one another. Psychosocial theory offers a life-span view in which development is a product of the interactions between individuals and their social environments. The needs and goals of both the individual and society must be considered in conceptualizing human development. Predictability is found in the sequence of psychosocial stages, the central process involved in the resolution of the psychosocial crisis at each stage, and the radius of significant relationships. Individuality is expressed in the achievement of the developmental tasks, the balance of the positive and negative poles of each psychosocial crisis and the resulting worldview, and the style and resources for coping that a person brings to each new life challenge.

The main theories of human development will also be analysed. They typically addresses several of the following questions: What is the direction of change over the life span? What are the mechanisms that account for continuity and change? What is the relevance of early experiences for later development? How do physical, cognitive, emotional, and social functions interact? How do the physical and social environments impact development? What factors typically place the person at risk for problems in development at various periods of life?

List of assigned reading:

Uploaded learning material related to lectures, seminars and practicals (Merlin platform)
Newman BM, Newman PR. Development Through Life: A psychosocial Approach. Boston: Cenage Learning, 2017.
Sadock BJ, Sadock VA, Ruiz P. : Kaplan & Sadock's SYNOPSIS OF PSYCHIATRY, Eleventh Edition, Wolters Kluwer, 2015 (Chapters 2,3,4)

List of optional reading:

Selected professional and/or scientific papers recommended by tutors

Curriculum:

[Predavanja] list (with titles and explanation):

L1 Growth and development

The aim is to present the biopsychosocial approach to development, controversy regarding the nature and nurture dilemma, to present the lifespan development and the essentials of brain development, sensomotoric development, development of language.
The learning outcome: student should be able to differentiate growth and development, to explain biopsychosocial approach to the development and to summarize the essentials of the brain development, sensomotoric development, development of language

L2 The psychosocial approach to development through life

The aim is to present the interaction of the biological, psychological, and societal systems and to present basic concepts of Erikson's psychosocial theory: Stages of development; Developmental tasks; Psychosocial crises of the life stages; The central process for resolving the psychosocial crisis; Radius of significant relationships; Coping: prime adaptive ego qualities and core pathologies

The learning outcome: Student should be able to describe the psychosocial approach to the study of development, including the interrelationship among the biological, psychological, and societal systems and to list basic concepts of psychosocial theory.

L3 The period of pregnancy, prenatal development and Infancy

The aim is to summarize the process through which genetic information is transmitted from one generation to the next, to analyze ways that the pregnant woman and the developing fetus influence each other, to explain brain development.

The learning outcome: Student should be able to describe the link between genetics and development, interrelationship between pregnant woman and fetus and to explain how brain development is tied to the physical, motoric, sensoric and social maturation.

Infancy: The aim is to present development of communication and psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to summarize the beginnings of language competence from birth through the first 2 years of life, to explain the psychosocial crisis of trust versus mistrust; the central process through which the crisis is resolved, mutuality with the caregiver; the prime adaptive ego quality of hope; and the core pathology of withdrawal.

L4 Toddlerhood

The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain and define the psychosocial crisis of autonomy versus shame and doubt, the central process of imitation, the prime adaptive ego strength of will, and the core pathology of compulsion.

L5 Preschool-Early School Age, Middle Childhood Age

Preschool-Early School Age: The aim is to present psychosocial crisis, explain and discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain the psychosocial crisis of initiative versus guilt, the central process of identification, the prime adaptive ego quality of purpose, and the core pathology of inhibition.

Middle Childhood Age The aim is to present psychosocial crisis, explain and discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to explain the psychosocial crisis of industry versus inferiority, the

central process through which the crisis is resolved, education, the prime adaptive ego quality of competence, and the core pathology of inertia.

L6 Adolescence

The aim is to present psychosocial crisis, explain and discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to define and describe the psychosocial crisis of adolescence, individual identity versus identity confusion; the central process through which this crisis is resolved, role experimentation; the prime adaptive ego quality of fidelity to values and ideals; and the core pathology of repudiation.

L7 Early Adulthood, Middle Adulthood

Early Adulthood: The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to define and describe the psychosocial crisis of intimacy versus isolation, the central process through which the crisis is resolved, mutuality among peers, the prime adaptive ego quality of love, and the core pathology of exclusivity.

Middle Adulthood: The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to define and explain the psychosocial crisis of generativity versus stagnation and the central processes through which the crisis is resolved: person–environment interaction and creativity, the primary adaptive ego strength of care, and the core pathology of rejectivity.

L8 Late Adulthood

The aim is to present psychosocial crisis, discuss the central process through which the crisis is resolved, the prime adaptive ego quality of and the core pathology of this stage of development.

The learning outcome: Student should be able to define and define and explain the psychosocial crisis of integrity versus despair, the central process of introspection, the prime adaptive ego quality of wisdom, and the core pathology of disdain.

L9 Mortality and Psychosocial Development

The aim is to explain how mortality influences psychosocial development.

L10 The Process of Dying

The aim is to describe factors associated with the process of dying and the modern ideal of a good death.

The learning outcomes: Student should be able to explain how mortality influences psychosocial development, to give definition of death, summarize the role of cultural death-related rituals and analyse factors that affect grief and bereavement.

[Vježbe] list (with titles and explanation):

P1-P4 Growth and development /The psychosocial approach to development through life

Topics:

1. The biopsychosocial approach to the development- Nature and nurture
2. Lifespan development
3. Development of brain
4. Sensomotoric development
5. Development of language
6. Erik Erikson (1902 – 1994)
7. Fundamental Concepts in Erikson’s Psychosocial Theory of Development

8. Stages of development

Additional material

Case Study: Rose from Newman BM, Newman PR. Development Through Life: A

psychosocial approach. Boston: Cengage Learning, 2017.

Nature or nurture: What makes you who you are? || Debate Clip

https://www.youtube.com/watch?v=rlzdky46BEw

Nature and Nurture: The Study of Twins

https://www.youtube.com/watch?v=Ji6edLCfV60&ab_channel=educationalAus

Case Study: Erik Erikson from Newman BM, Newman PR. Development Through Life: A

psychosocial approach. Boston: Cengage Learning, 2017.

Erik Erikson & Lifespan Development

https://www.youtube.com/watch?v=pxgp69xtV0I

The learning outcomes are to explain the basic assumptions that guide the orientation of the text, to discuss the psychosocial approach to the study of development, including the interrelationship among the biological, psychological, and societal systems, to use the six basic concepts of psychosocial theory in everyday work with people.

P5-P8 The period of pregnancy and prenatal development/ Infancy / Toddlerhood

INFANCY (0-18 months)

1. Developmental Tasks

2. Childbirth - Mother-infant bonding/attachment

3. After the birth

4. Trust vs. mistrust (the psychosocial crisis)

5. Mutuality with a primary caregiver (the central process for resolving the psychosocial

crisis)

6. Primary caregiver –mother (the significant relationships)

7. Coping

TODDLERHOOD (18 months- 3 years)

1. Developmental Tasks

2. The second stage of psychosocial development – toddlerhood

3. Autonomy versus Shame and Doubt (the psychosocial crisis)

4. Imitation (the central process for resolving the psychosocial crisis)

5. Family members (the significant relationships) (the significant relationships)

6. Coping

Additional material

Case Study: Experiencing Pregnancy from Newman BM, Newman PR. Development

Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.

PBS The Secret Life of the Brain - The Baby's Brain (mini).wmv

https://www.youtube.com/watch?v=MS5HUDVNbGs

Case Study: The Cotton Family from Newman BM, Newman PR. Development Through

Life: A psychosocial approach. Boston: Cengage Learning, 2017.

The relationship between mother and baby

https://www.unicef.org/parenting/child-care/relationship-between-mother-and-baby

Case Study:

Harrison Struggles in the Transition to Preschool - from Newman BM, Newman PR.

Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.

The Marshmallow Study Revisited https://www.youtube.com/watch?v=JsQMdECFnUQ

The marshmallow test: can children learn self-control?

https://www.youtube.com/watch?v=d8M7Xzjy_m8

The learning outcomes are to differentiate the contributions of genetic factors to individuality through their role in controlling the rate of development, influencing individual traits, and determining the genetic sources of abnormalities, to analyze ways that the pregnant woman and the developing fetus influence each other, focusing on how pregnancy affects a childbearing woman and expectant father, and the impact of environmental influences on fetal growth, such as a woman's age, drug use, nutrition, environmental toxins, and stress, to describe characteristics of newborns and summarize the beginnings of language competence from birth through the first two years of life, discuss and explain psychosocial crisis of trust versus mistrust; the central process through which the crisis is resolved, mutuality with the caregiver; the prime adaptive ego quality of hope; and the core pathology of withdrawal. The aim is to analyse the features of toddlerhood that are captured in the case and how it relates to the developmental tasks of infancy.

P9-P12 Preshool-Early School Age / Middle Childhood Age/ Adolescence

Topics:
PRESCHOOL AGE (3 - 6 years)
1. Developmental Tasks
2. The third stage of psychosocial development – preschool age
3. Initiative versus guilt (the psychosocial crisis)
4. Identification (the central process for resolving the psychosocial crisis)
5. Family and peers (the significant relationships)
6. Coping
MIDDLE CHILDHOOD (6-12 years)
Topics:
1. Developmental Tasks
2. The fourth stage of psychosocial development – middle childhood
3. Industry versus Inferiority (the psychosocial crisis)
4. Education (the central process for resolving the psychosocial crisis)
5. Family and close friends (the significant relationships)
6. Coping
ADOLESCENCE
1. Developmental Tasks
2. The fifth stage of psychosocial development – Adolescence
3. Identity versus identity diffusion (the psychosocial crisis)
4. Role experimentation(the central process for resolving the psychosocial crisis)
5. Peer group, leaders and models for identification (the significant relationships)
6. Coping

Additional material
Case Study: Gender Identification in Early Childhood from Newman BM, Newman PR.
Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.
initiative vs guilt wlmp 2
https://www.youtube.com/watch?v=JZJ09KWWkBo
Case Study: Recollections of Childhood Friends from Newman BM, Newman PR.
Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.
Industry vs Inferiority - Peds Group Project

https://www.youtube.com/watch?v=UEKh7zr1mjM
Case Study:
Case Study: Evelyn Cabrera: Balancing Autonomy and Closeness in Early Adolescence - from Newman BM, Newman PR. Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.
Adolescence: Identity vs. Role Confusion
https://www.youtube.com/watch?v=wJMXk5ibkQk&feature=emb_title
Identity vs. Role Confusion
https://www.youtube.com/watch?v=45y7Mf-XMe0
Teen Health: Substance Use and Abuse
https://www.youtube.com/watch?v=6fmhLcYSn-Y

The aim is to describe the process of gender identification during early school age and explain its importance for the way a child interprets his or her experiences, outline the development of self-evaluation skills, including feelings of pride, self-efficacy, and ways that social expectations of parents, teachers, and peers contribute to a child's self-evaluation.The aim is to examine patterns of emotional development in early adolescence, characterize the neurological processes associated with emotional expression, and describe the nature of three problem areas: eating disorders, delinquency, and depression, to analyze the nature of peer relations in early adolescence, especially the formation of cliques and crowds, and contrast the typical relationships with parents and peers during this stage. Additionally, the aim is to grasp the concept of autonomy from parents and examine the conditions under which autonomy is likely to be achieved, to summarize the development of gender identity in later adolescence, analyze how the components of gender-role identification that were relevant during the early-school-age period are revised and expanded.

P13-P16 Early Adulthood / Middle Adulthood /Later adulthood

EARLY ADULTHOOD (21/25-35 years)
Topics:
1. Developmental Tasks
2. The sixth stage of psychosocial development – early adulthood
3. Intimacy versus isolation (the psychosocial crisis)
4. Mutuality among peers (the central process for resolving the psychosocial crisis)
5. Partners, coworkers (the significant relationships)
6. Coping
MIDDLE ADULTHOOD (35-60/65 years)
1. Developmental Tasks
2. The seventh stage of psychosocial development – middle adulthood
3. Generativity versus Stagnation (the psychosocial crisis)
4. Person-environment interaction and creativity (the central process for resolving the psychosocial crisis)
5. Family, community, society (the significant relationships)
6. Coping
LATE ADULTHOOD (61/65 onwards)
1. Accepting one's life
2. Promoting intellectual vigour
3. Redirecting energy toward new roles
4. Developing a point of view about death

Additional material
Case Study: Changing work to recapture love and happiness. from Newman BM, Newman PR. Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.
Additional material
J.J. Arnett. Why does it take so long to grow up today? TEDx Talks.
https://www.youtube.com/watch?v=fv8KpQY0m6o
Case Study:
The struggle for commitment to growth in a vital marriage. from Newman BM, Newman PR. Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.
M. Letica Crepulja, A. Stevanović: Psychosocial development: a lifespan perspective
The sandwich generation. Trailor preview.
https://vimeo.com/ondemand/sandwichgeneration
The Kids Grow Up. IDFA (2009) Trailor. https://www.youtube.com/watch?v=arjUqbOJIQ4
Reflections on retirement. from Newman BM, Newman PR. Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017.

The living history project – Ronnie Fagin. https://www.youtube.com/watch?v=AuWrf0QEY3M
Why Is It Hard to Talk About Getting Older? https://www.youtube.com/watch?v=PlSEx5lsNM&t=28s

The aim is to explain and discuss selected theoretical concepts that are especially relevant for understanding development during adulthood, including social roles, the life course, and fulfillment theories, analyze the process of forming intimate relationships, analyze features of the world of work as a context for development, focusing on interpersonal demands, authority relations, and demands for the acquisition of new skills, examine the construct of life satisfaction in later adulthood and analyze factors associated with subjective well-being. The aim is to recognise the final stage of life as a unique developmental stage for those of unusual longevity with its own developmental tasks and psychosocial crisis.

P17-P20 Mortality and Psychosocial Development / The Process of Dying

Topics:
1. Life expectancy and longevity
2. Mortality and psychosocial development
THE PROCESS OF DYING
Topics:
1. The process of dying
2. Bereavement and grief
3. Psychosocial growth through bereavement

Additional material
Case Study: Fred Hale: Supercentenarian. from Newman BM, Newman PR. Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017
The #1 reason people die early, in each country
https://www.youtube.com/watch?v=aQO_oexCm5s
The passage of time. Documentary trailor.
https://www.youtube.com/watch?v=pKVtH0bqu2s&feature=emb_logo
Case Study: Too late to die young. from Newman BM, Newman PR. Development Through Life: A psychosocial approach. Boston: Cengage Learning, 2017
Here, Living With Dead Bodies for Weeks—Or Years—Is Tradition | National Geographic.
https://www.youtube.com/watch?v=hCKDsjLt_qU
Life Lessons From 100-Year-Olds https://www.youtube.com/watch?v=9AThycGCakk

The aim is to discuss the trends in life expectancy and possible reasons for changes, to realize differences in perception of death related to developmental stages of life. The aim is to differentiate mourning, bereavement, and grief, to explain psychosocial growth through bereavement. Student should be able to explain how mortality influences psychosocial development, summarize the role of cultural death-related rituals, and analyse factors that affect grief and bereavement.

[Seminari] list (with titles and explanation):

S1 Theories of development: Psychoanalytic Theory: S. Freud (PART 1)

S1 Theories of development: Psychoanalytic Theory: S. Freud (PART 1)
The aim is to introduce the basic psychodynamic concepts: Motivation and behaviour; Domains of consciousness; Three structures of personality; Stages of development.
The learning outcome: Student is expected to understand and to explain the basic psychodynamic principles and their implications for human development.

S2 Theories of development: Psychoanalytic Theory: Ego psychology, Object relations theory and Self psychology (PART 2)

S2 Theories of development: Psychoanalytic Theory: Ego psychology, Object relations theory and Self psychology (PART 2)
The aim is to introduce the basic psychodynamic concepts: Object relations theory, Ego psychology and Self psychology.
The learning outcome: Student is expected to understand and to explain the basic psychodynamic principles and their implications for human development.

S3 Evolutionary perspective on the lifespan development and Theory of Attachment

S3 Evolutionary perspective on the lifespan development
The aim is to present the basics of evolutionary approach to the human development: Ethology; Evolutionary psychology.
The learning outcome: Student is expected to explain the basic principles of the evolutionary approach to human development and to distinguish between ethology and evolutionary psychology.

Theories of development: Theory of Attachment
The aim is to present the basics of attachment: Development of attachment; Stranger anxiety; Separation anxiety; Formation of attachments with mother, father, and others; Patterns of attachment; Parental sensitivity and the quality of attachment.
The learning outcome: Student is expected to understand and to explain the basic principles of attachment and their implications for human development.

S4 Theories of development: Cognitive Developmental Theories and Theories of Learning

S4 Theories of development: Cognitive Developmental Theories and Theories of Learning
The aim is to present the basics of the cognitive developmental theories and theories of learning: Basic concepts in Piaget's theory and stages of development; Social learning theory.
The learning outcome: Student is expected to explain the basic principles of cognitive and social learning theories and their implications to human development and to identify and list stages of cognitive development according to Piaget's theory.

S5 Hierarchy of needs: Maslow's Theory

S5 Hierarchy of needs: Maslow's Theory
The aim is to present the basics of the Maslow's theory: Five levels of human needs (five stage pyramid-hierarchical organization of needs); concept of self-actualization
The learning outcome: Student is expected to explain the basic principles of Maslow's theory and to identify and list levels of human needs.
Recapitulation of the developmental theories

Student obligations:

Regular attendance, preparing assignments for seminars and practicals

Exam (exam taking, description of the written/oral/practical part of the exam, point distribution, grading criteria):

Student grading will be conducted according to the Ordinance on Student Grading at the Faculty of Medicine in Rijeka. Students' work will be evaluated through the course activities and on the final exam. Students may achieve up to 50% of the grade during the course and 50% at the final exam.

Students may achieve up to 50% of the grade during the course:
20% - 10 Quizzes on the lectures (1 quiz related to each lecture)
Each quiz consists of four multiple choice questions. Only one answer is correct. Student has 5 minutes for each of two attempts. The grading method is the highest grade of two attempts.
Max. credits from quizzes on the lectures = 20
10% - 5 Quizzes on the seminars (1 quiz related to each seminar)
Each quiz consists of 6 multiple choice questions. Only one answer is correct. Student has 5 minutes for each of two attempts. The grading method is the highest grade of two attempts).
Max. credits from quizzes on the seminars = 10
20% - Badges on the practicals (1 badge max. per block of practicals)

Yellow Badge - Active participation in discussion on the practical. Interaction with the leader and students in the group (4 points)

Green Badge - Less active participation in discussion on the practical. Interaction initiated by the group leader or other students (2 points)
Max. credits from badges on the practicals = 20

The credits form each part of assessment will be summarised. To qualify for the final exam, the student must acquire at least 25 credits through the course.

Quizzes are prepared on the Merlin platform. Students can upload MerlinMobile application from https://play.google.com/store/apps/details?id=com.moodle.merlinmobile&hl=hr Each student has to be logged in and will receive notification when teacher start the session. Then they have to wait for teacher to launch the quiz. Student has 30 seconds to answer each question in max. 2 attempts.

Midterm retake exam – Test is related to the topics of the lectures and seminars and consists of 25 questions. Two points are given when a question is answered correctly. Max credits = 50 Sufficient - 25 credits. Midterm exams can be retaken in case a student did not acquire at least 25 credits through the course. Retake of the midterm exam will be held according to the schedule.

Final exam is an ORAL EXAM worth 50 credits. Sufficient - 25 credits. It consists of 5 questions related to the course topics, and each answer is graded from 0 to 10 credits. Students that have not been present on more than 30% of the course units (more than 30% lectures, 30% seminars, 30% practicals) are not allowed to take the final exam.
The overall grade is combined from midterm credits and final exam credits which add up to a maximum of 100 credits.
90-100 credits ...excellent (5) A; 90-100%
75-89,9 credits ...very good (4) B; 75-89,9%
60-74,9 credits ...good (3) C;60-74,9%
50-59,9 credits ...sufficient (2) D;50-59,9%
0-49,9 credits...insufficient (1) F; 0-49,9%

Other notes (related to the course) important for students:

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COURSE HOURS 2024/2025

Psychological medicine I

[Predavanja] (Place and time or group)	**[Vježbe]** (Place and time or group)	**[Seminari]** (Place and time or group)
19.11.2024		

	P1-P4 Growth and development /The psychosocial approach to development through life:
	• [Klinika za psihijatriju] (13:30 - 16:30) [226] [357]
	  ○ PME -P1B
	  ○ PME -P1A
		S1 Theories of development: Psychoanalytic Theory: S. Freud (PART 1):
		• [Klinika za psihijatriju] (08:00 - 10:00) [223]
		  ○ PME -S2
		• [Klinika za psihijatriju] (11:00 - 13:00) [221]
		  ○ PME -S1

izv. prof. dr. sc. Grković Jasna, dr. med. [223] · izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221] · dr.sc. Rebić Jelena, dr. med. [226] · doc. dr. sc. Stevanović Aleksandra, prof. - psih. [357]		
20.11.2024		

	P1-P4 Growth and development /The psychosocial approach to development through life:
	• [Klinika za psihijatriju] (13:00 - 16:00) [1493] [358]
	  ○ PME -P2B
	  ○ PME -P2A	

doc. dr. sc. Blažević Zelić Sandra, dr. med. [358] · naslovni asistent Muminović Mersad, dr. med. [1493]		
25.11.2024		

L1 Growth and development:
• [P08] (12:00 - 14:00) [221]
  ○ Psychological Medicine 1 -1st year
 	
L2 The psychosocial approach to development through life:
• [P08] (12:00 - 14:00) [221]
  ○ Psychological Medicine 1 -1st year
 	
L3 The period of pregnancy, prenatal development and Infancy:
• [P08] (14:00 - 16:00) [221]
  ○ Psychological Medicine 1 -1st year
 	
L4 Toddlerhood:
• [P08] (14:00 - 16:00) [221]
  ○ Psychological Medicine 1 -1st year		

izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221]		
26.11.2024		

	P5-P8 The period of pregnancy and prenatal development/ Infancy / Toddlerhood:
	• [Klinika za psihijatriju] (13:30 - 16:30) [357]
	  ○ PME -P1B
		S2 Theories of development: Psychoanalytic Theory: Ego psychology, Object relations theory and Self psychology (PART 2):
		• [Klinika za psihijatriju] (08:00 - 10:00) [223]
		  ○ PME -S2
		• [Klinika za psihijatriju] (11:00 - 13:00) [221]
		  ○ PME -S1

izv. prof. dr. sc. Grković Jasna, dr. med. [223] · izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221] · doc. dr. sc. Stevanović Aleksandra, prof. - psih. [357]		
27.11.2024		

	P5-P8 The period of pregnancy and prenatal development/ Infancy / Toddlerhood:
	• [Klinika za psihijatriju] (13:00 - 16:00) [1493] [358]
	  ○ PME -P2B
	  ○ PME -P2A	

doc. dr. sc. Blažević Zelić Sandra, dr. med. [358] · naslovni asistent Muminović Mersad, dr. med. [1493]		
02.12.2024		

L5 Preschool-Early School Age, Middle Childhood Age:
• [P08] (12:00 - 14:00) [221]
  ○ Psychological Medicine 1 -1st year
 	
L6 Adolescence:
• [P08] (12:00 - 14:00) [221]
  ○ Psychological Medicine 1 -1st year		

izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221]		
03.12.2024		

	P9-P12 Preshool-Early School Age / Middle Childhood Age/ Adolescence:
	• [Klinika za psihijatriju - 2. kat] (13:30 - 16:30) [226]
	  ○ PME -P1A
	• [Klinika za psihijatriju] (13:30 - 16:30) [357]
	  ○ PME -P1B
		S3 Evolutionary perspective on the lifespan development and Theory of Attachment:
		• [Klinika za psihijatriju] (08:00 - 10:00) [223]
		  ○ PME -S2
		• [Klinika za psihijatriju] (11:00 - 13:00) [221]
		  ○ PME -S1

izv. prof. dr. sc. Grković Jasna, dr. med. [223] · izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221] · dr.sc. Rebić Jelena, dr. med. [226] · doc. dr. sc. Stevanović Aleksandra, prof. - psih. [357]		
04.12.2024		

	P9-P12 Preshool-Early School Age / Middle Childhood Age/ Adolescence:
	• [Klinika za psihijatriju] (13:00 - 16:00) [358] [1493]
	  ○ PME -P2A
	  ○ PME -P2B	

doc. dr. sc. Blažević Zelić Sandra, dr. med. [358] · naslovni asistent Muminović Mersad, dr. med. [1493]		
09.12.2024		

L7 Early Adulthood, Middle Adulthood:
• [P08] (12:00 - 14:00) [221]
  ◦ Psychological Medicine 1 -1st year
 	
L8 Late Adulthood:
• [P08] (12:00 - 14:00) [221]
  ◦ Psychological Medicine 1 -1st year		

izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221]		
10.12.2024		

	P13-P16 Early Adulthood / Middle Adulthood /Later adulthood:
	• [Klinika za psihijatriju] (13:30 - 16:30) [226] [357]
	  ◦ PME -P1B
	  ◦ PME -P1A
		S4 Theories of development: Cognitive Developmental Theories and Theories of Learning:
		• [Klinika za psihijatriju] (08:00 - 10:00) [223]
		  ◦ PME -S2
		• [Klinika za psihijatriju] (11:00 - 13:00) [221]
		  ◦ PME -S1

izv. prof. dr. sc. Grković Jasna, dr. med. [223] · izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221] · dr.sc. Rebić Jelena, dr. med. [226] · doc. dr. sc. Stevanović Aleksandra, prof. - psih. [357]		
11.12.2024		

	P13-P16 Early Adulthood / Middle Adulthood /Later adulthood:
	• [Klinika za psihijatriju] (13:00 - 16:00) [358]
	  ◦ PME -P2B
	  ◦ PME -P2A	

doc. dr. sc. Blažević Zelić Sandra, dr. med. [358]		
12.12.2024		
	P5-P8 The period of pregnancy and prenatal development/ Infancy / Toddlerhood: • [Klinika za psihijatriju] (10:30 - 13:30) [226] ◦ PME -P1A	
dr.sc. Rebić Jelena, dr. med. [226]		
16.12.2024		

L9 Mortality and Psychosocial Development:
• [P08] (12:00 - 14:00) [221]
  ◦ Psychological Medicine 1 -1st year
 	
L10 The Process of Dying:
• [P08] (12:00 - 14:00) [221]
  ◦ Psychological Medicine 1 -1st year		

izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221]		
17.12.2024		

	P17-P20 Mortality and Psychosocial Development / The Process of Dying:
	• [Klinika za psihijatriju] (13:30 - 16:30) [226] [357]
	  ○ PME -P1B
	  ○ PME -P1A
		S5 Hierarchy of needs: Maslow's Theory :
		• [Klinika za psihijatriju] (08:00 - 10:00) [223]
		  ○ PME -S2
		• [Klinika za psihijatriju] (11:00 - 13:00) [221]
		  ○ PME -S1

izv. prof. dr. sc. Grković Jasna, dr. med. [223] · izv. prof. dr. sc. Letica Crepulja Marina, dr. med. [221] · dr.sc. Rebić Jelena, dr. med. [226] · doc. dr. sc. Stevanović Aleksandra, prof. - psih. [357]		
18.12.2024		

	P17-P20 Mortality and Psychosocial Development / The Process of Dying:
	• [Klinika za psihijatriju] (13:00 - 16:00) [1493] [358]
	  ○ PME -P2B
	  ○ PME -P2A	

doc. dr. sc. Blažević Zelić Sandra, dr. med. [358] · naslovni asistent Muminović Mersad, dr. med. [1493]		

List of lectures, seminars and practicals:

[PREDAVANJA] (TOPIC)	Number of hours	Location
L1 Growth and development	1	[P08]
L2 The psychosocial approach to development through life	1	[P08]
L3 The period of pregnancy, prenatal development and Infancy	1	[P08]
L4 Toddlerhood	1	[P08]
L5 Preschool-Early School Age, Middle Childhood Age	1	[P08]
L6 Adolescence	1	[P08]
L7 Early Adulthood, Middle Adulthood	1	[P08]
L8 Late Adulthood	1	[P08]
L9 Mortality and Psychosocial Development	1	[P08]
L10 The Process of Dying	1	[P08]

[VJEŽBE] (TOPIC)	Number of hours	Location
P1-P4 Growth and development /The psychosocial approach to development through life	4	[Klinika za psihijatriju]
P5-P8 The period of pregnancy and prenatal development/ Infancy / Toddlerhood	4	[Klinika za psihijatriju]
P9-P12 Preshool-Early School Age / Middle Childhood Age/ Adolescence	4	[Klinika za psihijatriju - 2. kat] [Klinika za psihijatriju]
P13-P16 Early Adulthood / Middle Adulthood /Later adulthood	4	[Klinika za psihijatriju]
P17-P20 Mortality and Psychosocial Development / The Process of Dying	4	[Klinika za psihijatriju]

[SEMINARI] (TOPIC)	Number of hours	Location
S1 Theories of development: Psychoanalytic Theory: S. Freud (PART 1)	2	[Klinika za psihijatriju]
S2 Theories of development: Psychoanalytic Theory: Ego psychology, Object relations theory and Self psychology (PART 2)	2	[Klinika za psihijatriju]

S3 Evolutionary perspective on the lifespan development and Theory of Attachment	2	[Klinika za psihijatriju]
S4 Theories of development: Cognitive Developmental Theories and Theories of Learning	2	[Klinika za psihijatriju]
S5 Hierarchy of needs: Maslow’s Theory	2	[Klinika za psihijatriju]

EXAM DATES (final exam):

1.	31.01.2025.
2.	12.02.2025.
3.	09.07.2025.
4.	05.09.2025.