



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name NEUROBIOLOGICAL FOUNDATIONS OF PSYCHOSOMATICS
Teaching staff (Also indicate the Professor in charge) Isabel Barahona Fonseca – Professora Auxiliar (Docente da FP.) Sílvia Raquel Soares Ouakinin - Professora Auxiliar com Agregação (Docente da FMUL.) Marco Alberto Vicente Barreto Torrado - Professor Auxiliar Convidado (Docente da FMUL.)
ECTS 6
Functioning Theoretical and theoretical-practical classes 2nd semester.
Learning goals It is sought that the student can approach the issue of psychosomatic / somato-psychic relationships, placing it in the philosophical and scientific context that gave rise to the current foundation in Psychosomatics. A review of the main theoretical and research trends is presented, with an emphasis on integrating theories, looking for the development of the necessary skills for an interpretation of different concepts. The concept of psychosomatic vulnerability is elaborated from biological and psychological factors that interact throughout the life cycle, aiming at recognizing the importance of integrating neurobiological processes with psychological factors. At a pre-clinical level, students will be introduced to the reference to the individual in different pathologies, with the aim of establishing a theoretical relationship between psychosomatic concepts and their applications. Thus, it seeks, through the explanation of different models and concepts, to promote a broad and integrated theoretical attitude, based on a biopsychosocial perspective of understanding health and disease.



Skills to be developed

- Identify psychosomatic – somato / psychic relationships in the context of systemic models of human development.
- Understand the interaction between psychological, social and biological factors throughout the life cycle to understand health and disease states
- Awareness of the importance of Psychosomatics as an integrating theoretical model

Prerequisites (precedences) *

Not applicable

Contents

- Evolution of concepts in Psychosomatics: Brief review of concepts and theoretical perspectives. Research paradigms
- Evolution of Concepts in Psychosomatics: Psychoanalytic theories and conceptual models.
- The body and behavior: Innate and learned, nature and culture. Central nervous system, information processing and socialization.
- Psychosomatics of baby and child. Attachment and early development.
- Psychosomatic vulnerability: psychobiological regulation, emotion and alexithymia.
- Relationships between the nervous, endocrine and immune systems: psychoneuroimmunology (PNI). Psychosocial and immune factors, infectious diseases (eg HIV).
- Stress and getting sick: Models of stress and pathology: obesity, cardiovascular disease.
- Psycho-oncology: psychosocial factors, cancer development and progression.

Bibliography

This reference will be completed with specific references suggested in the classes.

Levenson J L, Ed. (2019). *Psychosomatic Medicine 3rd Ed.* American Psychiatric Publishing. Washington DC.

Teaching methods

Expositive theoretical classes common for all the course and small theoretical-practical discussion groups of students for the presentation of selected texts and works on the topics covered. It is planned the possibility of mixed presence and distance classes or distance learning. Preferably, UL's moodle and zoom platform will be used for remote work.



Evaluation Regimes (General and/or Alternative) General
Evaluation Elements (Dates due, weights, minimum required grades) The presentation (written and oral presentation) of the work of the group of students has a weight of 10% in the final classification about a subject of the contents. The evaluation will be carried out through individual written work about a content with theoretical framework and discussion, in a psychosomatic perspective (Weighting of 90% in the final classification).
Rules for grade improvement Not applicable
Rules for students having previously failed the course unit * Not applicable
Requirements on attendance and punctuality Not applicable
Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) * Not applicable
Language of instruction Portuguese



Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable