**Course description (general description)**

**Course title: Evidence-based Interventions in Functional Disorders**

**Course code: PSYM21-MO-INTV-106**

**Head of the course: Rigó Adrien, Gajdos Panna**

**Academic degree: PhD**

**Position: Associate professor,**

**MAB Status: A (T)**

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| **Aim of the course** |

**Aim of the course:** Functional somatic disorders are usually defined as recurring physical symptoms without an organic cause. Patients with functional somatic symptoms can be characterized by reduced quality of life, heightened distress, anxiety, depressive symptoms and health care utilization. Due to their great prevalence, these disorders can significantly increase the costs of the health care system. The etiology of these conditions is multifactorial, therefore a complex framework is needed to understand the pathogenesis and the exacerbation of the symptoms. Taking into account the above mentioned considerations, the use of psychological treatments has great importance in their therapy. These interventions focus on central mechanisms, damaging illness-related cognitions, the use of maladaptive coping strategies or catastrophic appraisals of bodily sensations.

The first few classes wish to provide a theoretical introduction to the most common functional somatic disorders. The following part of the course is about evidence-based psychological interventions, their mechanisms and application in the treatment of several functional somatic syndromes.

**Learning outcome, competences**

knowledge:

* Knowledge of the most common functional somatic disorders
* Knowledge of the practical application of several evidence-based psychological intervention techniques

attitude:

* Biopsychosocial approach
* Critical thinking
* Practice-oriented attitude

skills:

* Familiarity with the field of functional somatic disorders
* Communicational skills with patients suffering from functional somatic symptoms
* Application of the biopsychosocial approach in the treatment of functional somatic disorders

autonomy, responsibility:

* Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

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| Content of the course |

**Topic of the course**

* Introduction: functional somatic disorders
* The socio-cultural aspects of functional somatic disorders
* Functional somatic disorders and the health care system
* The most common functional somatic disorders
* Evidence-based psychological interventions in functional somatic disorders: psychodynamic approaches
* CBT interventions in functional somatic disorders
* Mindfulness-based psychological interventions in functional somatic disorders
* The efficacy of relaxation techniques in the treatment of functional somatic disorders
* Hypnotherapy for functional somatic disorders

**Learning activities, learning methods**

* Interactive lectures in the theoretical introduction part
* Practices
* Project work

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| **Evaluation of outcomes** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Attendance
* Project work in groups
* Documenting and presenting the project for the others

Mode of evaluation: practice mark

* 5-point grading scale, based on the project work

Criteria of evaluation:

* Professional and creative presentation of the chosen topic

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| **Reading list** |

**Compulsory reading list**

**Recommended reading list**

* Brown, R. J. (2004). Psychological mechanisms of medically unexplained symptoms: An integrative conceptual model. Psychological Bulletin, 130(5), 793–812. https://doi.org/10.1037/0033-2909.130.5.793
* Brown, R. J. (2006). Medically unexplained symptoms: A new model. Psychiatry, 5(2), 43–47. https://doi.org/10.1383/psyt.2006.5.2.43
* Van Oudenhove, L., Crowell, M. D., Drossman, D. A., Halpert, A. D., Keefer, L., Lackner, J. M., … Levy, R. L. (2016). Biopsychosocial Aspects of Functional Gastrointestinal Disorders. Gastroenterology. https://doi.org/10.1053/j.gastro.2016.02.027
* Edwards, M. J., Adams, R. A., Brown, H., Pareés, I., & Friston, K. J. (2012). A Bayesian account of ‘hysteria’. Brain: A Journal of Neurology, 135(Pt 11), 3495–3512. https://doi.org/10.1093/brain/aws129
* Haller, H., Cramer, H., Lauche, R., & Dobos, G. (2015). Somatoform Disorders and Medically Unexplained Symptoms in Primary Care. Deutsches Ärzteblatt International, 112(16), 279–287. https://doi.org/10.3238/arztebl.2015.0279

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |