

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Praksa 1
Course title:	Tuition 1

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč , druga	Program nima smeri.	1	1.
Psychosocial counselling, second	The programme has no fields.	1st	1st

Vrsta predmeta / Course type Obvezen / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		45		120	90	9

Nosilec predmeta / Lecturer: Doc. dr. Jana Krivec

Jeziki / Languages: Predavanja / slovensko, angleško / Slovenian, English
Lectures:
 Vaje / Tutorial: slovensko, angleško / Slovenian, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Izpolnjeni pogoji za vpis v 1.letnik magistrskega študija.

The conditions for enrollment into the 1.letnik MA.

Vsebina:

Content (Syllabus outline):

Vsebinsko je predmet razdeljen na pet glavnih sklopov:

- Praksa v psihiatričnih ustanovah in drugih ustanovah za psihosocialno pomoč in supervizija prakse v okviru tutorske skupine: Študentke in študenti pripravijo poročila o svoji dejavnosti (različne naloge, določene v priročniku za prakso) in vtisih v ustanovi in jih predstavijo. Izmenjava mnenj o teh izkušnjah v skupini, njihovo navezovanje na teoretske koncepte s poskusi večje sinteze oz. integracije teoretičnega znanja in praktičnih izkušenj, krepitev sposobnosti (samo)opazovanja in (samo)reflektiranja, identificiranja z bodočo vlogo strokovnjaka na področju psihosocialne pomoči, sodelovanja s strokovnjaki drugih disciplin. Tutorska skupina ostaja mesto za izmenjavo znanj, vprašanj, dilem, poglobljanje razumevanja sprotne študijske snovi idr.
- Praksa pri psihoterapevtih izbranega psihoterapevtskega pristopa v svetovalnici fakultete: študent praktikant je v vlogi udeleženega opazovalca in postopno koterapevta.
- Samostojno terapevtsko delo pod supervizijo v okviru izbranega psihoterapevtskega pristopa
- Supervizija prakse v ustanovah in samostojnega terapevtskega dela v okviru tutorske skupine pod vodstvom praktika izbranega psihoterapevtskega pristopa
- Individualna osebna izkušnja zunaj fakultete pri učnem terapevtu izbranega psihoterapevtskega pristopa

The course is divided into five main sections:

- Practice in psychiatric institutions and other institutions for psychosocial support and supervision practices in the context of tutoring groups: Students prepare reports on their activities (different tasks set out in the practice guide) and impressions in an institution and present it. Exchange of views on these experiences in a group, their links to the theoretical concepts through attempts for increased synthesis and integration of theoretical knowledge and practical experience, strengthening the abilities of (self) monitoring and (self) reflection, identification with the future role of the expert in the field of psychosocial assistance, cooperation with experts from other disciplines. Tutorial group remains a place for the exchange of knowledge, issues, dilemmas, deepening the understanding of the study materials, etc.
- Practice with practitioners of the selected psychotherapeutic approach within the Faculty Counselling institute: student educant is participating as an observer and gradually as cotherapist.
- Individual therapeutic work under supervision in the selected psychotherapeutic approach.
- Supervision practice in institutions and individual therapeutic work within tutoring group led by a practitioner of the selected psychotherapeutic approach.
- Individual personal experience outside the faculty with the guidance of the teaching therapist of the selected psychotherapeutic approach.

Temeljni literatura in viri / Readings:

Anić Nada, ur. 2004. Prispjevki iz vedenjsko kognitivne terapije - Zbornik I. Ljubljana: Društvo za vedenjsko in kognitivno terapijo.

Anić Nada in Peter Janjušević, ur. 2007. Izbrane teme iz kognitivno vedenjske terapije - Zbornik II. Ljubljana: Društvo za vedenjsko in kognitivno terapijo.

Branch, Rhena in Rob Willson. 2012. Kognitivno-vedenjska terapija za telebane. Ljubljana: Pasadena.

Evans, Gail. 2007. Counselling Skills for Dummies. Chichester: John Wiley & Sons.

Katzman, Mandy in Anne Katzman. 2008. Listen to me, listen to you: a step-by-step guide to communication skills training. Camberwell: ACER Pres.

McLeod, John. 2003. An Introduction to Counselling, Third Edition. Glasgow: Bell & Bain, Ltd.

Šugman Bohinc, Lea. 2003. "Kibernetika svetovalnega in terapevtskega razgovora." Socialno delo 7 (4): 81-94.

Žmitek Andrej, ur. 2010. Zbornik Psihoterapevtski ukrepi za vsakdanjo rabo 2. Begunje: Psihiatrična bolnišnica.

Žmitek Andrej, ur. 2011. Zbornik Psihoterapevtski ukrepi za vsakdanjo rabo 3. Begunje: Psihiatrična bolnišnica.

Young E., Mark. 2013. Learning the art of helping: Building blocks and techniques, 5th ed. New York: Pearson.

Whitten, Helen. 2009. Cognitive Behavioural Coaching Techniques for Dummies. Chichester, West Sussex: John Willey & Sons, Ltd.

Cilji in kompetence:

Cilj: Tutorско skupino, v kateri sodeluje študent, vodi izkušeni psihoterapevt, praktik izbranega psihoterapevtskega pristopa, sicer pa je glavni pomen tega konteksta, da je varno mesto medosebne in učne podpore za poglobljanje, preverjanje in ocenjevanje osvojenega znanja, študentovega terapevtskega dela in za supervizijo praktičnih izkušenj opazovanja praktikovega terapevtskega dela. Študent v sprotnih konzultacijah s praktikom pogloblja refleksijo svojih osebnih izkušenj in interpretacij opaženega. Študent tudi nadaljuje z osebno izkušnjo, a za razliko od prve stopnje, individualno zunaj fakultete.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- razvoj komunikacijskih sposobnosti in spretnosti, ki jih praktikant pod supervizijo mentorja vse bolj avtonomno izkazuje,
- kooperativnost, delo v različnih vrstah

Objectives and competences:

Objective: Tutor group in which students participate it is led by experienced psychotherapist, practitioner of the selected psychotherapeutic approach, namely, the main significance of this context is that it is a safe place of interpersonal and learning support for deepening, testing and evaluation of acquired knowledge, the student's therapeutic work and for supervision of practical experience of observation of the practitioners therapeutic work. Student in real-time consultations with practitioners deepen reflection on their personal experiences and interpretations of the seen. The student also continues with personal experience, but differently as on graduation study, this is on an individual level outside the faculty.

Learning Unit contribute to the development of the following generic and subject specific competences:

- The development of communication skills of the educant under supervision

skupin (za osebno rast, tutorska, delovni timi, skupina za samopomoč na učni bazi idr.), tudi v mednarodnem okolju

- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin in demonstrirati večjo stopnjo kompetentnosti pri analizi dosedanjega in predlogih nadaljnjega dela s konkretnim klientskim sistemom,
- sposobnost uporabe znanja v praksi in reševanja problemov na način prevzemanja večje odgovornosti za konkretne naloge pod supervizijo psihoterapevta, prakтика izbranega terapevtskega pristopa,
- uporaba kritične refleksije in redne supervizije za ocenjevanje tako svojega učenja na podlagi udeleženega opazovanja neposrednega psihoterapevtskega dela s klienti kot dela drugih ekspertov, sodelujočih v procesu reševanja problema,
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke psihoterapije, v katerih sodelujejo kot udeleženi opazovalci-praktikanti in kot terapevti pod supervizijo

of mentor which are shown more and more autonomously

- Cooperation, working in different types of groups (for personal growth, tutorial, work teams, self-help group in the learning database, etc.), Also in an international environment.
- The ability to autonomously use resources for learning specific content and demonstrate a greater degree of competence for the analysis of current and proposed further work with a concrete set of client systems,
- The ability to apply knowledge in practice and solve problems on the way to take greater responsibility for specific tasks under the supervision of psychotherapist, practitioner of the selected therapeutic approach,
- The use of critical reflection and regular supervision to assess both their own learning based on participating in observation of direct psychotherapeutic work with clients as well as the work of other experts participating in the process of solving the problem,
- The ability to research and reflect of their own personal involvement in the processes of psychotherapy in which they participate as the observers-educants and therapists under supervision

Predvideni študijski rezultati:

- demonstrirati splošno raven razumevanja teoretičnih in kliničnih načel svoje modalitete in jih postaviti v odnos do splošnih načel,
- avtonomno uporabljati vire za učenje konkretnih vsebin,
- uporabljati kritično refleksijo in redno supervizijo za svoj študijski in osebni razvoj,
- vključiti se v dejavnosti za osebno rast in razvoj,

Intended learning outcomes:

- Demonstrate the general level of understanding of the theoretical and clinical principles of the selected approach and put them in relation to the general principles,
- Autonomously use resources for learning specific content,
- Use critical reflection and regular supervision for their academic and personal development,
- Engage in personal growth and

- zavedanja, da je kontinuiran osebni razvoj del profesionalnosti,
- kooperativnega sodelovanja z drugimi za oblikovanje možnih rešitev,
- zavedanje problemov meja, vključujoč zaupnosti, v specifičnih situacijah,
- zavedanje, da je redna in sprotna supervizija del profesionalnosti,
- sintetizirati svojo osebno integracijo teorije in prakse
- vključevati se spoštljivo in zaupno v strokovno komunikacijo z drugimi kolegi,
- delati kooperativno z drugimi.

- development,
- Being aware that continuous personal development is part of the professionalism,
 - Cooperative collaboration with others to create possible solutions,
 - Awareness of the problems of borders, including confidentiality in specific situations,
 - Awareness that regular and real-time supervision is part of the professionalism,
 - Synthesize their personal integration of theory and practice
 - Respectfully and confidentially include in professional communication with other colleagues,
 - To work cooperatively with others.

Metode poučevanja in učenja:

- Praksa v psihiatričnih ustanovah in drugih ustanovah za psihosocialno pomoč in supervizija prakse v okviru tutorske skupine.
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Learning and teaching methods:

- Practice in psychiatric institutions and other institutions for psychosocial support and their supervision in the context of tutoring groups.
- Practice with practitioners of the selected psychotherapeutic approach in the faculty Counselling institute: student educant is participating as an observer and gradually as cotherapist.
- Individual therapeutic work under supervision within the chosen psychotherapeutic approach
- Supervision of the practice in institutions and individual therapeutic work within the tutoring group led by a practitioner of the selected psychotherapeutic approach
- Individual personal experience outside the faculty with therapist of the selected psychotherapeutic approach.

Kognitonika : zbornik 18. mednarodne multikonference Informacijska družba - IS 2015, 12.-13. oktober 2015, [Ljubljana, Slovenia] : zvezek F = Cognitonics : proceedings of the 18th International Multiconference Information Society - IS 2015, October 12th-13th, 2015, Ljubljana, Slovenia : volume F. Ljubljana: Institut Jožef Stefan. 2015, str. 51-56, tabele.

http://library.ijs.si/Stacks/Proceedings/InformationSociety/2015/IS2015_Volume_F%20-%20Kognitonika.pdf. [COBISS.SI-ID 20562994]

GAMS, Matjaž, KRIVEC, Jana. Slovenske demografske projekcije in analize. V: MALAČIČ, Janez (ur.), GAMS, Matjaž (ur.). Soočanje z demografskimi izzivi v Evropi : zbornik 14. mednarodne multikonference Informacijska družba - IS 2011, 10.-11. oktober 2011 : zvezek B = Facing demographic challenges : proceedings of the 14th International Multiconference Information Society - IS 2011, October 10th-11th, 2011, Ljubljana, Slovenia : volume B, (Informacijska družba, ISSN 1581-9973). Ljubljana: Institut Jožef Stefan. 2011, str. 14-18. [COBISS.SI-ID 25215271]

KRIVEC, Jana (intervjuvanec). Vas zanima poklic psihoterapevta?. SiOL.net, ISSN 1581-0658, 7. jan. 2015, ilustr. <http://siol.net/posel-danes/novice/vas-zanima-poklic-psihoterapevta-144736?image=2>. [COBISS.SI-ID 4690939]

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http://www.fuds.si/sites/default/files/rsc_volume_8_issue_1_january_2016.pdf. [COBISS.SI-ID 4652283]