

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Praksa 2
<b>Course title:</b>	Tuition 2

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč , druga	/	1	2.
Psychosocial counselling, second	/	1st	2nd

**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	240	14

**Nosilec predmeta / Lecturer:** doc. dr. Jana Krivec

**Jeziki / Languages:**

<b>Predavanja / Lectures:</b>	slovensko, angleško / Slovenian, English
<b>Vaje / Tutorial:</b>	slovensko, angleško / Slovenian, English

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

Izpolnjeni pogoji za vpis v 1.letnik magistrskega študija. Opravljena Praksa 1.

**Prerequisites:**

The conditions for enrollment into the 1st year MA. Finished course Tuition 1.

**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. Prispevki 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: Tutorsko 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 praktičnega terapevtskega dela. Študent v sprotnih konzultacijah s praktikom pogloblja refleksijo svojih osebnih izkušenj in interpretacij opaženega. Študent tudi nadaljuje z

#### **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

osebno izkušnjo, a za razliko od prve stopnje, individualno zunaj fakultete.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih,
- kooperativnost, delo v skupini (in v mednarodnem okolju),
- zmožnost avtonomno uporabljati vire za učenje z demonstracijo spretnosti upravljanja in integriranja informacij,
- sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo

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 ability to apply knowledge in practice and original, creative problem solving in new or unusual contexts,
- Cooperation, working in a group (also in international environment)
- The ability to autonomously use resources for learning by demonstrating management skills and integration of information,
- The ability to research, reflect and control their personal involvement in the processes of psychosocial help, which one co-create and run

#### **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,
- 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

#### **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 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

<p>strokovno komunikacijo z drugimi kolegi,</p> <ul style="list-style-type: none"> <li>- delati kooperativno z drugimi.</li> </ul>
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<p>professionalism,</p> <ul style="list-style-type: none"> <li>- Synthesize their personal integration of theory and practice</li> <li>- Respectfully and confidentially include in professional communication with other colleagues,</li> <li>- To work cooperatively with others.</li> </ul>
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**Metode poučevanja in učenja:**

<ul style="list-style-type: none"> <li>- Praksa v psihiatričnih ustanovah in drugih ustanovah za psihosocialno pomoč in supervizija prakse v okviru tutorske skupine.</li> <li>- Praksa pri psihoterapevtih izbranega psihoterapevtskega pristopa v svetovalnici fakultete: študent praktikant je v vlogi udeleženega opazovalca in postopno koterapevta.</li> <li>- Samostojno terapevtsko delo pod supervizijo v okviru izbranega psihoterapevtskega pristopa</li> <li>- Supervizija prakse v ustanovah in samostojnega terapevtskega dela v okviru tutorske skupine pod vodstvom praktika izbranega psihoterapevtskega pristopa</li> <li>- Individualna osebna izkušnja zunaj fakultete pri učnem terapevtu izbranega psihoterapevtskega pristopa</li> </ul>
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**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>- Practice in psychiatric institutions and other institutions for psychosocial support and their supervision in the context of tutoring groups.</li> <li>- Practice with practitioners of the selected psychotherapeutic approach in the faculty Counselling institute: student educant is participating as an observer and gradually as cotherapist.</li> <li>- Individual therapeutic work under supervision within the chosen psychotherapeutic approach</li> <li>- Supervision of the practice in institutions and individual therapeutic work within the tutoring group led by a practitioner of the selected psychotherapeutic approach</li> <li>- Individual personal experience outside the faculty with therapist of the selected psychotherapeutic approach.</li> </ul>
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Delež (v %) /

Weight (in %)

**Načini ocenjevanja:**

**Assessment:**

<ul style="list-style-type: none"> <li>- Ocena poročila o praksi, sodelovanje mentorja - psihoterapevta izbranega terapevtskega pristopa – pri preverjanju in ocenjevanju osvojenih praktičnih kompetenc študenta.</li> </ul>	<b>60 %</b>	<ul style="list-style-type: none"> <li>- Evaluation report on the practical work, cooperation of mentor - psychotherapist of the selected therapeutic approach – with the examination and evaluation of the gained practical competencies of students</li> </ul> <p>Assessment of the student's participation in the tutorial group</p>
<ul style="list-style-type: none"> <li>- Ocena študentovega sodelovanja v tutorski skupini.</li> </ul>	<b>40 %</b>	

Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading - in accordance with the Rules of verifying and assessing knowledge.
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**Reference nosilca / Lecturer's references:**

KRIVEC, Jana, GAMS, Matjaž. Virtual personal psychosocial counsellor. V: FOMICHOV, Vladimir (ur.), FOMICHOVA, Olga S. (ur.). Kognitonika : zbornik 20. mednarodne multikonference Informacijska družba - IS 2017, 9.-13. oktober 2017, [Ljubljana, Slovenia] : zvezek D = Cognitonics : proceedings of the 20th International Multiconference Information Society - IS 2017, 9th-13th October, 2017, Ljubljana, Slovenia : volume D, 20. mednarodna multikonferenca Informacijska družba - IS 2017, 9.-13. oktober 2017, Ljubljana, Slovenia. Ljubljana: Institut Jožef Stefan. 2017, str. 38-42, ilustr. <https://is.ijs.si/archive/proceedings/2017/files/Zbornik%20-%20F.pdf>. [COBISS.SI-ID 4943611]

KRIVEC, Jana, GOLOB, Tea. Psychosocial approach to migrants : current state, issues and improvement possibilities. Innovative issues and approaches in social sciences, ISSN 1855-0541, May 2017, vol. 10, no. 2, str. 42-61. <http://www.iiass.com/pdf/IIASS-volume10-number2-2017.pdf>, doi: 10.12959/issn.1855-0541.IIASS-2017-no2-art03. [COBISS.SI-ID 4789243]

KRIVEC, Jana, SUKLAN, Jana. Vpliv stigme na odnos do psihološke pomoči. Raziskave in razprave, ISSN 1855-4148, 2015, vol. 8, no. 3, str. 4-62, ilustr. [http://www.fuds.si/sites/default/files/rr\\_elektronska\\_3.\\_stevilka\\_2015.pdf](http://www.fuds.si/sites/default/files/rr_elektronska_3._stevilka_2015.pdf). [COBISS.SI-ID 4497403]

ŠVAB, Vesna, KRIVEC, Jana, VODA, Kristina. How to reduce stigma and discrimination of people with mental health problems within educational process = Kako doseči zmanjševanje stigme in diskriminacije ljudi z duševnimi motnjami v učnem procesu. V: AŠKERC VENIGER, Katarina (ur.). Izboljševanje procesov učenja in poučevanja v visokošolskem izobraževanju : zbornik konference = Improving teaching and learning processes in higher education : conference proceedings. Ljubljana: Center RS za mobilnost in evropske programe izobraževanja in usposabljanja. 2016, str. 74-80. <http://www.cmepius.si/wp-content/uploads/2014/02/1-ZBORNIK-OBLIKOVANJE-final-5.pdf>. [COBISS.SI-ID 4478715]

KRIVEC, Jana. Analytical review of mindfulness-based educational programs under the framework of positive psychology movement. V: FOMICHOV, Vladimir (ur.), FOMICHOVA, Olga S. (ur.). 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](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]

KRIVEC, Jana. How to approach a migrant : a psychosocial view. Research in social change, ISSN 2463-8226, Jan. 2016, vol. 8, iss. 1, str. 79-102.  
[http://www.fuds.si/sites/default/files/rsc\\_volume\\_8\\_issue\\_1\\_january\\_2016.pdf](http://www.fuds.si/sites/default/files/rsc_volume_8_issue_1_january_2016.pdf). [COBISS.SI-ID 4652283]