

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Nevropsihologija in psihoterapija
Course title: Neuropsychology and psychotherapy

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč, prva	/	2.	4.
Psychosocial counseling, first	/	2nd	4th

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
45		15			90	5

Nosilec predmeta / Lecturer:

doc. dr.Jana Krivec

**Jeziki /
Languages:****Predavanja /
Lectures:** Slovensko / Slovenian, Angleško / English**Vaje / Tutorial:** Slovensko / Slovenian, Angleško / English**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Pogoj za vključitev v delo je vpis v 2. letnik študija.

Prerequisites:

Prerequisite for the subject is the enrollment in the 2nd year of study.

Vsebina:**Content (Syllabus outline):**

Vsebinsko je predmet razdeljen na dva glavna sklopa:

A.

- funkcionalna organizacija možganske skorje: sprejemanje, obdelava in shranjevanje informacij; hierarhična struktura: primarna, sekundarna in asociacijska področja; modalna specifičnost, progresivna lateralizacija v sekundarnih in terciarnih zonah
- reguliranje budnosti: vloga retikularne formacije, izvori aktivacije (instinktivni procesi in metabolizem, dražljaji iz okolja, planirana aktivnost)
- programiranje, vodenje in nadzor aktivnosti
- nevropsihološko ocenjevanje: metode ocenjevanja nevropsiholoških deficitov, testni postopki (nevropsihološko ocenjevanje funkcij temenskega, senčničnih režnjev, frontalnih funkcij, testi vizualnih funkcij)
- klinična interpretacija testnih rezultatov
- povezave med nevropsihologijo in psihoterapijo

B.

Lokalne možganske okvare in spoznavni deficiti:

- Kognitivni deficiti pri okvarah temenskega režnja (anatomija, funkcije, asimetrija terciarnih temenskih funkcij, okvare temenskega režnja in višje psihične funkcije, nevrološki sindromi levega temenskega režnja, nevrološki sindromi desnega temenskega režnja)
- Kognitivni deficiti pri okvarah senčničnega režnja (zgodnje raziskave: Wernicke, Brown in Schaefer, Behter, anatomija, teorija kognitivnih funkcij SR, kognitivni simptomi pri poškodbah temporalnih režnjev, nevrološki sindromi senčničnih režnjev)

In substance, the subject is divided into two main sections:

A.

- Functional organization of the cerebral cortex: the reception, processing and storage of information; hierarchical structure: primary, secondary and associative areas; modal specificity, progressive lateralization in secondary and tertiary zones
- Regulating vigilance: the role of reticular formation, activation origins (instinctive processes and metabolism, stimuli from the environment, planned activity)
- Programming, guidance and control of activities
- Neuropsychological assessment: assessment methods of neuropsychological deficits, test procedures (evaluation of neuropsychological functions of , temporal lobes, frontal functions, tests of visual functions)
- Clinical interpretation of test results
- Links between neuropsychology and psychotherapy

B.

Local brain damage and cognitive deficits:

- Cognitive deficits in parietal lobe malfunctions (anatomy, function, asymmetry of parietal lobe tertiary functions, defects of the parietal lobe and higher mental functions, neurological syndromes of left parietal lobe, neurological syndromes of the right parietal lobe)
- Cognitive deficits with temporal lobe malfunctions (early research: Wernicke, Brown and Schaefer, Behter, anatomy, theory of cognitive, cognitive symptoms in damage to the temporal lobes, neurological syndromes of temporal lobes)

- Frontalna režnja in kognitivne funkcije (anatomija, funkcijske enote, povezave, teorija čelnih funkcij, nevropsihološki deficiti pri lokaliziranih okvarah čelnega režnja, nevrološki sindromi čelnega režnja)
- Zatilni reženj (anatomija, sindromi zatilnega režnja)

- Frontal lobe and cognitive functions (anatomy, functional units, links the theory of frontal functions, neuropsychological deficits in localized defects of the frontal lobe, frontal lobe neurological syndromes)
- Occipital lobe (anatomy, occipital lobe syndromes)

Temeljni literatura in viri / Readings:

STANGOR, CHARLES (2010). Introduction to Psychology. Flat World Knowledge

IVEY ALLEN E., ANDREA MICHAEL J. D, AND BRADFORD IVEY Mary (2012). Theories of Counseling and Psychotherapy, 7th Edition *A Multicultural Perspective, 2nd chapter*

GRAWE, KLAUS (2007). Neuropsychotherapy: How the neurosciences inform effective psychotherapy. Counseling and psychotherapy investigating practice from scientific, historical, and cultural perspectives. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. Xxiv str. 476.

GLEITMAN, HENRY, GROSS, JAMES IN REISBERG, DANIEL (2011). Psychology (8th ed.). New York, US: WW

IVEY, ALLEN E.; ZALAQUETT, CARLOS P. (2011). Neuroscience and Counseling: Central Issue for Social Justice Leaders. *Journal for Social Action in Counseling & Psychology*, 3(1), str.103

IVEY, ALLEN, BRADFORD IVEY, MARY, ZALAQUETT, CARLOS, QUIRK, KATHRYN (2009). Counseling and neuroscience: The cutting edge of the coming decade. *Counseling Today*, 52(6) str. 44

LEDOUX, JOSEPH (1998). The Emotional Brain: The Mysterious Underpinnings of Emotional Life. New York: Simon & Schuster

Cilji in kompetence:

Cilj:

Študenti se seznanijo z osnovami nevropsihološke diagnostike in s povezavami med nevropsihologijo in psihoterapijo.

Kompetence:

- poznavanje in razumevanje osnovnih konceptov in metod na področju študija
- kooperativnost, delo v skupini (in v mednarodnem okolju)
- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov

Objectives and competences:

Objective:

Students learn the basics of neuropsychological diagnostics and the links between neuropsychology and psychotherapy.

Competencies:

- Understanding of basic concepts and methods in the field of study
- Cooperation, working in a group (in international environment)
- The ability of argumentative and respectful discussion and problem solving
- The ability to autonomously use resources for learning specific content

- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti

- The ability of learning, professional development with a high degree of autonomy

Predvideni študijski rezultati:

Študent/študentka je sposoben/sposobna:

- demonstrirati razumevanje posameznih za svetovanje in psihoterapijo relevantnih področij nevro psihologije
- demonstrirati sposobnosti kritične analize, sinteze
- avtonomno uporabljati vire za učenje
- kritično branje eksemplaričnih tekstov
- vključevati se spoštljivo in zaupno v strokovno komunikacijo z drugimi kolegi
- demonstrirati zavedanje problemov in postopkov, relevantnih za profesionalno prakso
- konstruktivno sodelovati z drugimi v procesu soustvarjanja možnih (želenih) rešitev
- sintetizirati svojo osebno integracijo teorije in klinične prakse
- kritično ovrednotiti implikacije problemov kulture, rase, spola, seksualnih orientacij za svetovalno in psihoterapevsko delo
- vključiti se v dejavnosti za osebno rast in razvoj
- demonstrirati zavedanje, kaj v določenem kontekstu ni mogoče, zavedanje problemov meja, vključujoč zaupnosti, v specifičnih situacijah

Intended learning outcomes:

Student is capable to:

- Demonstrate an understanding of specific counseling and psychotherapy relevant fields of neuropsychology
- Demonstrate the capacity for critical analysis and synthesis
- Autonomously use resources for learning
- Critically reading of exemplary texts
- Include a respect and confidence in professional communication with other colleagues
- Demonstrate awareness of issues and procedures relevant for professional practice
- Engage constructively with others in the process of co-creation potential (desired) solution
- Synthesize his/her own personal integration of theory and clinical practice
- Critically evaluate the implicate the problems of culture, race, gender and sexual orientation on counseling and psychotherapeutic work
- Engage in personal growth and development
- Demonstrate awareness of what is not possible in the given context, awareness of the limitation problems, including confidentiality in specific situations

Metode poučevanja in učenja:

<ul style="list-style-type: none"> - Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov) - Seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre); - Eksperimentalne vaje, ki temeljijo na izkušnjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, sodelovalno učenje, portfolijo, evalvacija, samoocenjevanje) - Individualne in skupinske konsultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)

Learning and teaching methods:

<ul style="list-style-type: none"> - Lectures with students' active participation (lecture, discussion, questions, examples, problem solving exercises) - Tutorials with assignment (self-reflection, project work, team work, methods of critical thinking, discussion, feedback, practice) - Experimental exercises that are based on experiential, collaborative and problem-based learning (individual independent learning, discussion, interpretation, observation, teamwork, case study methods of critical reading and writing, role playing, cooperative learning, portfolio, evaluation, self-assessment); - Individual and group consultations (discussion, additional explanation, dealing with specific questions)

Delež (v %) /

Weight (in %)

Načini ocenjevanja:**Assessment:**

Pisni izpit	60 %	Examination
Seminarska naloga in predstavitev	40%	Seminar work and its presentation
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja		Grading is in accordance with the Faculty's evaluation Ordinance

Reference nosilca / Lecturer's references:

KRIVEC, Jana. Cognitive processes and information technology in education. V: RONČEVIČ, Borut (ur.), TOMŠIČ, Matevž (ur.). Information society and its manifestations : economy, politics, culture. Frankfurt am Main [etc.]: Peter Lang. cop. 2017, doi: 10.3726/b10694. [COBISS.SI-ID 2048417555], [Scopus do 10. 6. 2017: št. citatov (TC): 0, čistih citatov (CI): 0]

IQBAL, Azlan, GUID, Matej, COLTON, Simon, KRIVEC, Jana, AZMAN, Shazril, HAGHIGHI, Boshra. The digital synaptic neural substrate : a new approach to computational creativity, (Springer briefs in cognitive computation). [S. l.]: Springer, cop. 2016. XV, 119 str., ilustr. ISBN 978-3-319-28078-3. ISBN 978-3-319-28078-3. <http://www.springer.com/us/book/9783319280783#aboutBook>, doi: 10.1007/978-3-319-28079-0. [COBISS.SI-ID 1536797123]

KRIVEC, Jana. *Kognitivno procesiranje informacij : primer igranja šaha : doktorska disertacija*. Deskle [i. e.] v Ljubljani: [J. Krivec], 2011. XIX, str. 13-192, graf. prikazi, tabele. [COBISS.SI-ID [265030912](#)]

KRIVEC, Jana, GUID, Matej, BRATKO, Ivan. Identification and characteristic descriptions of procedural chunks. V: *Computationworld 2009, Computation world: future computing, service computation, adaptive, content, cognitive, patterns*, 15-20 November 2009, Athens, Greece. DINI, Petre (ur.). *Proceedings*. New York: IEEE Coputer Society, 2009, str. 448-453. [COBISS.SI-ID [23336487](#)]

MOŽINA, Martin, GUID, Matej, SADIKOV, Aleksander, GROZNIK, Vida, KRIVEC, Jana, BRATKO, Ivan. Conceptualizing procedural knowledge targeted at students of different skill levels. V: BAKER, Ryan S. J. D. (ur.), MERCERON, Agathe (ur.), PAVLIK, Philip I. (ur.). *Educational data mining 2010*. [S. l.: s. n., 2010, str. 309-310, ilustr. [COBISS.SI-ID [7759956](#)]

KRIVEC, Jana. Analytical review of mindfulness-based educational programs: a missing linkage between humans and a modern world. *Research in social change*, ISSN 2463-8226, May 2015, no. 7, iss. 2, str. 107-144, ilustr. http://www.fuds.si/sites/default/files/rsc_7_issue_2_may_2015.pdf. [COBISS.SI-ID 19980082]

GAMS, Matjaž, KRIVEC, Jana. Intelligent systems already influence our lives. *Transactions on internet research*. [Online ed.], 2007, vol. 3, no. 2, str. 16-19. [COBISS.SI-ID [21689383](#)]

KRIVEC, Jana, GAMS, Matjaž. Data mining techniques for explaining social events. V: FUNATSU, Kimito (ur.), HASEGAWA, Kyoshi (ur.). *Knowledge-oriented applications in data mining*. Rijeka: In-Tech, cop. 2011, str. 39-52. [COBISS.SI-ID 24854311]

GUID, Matej, BRATKO, Ivan, KRIVEC, Jana. An experiment in students' acquisition of problem solving skill from goal-oriented instructions. V: *ComputationWorld 2012 : July 22-27, 2012, Nice, France*. [S. l.]: IARIA. cop. 2012, str. 159-164, ilustr. [COBISS.SI-ID 9325396]

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. [COBISS.SI-ID 4497403]

KRIVEC, Jana. Spoprijemanje s stresom in socialna podpora : primerjava med šahisti in nešahisti. *Psihološka obzorja*, ISSN 1318-1874. [Tiskana izd.], 2005, letn. 14, št. 2, str. 123-135, ilustr. [COBISS.SI-ID [30488674](#)]