

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Praksa 2
Course title:	Tuition 2

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč , prva	Program nima smeri.	2.	4.
Psychosocial counseling, first	The programme has no fields.	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
30		30		120		6

Nosilec predmeta / Lecturer: doc. dr. Jana Krivec

Jeziki / Languages:

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

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

Izpolnjeni pogoji za vpis v 2.letnik študija.
Opravljen praksa 1.

Prerequisites:

Enrollment into 2nd year of study. Finished course Tuition 1.

Vsebina: _____

Content (Syllabus outline): _____

Vsebinsko je predmet razdeljen na dva glavna sklopa:

- Praksa v ustanovah za psihosocialno pomoč in supervizija prakse v okviru tutorske skupine: Študentke in študenti pripravijo poročila o svoji dejavnosti tekom praktičnega usposabljanja (npr. raziskovanja in dokumentiranja življenjskega sveta klientskega sistema) in vtisih v ustanovi ter jih predstavijo. Sledi izmenjava mnenj o teh izkušnjah v skupini, njihovo navezovanje na teoretske koncepte, izpopolnjevanje sposobnosti opazovanja in reflektiranja, razvoj jasnejše predstave o kompetentnem ravnanju v profesionalnem okolju. Tutorska skupina je tudi mesto za izmenjavo znanj, vprašanj, dilem, poglobljanje razumevanja sprotne študijske snovi idr.
- Osebna izkušnja oz. osebnostna rast: Kontekst druge skupine je namenjen osebnostnemu razvoju študentov. V skupini se vsak posameznik sooča po eni strani s svojim specifičnim načinom interakcije in s svojim individualnim doživljanjem, po drugi strani pa z vedenjem in izražanjem drugih članov skupine.

The course is divided into two main sections:

- Tuition in institutions for psychosocial support and supervision practice in the context of tutoring groups: Students undergo practical training in the workplace which provide services of psychosocial assistance. During the work experience students prepare a report on their activities during the practical training (eg. Research and documentation of the life-world of client system) and impressions in the organization and presentation them. Views on these experiences are exchanged in a group, they are linked to the theoretical concepts, which is improving the ability of students observation and reflection and developing a clearer idea of competent action in a professional environment. Tutorial group is also a place to share knowledge, dilemmas, ask questions, and deepening understanding of the current study materials, etc.
- Personal experience or. personal growth: Context of the second group is intended for personal development of students. In the group, each individual faces on the one hand his/her specific mode of interaction and their individual experiences, and on the other hand, the behavior and the expression of other members of the group.

Temeljni literatura in viri / Readings:

ČAČINOVIČ VOGRINČIČ, Gabi, KOBAL, Leonida, MEŠL, Nina, MOŽINA, Miran. (2005) Vzpostavljanje delovnega odnosa in osebnega stika. Ljubljana: Fakulteta za socialno delo.

World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva.

UREK, Mojca. (2005) Zgodbe na delu: pripovedovanje, zapisovanje in poročanje v socialnem delu. Ljubljana: *cf.

ŠKERJANC, Jelka. (2006). Individualno načrtovanje z udejanjanjem ciljev. Ljubljana: Center RS za poklicno izobraževanje.

ZAVIRŠEK, Darja, ZORN, Jelka, VIDEMŠEK, Petra. Inovativne metode v socialnem delu: opolnomočenje ljudi, ki potrebujejo podporo za samostojno življenje. Ljubljana, Študentska založba, 2002

Cilji in kompetence:

Cilj:

Študent nadaljuje z delom v tutorski skupini, ki ostaja mesto osebne in učne podpore za poglobljanje študijskega znanja in za supervizijo praktičnih izkušenj v delovnem okolju (ustanovi za psihosocialno pomoč). Pogloblja refleksijo svojih osebnih izkušenj, izpopolnjuje metodo raziskovanja življenjskega sveta klienta in zapisovanja primerov psihosocialne pomoči, s katerimi se sreča na praksi. Nadaljuje s sodelovanjem v skupini za osebno izkušnjo (osebno rast).

Študent se tudi spozna s skupnostnim delovanjem, ki je nujno za kompleksno reševanje težav posameznikov, skupin in skupnosti ter omogoča ljudem, da lahko izboljšajo kakovost svojih življenj in pridobijo vpliv na procese, ki na njih učinkujejo. Storitve, ki so osnovane na skupnostnem principu, so nedvomno povezane s participacijo uporabnikov in pristopom dodajanja moči, osnovane na spoštovanju raznolikosti uporabnikov, skupin in skupnosti ter njihovo perspektivo skrbi.

Delovanje v skupnosti lahko razumemo kot miselno naravnost, ki svetovalce vodi in usmerja v skupnostno skrb (pomoč posamezniku v skupnosti), skupnostno delo (kolektivne akcije) in raznovrstne dimenzije pomoči, ki temeljijo na akcijskih in suportivnih principih delovanja in prispevajo k razvoju raznolikih metod dela ter metod za vzpodbujanje družbenih sprememb.

Zato je cilj prakse v drugem letniku osvojiti

Objectives and competences:

Objective:

Students continue to work in tutorial groups, which remains a place of personal and learning support for deepening the knowledge and supervised practical experience in the workplace (organization from the field of psychosocial assistance). Students are deepening reflection on their personal experience, mastering the method of research of the client life and recording cases of psychosocial assistance, which they meet in practice. They continue to cooperate in a group of personal experience (personal growth).

Students also learn about community care, which is essential for solving complex problems of individuals, groups and communities and enables people to improve the quality of their lives and gain influence on the processes that affect them. Services, which are based on the Community-care principle are undoubtedly related to user participation and the approach of empowering, based on respect for diversity of users, groups and communities, and their perspective of care.

Functioning in the community can be seen as a mental attitude that guide advisors and the community care (assistance to individuals in the community), community work (collective action) and various dimensions of aid, based on the action and supportive principles of functioning and contribute to the development of various methods of work and methods for the promotion of social change.

Therefore, the objective of the tuition in the

znanja in spretnosti za:

- razvijanje dialoga in delovnega odnosa s skupnostjo in posameznikom v skupnosti, s poudarkom na participaciji in opolnomočenju ljudi,
- raziskovanje skupnosti, oris skupnostnega konteksta kot tudi zbiranje lokalnega znanja (oceno potreb, problemov, interesov in moči posameznika v skupnosti ali celotne skupnosti),
- proces načrtovanja, izvajanja in evalviranja skupnostnih projektov (za proces načrtovanja in doseganja sprememb v skupnosti),
- omogočanje in lajšanje dostopa do virov in za kreiranje novih pravic in storitev,
- sodelovanje z raznolikimi skupinami v skupnosti
- za podporo in pomoč v kriznih obdobjih posameznika, skupin, organizacij, skupnosti,
- terensko – ulično delo,
- preventivno delovanje in načrtovanje lokalnega razvoja,
- razvijanje skupnosti, zagovorništvo, za sodelovanje v procesih socialnega planiranja in načrtovanja programov ter storitev v skupnosti,
- socialno akcijo z namenom zmanjševanja izključevanja in kreiranja družbenih sprememb,
- za omogočanje in lajšanje dostopa do pomoči (virov in storitev) v skupnosti.

V procesu načrtovanja, izvajanja in evalviranja projektnega dela v okviru praktičnega dela na terenu poteka sprotna refleksija uporabljenih konceptov, metod dela in uporabe pridobljenih spretnosti.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- razvoj komunikacijskih sposobnosti in spretnosti, posebej komunikacije v

second year is to gain the knowledge and skills to:

- Develop dialogue and working relationship with the community and individuals in the community, with an emphasis on participation and empowerment of people,
- Research of the community, outline the context of the Community as well as the collection of local knowledge (assessment of the needs, problems, interests and power of the individual community or an entire community)
- process of planning, implementation, and evaluation of community projects (for the planning process and to achieve changes in the community)
- Enable and facilitate access to resources and to create new rights and services,
- Collaborate with various community groups
- Support and assist in times of crisis of individuals, groups, organizations, communities,
- Field and street work,
- Prevention action planning and local development
- develop community, advocacy for social participation in the processes of planning programs and services in the community,
- Social campaign with the aim of reducing exclusion and to create social change,
- To allow and facilitate access to assistance (services and resources) in the community.

In the process of planning, implementation and evaluation of project work within the practical field work, a real-time reflection of the concepts, methods of work and the use of acquired skills is carried out.

Learning Unit contribute to the development of

mednarodnem okolju kooperativnost, delo v skupini,

- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov,
- sposobnost uporabe znanja v praksi in reševanja problemov,
- uporaba kritične refleksije in redne supervizije za ocenjevanje tako svojega učenja in dela s klienti oz. dela strokovnjakov na učni bazi kot dela drugih,
- etična refleksija in zavezanost profesionalni etiki,
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke svetovanja in psihosocialne pomoči, v katerih sodelujejo;
- usposobljenost za različne oblike pomoči v procesu skupnostnega delovanja in za kreiranje družbenih sprememb,
- sposobnost kritične samorefleksivne prakse v okviru psihoterapevtske pomoči.

the following generic and subject specific competences:

- The development of communication skills, particularly communication in international environment cooperation, group work,
- The ability of argumentative and respectful discussion and problem solving,
- The ability to apply knowledge in practice and problem solving,
- The use of critical reflection and regular supervision to assess both their own learning and working with clients, work of experts in the learning database as well as work of the others,
- Ethical reflection and commitment to professional ethics,
- The ability to research and reflect their personal involvement in the processes of counseling and psychosocial support, in which they participate;
- The ability of various forms of assistance in the process of Community action and for creating social change,
- The ability to perform critical self-reflective practice within the scope of psychotherapeutic aid.

Predvideni študijski rezultati:

Od študentov se pričakuje, da bodo zmožni:

- sintetizirati svojo osebno integracijo teorije in prakse,
- poglobljati svoje učenje v skupini za osebno rast in razvoj z refleksijo, da je kontinuiran osebni razvoj del profesionalnosti,
- kooperativno in spoštljivo delati z drugimi v procesu oblikovanja možnih rešitev,
- raziskati in kompleksneje razumeti kontekst konkretne situacije psihosocialne pomoči,
- demonstrirati zavedanje, kaj v

Intended learning outcomes:

Students are expected to be able to:

- Synthesize their personal integration of theory and practice,
- Deepen their learning in a group for personal growth and development with the reflection that the continuous personal development is part of the professionalism,
- Cooperative and respectful work with others in the process of creating possible solutions,
- Explore and understand more complex context of a specific situation of psychosocial support,

določenem kontekstu psihosocialne pomoči ni mogoče, zavedanje problemov meja, vključujoč zaupnosti, v specifičnih situacijah,

- izkazati zavedanje, da je redna in sprotna supervizija del profesionalnosti

- Demonstrate an awareness of what is not possible the particular context of psychosocial assistance, being aware of the problems of the borders, including confidentiality in specific situations,
- Demonstrate awareness that regular and real-time supervision is part of the professionalism

Metode poučevanja in učenja:

- Konzultacije v okviru tutorske skupine: diskusija, dodatna razlaga, obravnava specifičnih vprašanj na podlagi predavane učne snovi, predhodnega študija teoretskih virov, refleksija skupinskega procesa idr..
- Skupinska supervizija praktičnih izkušenj: študentke in študenti med prakso pišejo dnevnik, v skladu z navodili priročnika pripravijo poročilo o svoji praktični dejavnosti in vtisih v ustanovi psihosocialne pomoči in jih predstavijo v okviru tutorske skupine; diskusija o teh izkušnjah.
- Izkustveno učenje v skupini za osebno rast.

Learning and teaching methods:

- Consultations in the context of tutoring groups: discussion, extra explanation, specific questions on the basis of the lectures, the preliminary study of theoretical sources, the reflection of the group process, etc ..
- Group supervision of practical experience: the students are writing a diary during practical work, in accordance with the instructions manual they prepare a report about their practical activities and impressions in the organization of psychosocial assistance and present it in the context of tutoring groups; Discussion on these experiences.
- Experiential learning in groups for personal growth.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

<ul style="list-style-type: none"> - Ocena poročila o praktičnem pouku, sodelovanje mentorja na učni bazi pri preverjanju in ocenjevanju osvojenih praktičnih kompetenc študenta. - Ocena študentovega sodelovanja v tutorski skupini. <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in</p>	<p>50</p> <p>50</p>	<ul style="list-style-type: none"> - Evaluation report on the practical classes, participation of mentor on learning database for verifying and assessing practical competencies a student got. - Assessment of the student's participation in the tutorial group. <p>Grading - in accordance with the Rules</p>
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ocenjevanju znanja.		of verifying and assessing knowledge.
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Reference nosilca / Lecturer's references:

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. 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]

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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](#)]

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