UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Uvod v splošno psihologijo
Course title:	Introduction to General Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Socialni menedžment (UN), prva stopnja / Social management (BSc), first level	/	2.	3.

Vrsta predmeta / Course type | Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	0	20	0	0	110	5

Nosilec predmeta / Lecturer: | doc. dr. Jana Krivec / Assist. Prof. Jana Krivec, Ph.D

Jeziki / Languages:	Predavanja / Lectures:	Slovensko / Slovenian, Angleško / English
	Vaje / Tutorial:	Slovensko / Slovenian, Angleško / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisits:
Ni posebnih pogojev.	No special prerequisites.

Vsebina:

1. Socialna psihologija
   a. Socialna interakcija
   b. Socialno učenje in socialna kognicija
   c. Dojemanje drugih
   d. Stereotipi, predsodki, diskriminacija
   e. Sebstvo
   f. Spreminjanje stališč, prepričevanje
   g. Konformizem
   h. Socialni pritiski in podrejanje
   i. Agresivnost
   j. Prosocialna motivacija in altruizem
   k. Delo v skupini
2. Kognitivna psihologija
   a. Procesiranje informacij
   b. Spomin
   c. Učenje
   d. Inteligentnost
   e. Ustvarjalnost
   f. Pozornost
   g. Zaznavanje
3. Emocije in motivacija
   a. Emocije
      - Definicije, vrste
      - Teorije emocij
      - Privlačnost in medosebni odnosi
      - Jeza
      - Čustvena inteligentnost
      - Čustva v svetovanju
      - Čustvene motnje in motnje razpoloženja
   b. Motivacija
      - Definicija in vloga
      - Vrste motivacij
      - Vrste motivov
      - Teorije motivacije
      - Motivacija v praksi
4. Stres
   a. Razumevanje stresa in stresne reakcije

Content (Syllabus outline):

1. Social Psychology
   a. Social interaction
   b. Social learning and social cognition
   c. The perception of others
   d. Stereotypes, prejudices, discrimination
   e. Self
   f. Changing attitudes, persuasion
   g. Conformism
   h. Social pressures and subjugation
   i. Aggressiveness
   j. Prosocial motivation and altruism
   k. Working in a team
2. Cognitive psychology
   a. Information processing
   b. Memory
   c. Learning
   d. Intelligence
   e. Creativity
   f. Attention
   g. Perception
3. Emotions and motivation
   a. Emotions
      - Definitions, types
      - Theories of emotions
      - Attractiveness and interpersonal relationships
      - Anger
      - Emotional intelligence
      - Emotions in counseling
      - Emotional and mood disorders
   b. Motivation
      - Definition and role
      - Types of motivation
      - Types of motives
      - Theories of motivation
      - Motivation in practice
4. Stress
   a. Understanding of stress and stress reactions
   b. Consequences of stress
   c. Coping with stress

b. Posledice stresa
c. Spoprijemanje s stresom
5. Psihologija osebnosti
    a. Modeli in teorije osebnosti
    b. Samopodoba in samospoštovanje
6. Razvojna psihologija
    a. Področja razvoja
    b. Vzgojni stili
    c. Stili navezanosti
	5. Psychology of personality
	    a. Models and theories of personality
	    b. Self-image and self-esteem
	6. Developmental psychology
	    a. Areas of development
	    b. Educational styles
	    c. Attachment styles

Temeljni literatura in viri / Readings:

- Stangor, C. (2010): *Introduction to Psychology.* Flat World Knowledge
- Gleitman, H., Gross, J. in Reisberg, D. (2011): *Psychology (8th ed.). New* York, US: WW.
- Finkel, E. J. & Baumeister, R. F. (Eds.): (2019). *Advanced social psychology: The state of the science.* Oxford university press.
- Musek, J. (2015): *Osebnost, vrednote in psihično blagostanje.* Znanstvena založba Filozofske fakultete.
- Folkman, S., & Nathan, P. E. (Eds.). (2011): *The Oxford handbook of stress, health, and coping.* Oxford University Press.
- Reeve, J. (2014): *Understanding motivation and emotion.* John Wiley & Sons.

Cilji in kompetence:	**Objectives and competences:**
Splošne kompetence: - poznavanje in razumevanje osebnosti v družbenem kontekstu, - razvoj kritične in samokritične presoje, - sposobnost fleksibilne uporabe znanja v praksi, - razumevanje pomena kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost, (samo)kritičnost, (samo)refleksivnost in (samo)evalviranje v strokovnem delu, - razvoj komunikacijskih sposobnosti in spretnosti, - sposobnost dokumentiranja podatkov in njihove predstavitve strokovni in laični javnosti, - občutljivost za raznolikost in družbeno neenakost, - sposobnost kritične refleksije teoretskih argumentacij in dedukcije na konkretne probleme v interakcijskih, osebnih, kulturnih in družbeno strukturnih sistemih,	General competences: - knowledge and understanding of personality in social context, - development of critical and self-critical judgment, - the ability of the flexible use of knowledge in practice, - understanding the importance of quality and aiming at qualitative professional work being autonomous, (self)critical, (self)reflection and (self)evaluation of the professional work, - development of communicational skills, - ability to document data and present it to professionals and general public, - sensitivity to diversity and social inequality - the capacity for critical reflection of the theoretical arguments and deduction on concrete problems in the interactional, personal, cultural and social structural systems,

- sposobnost timskega dela, tj. pripravljenost na sodelovanje, kooperativnost, upoštevanje mnenj drugih in izpolnjevanje dogovorjene vloge v okviru tima oz. skupine,
- sposobnost uporabe in ustreznega navajanja relevantnih domačih in mednarodnih virov, uporabe elektronskih virov in kritične analize relevantne literature,
- razvijanje socialne kompetentnosti,
- razvijanje občutljivosti za etična vprašanja in dileme,
- reflektiranje lastne udeleženosti v skupinskem procesu,
- sposobnost analize skupinskega procesa,
- poznavanje in razumevanje osnov skupinske dinamike,
- spretnost prepoznavanja stereotipov in njihovih determinant,
- spoznavanje procesov, ki vplivajo na vsakdanje življenje ljudi, ocena učinkov in posledic za posameznika in skupnost,
- razvijanje senzibiliziranosti za uporabniško perspektivo in individualiziran pristop pomoči,
- razvijanje sposobnosti za timsko skupinsko in projektno delo.

Predmetno specifične kompetence:
- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin,
- poznavanje skupinske dinamike v primeru dela s skupino in/ali koterapevti,
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke svetovanja in psihosocialne pomoči, v katerih sodelujejo,
- zmožnost razumevanja kritičnega vrednotenja implikacij problemov kulture, rase, spola, seksualnih orientacij za svetovalno delo,
- sposobnost zbiranja in interpretiranja ustreznih podatkov, potrebnih za oblikovanje kritične ocene (npr. glede

- ability of teamwork, i.e. willingness to cooperate, cooperation, taking into account the opinions of others and fulfillment of the defined roles within the team/group,
- the ability to use and proper citation of relevant national and international sources, the use of electronic sources and critical analysis of relevant literature,
- the development of social competence,
- developing a sensitivity to ethical issues and dilemmas,
- reflection of own participation in the group process,
- ability to analyze group process,
- knowledge and understanding of group dynamics,
- the skill to recognize stereotypes and their determinants,
- understanding the processes that affect people's daily lives, evaluation of the effects and consequences for the individual and the community,
- developing sensibility for the user perspective and individualized counseling approach,
- developing skills for teamwork and group project work.

Subject-specific competences:
- the ability to autonomously use resources for learning specific content,
- knowledge of group dynamics when working with a group and/or co-therapists,
- ability to research and reflect personal involvement in the processes of counseling and psychosocial support, in which one participate,
- ability to understand critical evaluation of the culture, race, gender, sexual orientations problems implications on consulting work,
- the ability of collecting and interpreting relevant data needed to create a critical assessment (eg. need for psychosocial

potrebne psihosocialne intervence), katere sestavni del je refleksija s tem povezanih družbenih, strokovnih in etičnih vidikov,
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti,
- poznavanje in razumevanje razvojnih teženj, razlik in potreb posameznika,
- znanje in sposobnost vzpostavljanja prvega stika in delovnega odnosa v procesu pomoči,
- znanja in spretnosti za izdelavo analize potreb in načrtovanja ustreznih storitev,
- sposobnost soustvarjanja metod dela glede na individualne potrebe klientov.

interventions), in which a reflection of the underlying social, professional and ethical aspects plays an important role,
- the ability of learning and professional development with a high degree of autonomy,
- knowledge and understanding of developmental trends, individual differences and needs,
- knowledge and ability of establishing the first contact and working relationship in the process of counseling,
- knowledge and skills to produce analysis of the needs and plan of appropriate services,
- ability to co-create working methods depending on the individual clients needs.

Predvideni študijski rezultati:

Znanje in razumevanje:
- Študentje razvijejo razlikovanje temeljnih psiholoških paradigem. Dobijo interdisciplinaren pogled na psihološke usmeritve. Osvojijo temeljna znanja o tistih kognitivnih vidikih duševnega delovanja, ki so ključni za razumevanje posameznikove osebnosti in psihosocialne pomoči.
- Osnovno poznavanje področij, s katerimi se ukvarjajo različne psihološke veje.
- Študent pozna osnove kognitivnega delovanja človeka.
- Poznati osnovno delovanje človekovih čutil.
- Poznati mehanizme in omejitve zaznavanja.
- Poznati osnovne mehanizme in teoretične pristope v ozadju učenja, spomina in pozornosti.
- Znajo povezati znanje iz teorij zaznavanja, učenja, spomina in mišljenja z nastajanjem in vzdrževanjem psiholoških težav in simptomov.
- Poznati osnovna dejstva oz. značilnosti inteligentnosti ter biti zmožen kritično debatirati o različnih definicijah inteligentnosti.

Intended learning outcomes:

Knowledge and understanding:
- Students develop capability to distinguish different fundamental psychological paradigms. They obtain an interdisciplinary review over the psychological orientations. They acquire basic knowledge about those cognitive aspects of mental functioning, which are necessary for understanding the individual's personality and psychosocial assistance.
- Basic knowledge of various branches of psychology.
- The student knows the basics of human being cognitive functioning.
- Knows the basic functioning of the human senses.
- Knows mechanisms and limits of perception.
- Knows the basic theoretical approaches and mechanisms of learning, memory and attention.
- Able to integrate knowledge from theories of perception, learning, memory and thinking with the appearance and maintenance of psychological problems and symptoms.
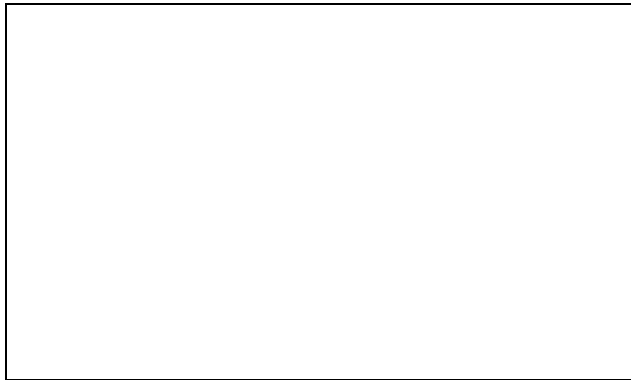
	• Knows the basic facts and characteristics of intelligence and is able to critically discuss about different definitions of intelligence.

Metode poučevanja in učenja:

- Predavanja z interaktivnimi vsebinami in metodami spodbujanja aktivnega sodelovanja študentov;
- Spoznavanje in učenje na primerih iz prakse, ki se jih poskuša povezovati s teoretičnimi osnovami;
- Gledanje strokovnih filmov s seznama izbranih filmov ter predstavitev povzetkov njihovih idej;
- Uporaba spletne učilnice oziroma drugih sodobnih IKT orodij.

Learning and teaching methods:

- Lectures with interactive content and methods for stimulating active participation of student;
- Confrontation with and learn from case studies, which are connected with the theoretical basics;
- Watching scientific movies from the list of selected movies and presentation of the ideas;
- Use of online classroom or other contemporary ICT tools.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Načini: • Pisni izpit • Seminar in predstavitev Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.	60 % 40%	Types: • Examination • Seminar work and its presentation Grading is in accordance with the Faculty's evaluation Ordinance.

Reference nosilca / Lecturer's references:

KRIVEC, Jana, RAKOVEC, Primož. Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. *Kairos: slovenska revija za psihoterapijo,* ISSN 1854-9373. [Tiskana izd.], 2018, letn. 12, št. 1/2, str. 67-86, ilustr.

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.

ORAVECZ, Robert, PENKO, Jerica, SUKLAN, Jana, KRIVEC, Jana. Prevalence of post-traumatic stress disorder, symptomatology and coping strategies among Slovene medical emergency professionals. *Sigurnost*, ISSN 0350-6886. [Tiskana izd.], 2018, vol. 60, no. 2, str. 117-127.

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].

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, 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].

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. 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].

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].

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-ID7759956].

KRIVEC, Jana, GUID, Matej, BRATKO, Ivan. Identification and characteristic descriptions of procedural chunks. V: *Computation world 2009, Computation world: future computing, service computation, adaptive, content, cognitive, patterns,* 15-20 November 2009, Athens, Greece. DINI,

Petre (ur.). Proceedings. New York: IEEE Computer Society, 2009, str. 448-453,[COBISS.SI-ID 23336487].