

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Epistemologija psihoterapije in svetovanja
Course title: Epistemology of Psychotherapy and Counselling

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga Psychosocial counselling, master, second	Program nima smeri The programme has no fields	Prvi First	Drugi Second

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

EPS / EPC

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		20			80	4

Nosilec predmeta / Lecturer:

izr. prof. dr. Urban Kordeš / Assoc. Prof. Urban Kordeš, 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:**

Pogoj za vključitev v delo je vpis v 1. letnik študija. Pogoj za pristop k pisnemu preverjanju znanja sta opravljeni epistemološka in sinergetska analiza primera.

Prerequisites:

Prerequisite for the subject is the enrollment in the first year of master study. Epistemological and synergetic case study are a prerequisite for taking the written examination.

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

<ul style="list-style-type: none"> - tradicionalna (predmoderna) / znanstveno racionalna (moderna) / novoromantična / konstruktivistična, interpretativna (postmoderna) epistemologija - naravoslovna epistemologija in kognitivna znanost - pomen teorije o spoznavanju za odnose in za psihoterapijo - spoznavanja, razumevanje - pregled kognitivno-znanstvenih spoznanj in razumevanje njihovega pomena (konstrukcija mnenj, diagnoz, pristranosti, hevristike) - od epistemologije neudeležnosti k stališču in etiki udeležnosti; nove etične dileme - epistemologija komuniciranja in dialoga (v psihoterapiji in izven) - epistemologija diagnostik 	<ul style="list-style-type: none"> - traditional (premodern) / scientific rational (modern) / newromantic / constructivist, interpretive (postmodern) epistemology - natural epistemology and cognitive science - importance of epistemology for psychotherapy - implications of theories of knowledge for relationships and for psychotherapy - recognition, understanding – overview of the insights from the wider area of cognitive science and understanding the implications (construction of opinions, diagnosis, biases and heuristics) - from “the lack of participation” epistemology to ethics and the position of participation; new ethical dilemmas - epistemology of communication and dialogue (in psychotherapy and wider) - epistemology of diagnostics
---	---

Temeljni literatura in viri / Readings:

Izbor iz / Selection from:

FOERSTER, von Heinz. Ethics and Second-Order Cybernetics. *Psychiatria Danubina*, 1993, vol. 5, iss. 1-2, str. 33-47.

GERGEN, Kenet J.; GERGEN, Meri; MARINOVIĆ, Vineta. *Socijalna konstrukcija: ulazak u dijalog*. Zepter Book World, 2006.

KORDEŠ, Urban. *Od resnice k zaupanju*. Ljubljana: Studia humanitatis, Zbirka Varia, 2004.

MALI, Franc. *Epistemologija družbenih ved: razlaga in razumevanje*. 2006.

ŠUGMAN BOHINC, Lea. Epistemologija podpore in pomoči. *Časopis za kritiko znanosti*, 2005, 221, 33: 167-181.

KEENEY, B. *Aesthetics of Change*, NY, 1983.

KORDEŠ, Urban, KLAUSER, Florian. Inclusion and empirical research - an uneasy relationship. V: ZGAGA, Pavel (ur.). *Inclusion in education: reconsidering limits, identifying possibilities*. Berlin: Peter Lang, cop. 2019, str. 205-225.

Cilji in kompetence:

Cilji:

- študenti obnovijo in poglobijo svoje poznavanje koncepta epistemologije in različnih epistemologij, epistemologije znanosti in družbenih ved, s posebnim poudarkom na epistemologiji psihoterapije
- seznanijo se z sodobnimi raziskovanji spoznavanja in znanja v okviru kognitivne znanosti (t.i. naravoslovna epistemologija). spoznajo osnovne fiziološke procese, povezane s konstrukcijo znanja in psihološka spoznanja, povezana z značilnostmi spoznavanja in kreiranja znanja
- študenti se naučijo prenesti spoznanja kognitivne znanosti na področje psihoterapije in lastne prakse komuniciranja
- znajo reflektirati lastno prakso, znajo izvesti epistemološko analizo izbranega psihoterapevtskega pristopa (vključno s svojimi lastnimi teoretskimi predpostavkami in načinom praktičnega dela)
- s pomočjo vrste konceptov in postopkov za vzpostavljanje in ohranjanje učinkovite dialoške prakse v psihoterapiji se naučijo udeležati stališče in etiko udeležnosti in razlikovati in poimenovati različne faze v terapevtskem procesu porajanja novih spoznavnih-čustvenih-vedenjskih-odnosnih vzorcev v klientskem sistemu
- študenti reflektirajo veljavno psihiatrično diagnostiko, zna izvesti epistemološko analizo le te in drugih diagnostičnih sistemov, ki se uporabljajo v psihoterapiji v okviru

Objectives and competences:

Objectives:

- students renew and deepen their understanding of the concept of epistemology and different epistemologies, epistemology of science and the social sciences, with particular emphasis on epistemology of psychotherapy
- get familiar with contemporary cognition and knowledge-related insights from the wider area of cognitive science (i.e. natural epistemology). within this framework, students learn about basic physiological processes, related to the construction of knowledge as well as psychological insights on characteristics of cognition and knowledge creation
- they learn to transfer insights from cognitive science to the area of psychotherapy as well as their own praxis of communication
- can reflect on their own practice, are able to carry out an epistemological analysis of selected psychotherapeutic theory and approach (including their own theoretical assumptions and ways of practical work)
- using the types of concepts and procedures for establishing and maintaining effective dialogic practice in psychotherapy students learn to enforce their position and the ethics of participation and to distinguish and name different (synergistic) phases in the therapeutic process of the emergence of new cognitive-emotional-behavioral-relational patterns in client's system

posameznih psihoterapevtskih pristopov

- študenti se senzitivizirajo za medkulturnih razlik in jih razumejo z vidika konstrukcije znanja

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost poglobljene kritične analize, sinteze in predvidevanja rešitev ter posledic
- poglobljena in detajlna raven razumevanja teoretičnih in kliničnih načel izbranega svetovalnega pristopa in njihovega odnosa do splošnih svetovalnih načel
- zmožnost razumevanja in vrednotenja ter samostojne uporabe raziskovalnih metod, relevantnih za vse svetovalne pristope ter kritičnega odnosa do 'objektivnih' raziskav znotraj humanističnih modelov
- sposobnost nadgrajevati zgrajeno kritično vrednotenje implikacije problemov kulture, rase, spola, seksualnih orientacij; sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo
- sposobnost sintetizirati lastno integracijo teorije, svetovalne prakse ter izkušenj procesa osebne rasti
- zavedanje in izkazovanje etične in profesionalne odgovornosti biti svetovalec za psihosocialno pomoč, obvladovanje implikacij etičnih vprašanj in dilem, vezanih tudi na specifične svetovalne pristope

- are able to reflect on current psychiatric diagnosis and to carry out epistemological analysis of this and other diagnostic systems used in psychotherapy within each modality
- students get sensitized to intercultural differences and learn how to understand them from the standpoint of knowledge construction

Learning unit contributes to the development of generic and subject specific competences:

- the ability of critical analysis, synthesis and prediction of solutions and consequences
- understanding of the theoretical and clinical principles of their selected counselling approach and their relationship to the general principles of counselling,
- the ability to understand, evaluate and autonomously use research methods relevant for all counselling modalities and approaches and to maintain critical attitude to the 'objective' research within the humanistic models
- the ability to expand the existed critical evaluation of the implications of the problems of culture, race, gender, sexual orientation the ability to research, reflect and control their personal involvement in the processes of psychosocial help, which they co-create and run
- the ability to synthesize their own integration of theory, counselling practice, and experience of the process of personal growth
- awareness and demonstration of ethical and professional responsibility of being a psychosocial counselor, managing implications of ethical issues and dilemmas related to the specific counselling approaches

Predvideni študijski rezultati:**Študenti:**

- razvijejo razumevanje pojma in implikacij pojma epistemologije psihoterapije na način epistemološke analize izbranega psihoterapevtskega pristopa
- so zmožni kritične refleksije do predpostavk (vključno z lastnimi) in praktičnih primerov izvajanja psihoterapevtske prakse (ter izven)
- ustrezno uporabljajo koncepte in postopke za vzpostavljanje in ohranjanje učinkovite dialoške prakse v psihoterapiji, in sicer v obliki fenomenološke analize izbranega primera

Intended learning outcomes:**Students:**

- develop knowledge and understanding of the concept and implications of the concept of epistemology of psychotherapy in the way of epistemological analysis of selected psychotherapeutic approach
- are able of critical reflection on the theoretical assumptions (including their own) and on practical examples of the implementation of psychotherapeutic practice
- appropriately apply the concepts and procedures for establishing and maintaining effective dialogic practice in psychotherapy, in the form of phenomenological analysis of a concrete example

Metode poučevanja in učenja:

- predavanja z aktivno udeležbo in ob sprotnih individualnih in skupinskih (problemsko usmerjenih) pripravah (nalogah) študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- predavanja so prepletena s primeri, ki ilustrirajo spoznanja naravne epistemologije
- vaje zaključujejo vsako temo in so usmerjene v življenjsko polje študenta v obliki epistemološke analize (s strani študentov) izbranih primerov na različnih nivojih
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)

Learning and teaching methods:

- lectures with active participation and the ongoing individual and group (problem-oriented) preparation (tasks) of students (explanation, discussion, questions, examples, problem solving);
- lectures are intervoven with examples, illustrating insights from the area of natural epistemology
- exercises complete each discussed topic and are directed to the student's life-field in form of epistemological analysis of selected cases
- use of online classroom or other contemporary ICT tools
- individual and group consultations (discussion, additional explanation, specific questions)

Načini ocenjevanja:

Delež (v %) /

Weight (in %) **Assessment:**

Kolokvij v obliki poročila o poznavanju in razumevanju temeljnih konceptov.	50	Written report of the knowledge and understanding of fundamental concepts.
Opis in ocena epistemološke analize izbranih primerov.	50	Evaluation of the epistemological case study.
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:

KORDEŠ, Urban, MARKIČ, Olga. Parallels between mindfulness and first-person research into consciousness. *Asian studies*, ISSN 2232-5131, [Print ed.], 2016, vol. 4, no. 2, str. 153-168. <http://revije.ff.uni-lj.si/as>, doi: 10.4312/as.2016.4.2.153-168.

KORDEŠ, Urban. Going beyond theory: constructivism and empirical phenomenology. *Constructivist Foundations*, ISSN 1782-348X, 2016, vol. 11, no. 2, str. 375-385. <http://www.univie.ac.at/constructivism/journal//11/2/375>, <http://pefprints.pef.uni-lj.si/id/eprint/3392>.

KORDEŠ, Urban. Dve vrsti svobode = Two kinds of freedom. *Časopis za kritiko znanosti*, ISSN 0351-4285, 2016, letn. 44, št. 265, str. 13-22, ilustr.

KORDEŠ, Urban, KLAUSER, Florian. Second-person in-depth phenomenological inquiry as an approach for studying enaction of beliefs. *Interdisciplinary description of complex systems*, ISSN 1334-4676, [Online ed.], 2016, letn. 14, št. 4, str. 369-377, ilustr. <http://indecs.eu/2016/indecs2016-pp369-377.pdf>, <http://pefprints.pef.uni-lj.si/id/eprint/4064>.

KORDEŠ, Urban. Learning how to see. *Balkan journal of philosophy*, ISSN 1313-888X, 2015, vol. 7, no. 2, str. 99-106, ilustr., doi: [10.5840/bjp20157213](https://doi.org/10.5840/bjp20157213).

KORDEŠ, Urban. A better metaphor for understanding consciousness?. *Interdisciplinary description of complex systems*, ISSN 1334-4676. [Online ed.], 2015, letn. 13, št. 4, str. 525-533. <http://indecs.eu/2015/indecs2015-pp525-533.pdf>.

SICHERL-KAFOL, Barbara, KORDEŠ, Urban, HOLCAR BRUNAUER, Ada. Assessment for learning in music education in the Slovenian context - from punishment or reward to support. *Music education research*, ISSN 1469-9893, 2015, vol. 17, 12, <http://www.tandfonline.com/doi/full/10.1080/14613808.2015.1077800>, doi: [10.1080/14613808.2015.1077800](https://doi.org/10.1080/14613808.2015.1077800).

KORDEŠ, Urban, MARKIČ, Olga. Čuječnost kot orodje za raziskovanje zavesti? *Poligrafi*, ISSN 1318-8828, [Tiskana izd.], 2015, vol. 20, no. 77/78, str. 181-194, 230-231, 239. <http://www.zrs.upr.si/revije/single/poligrafi-77-78-cujecnost-tradicija-in-sodobni-pri-2011>.

ZALAR, Konstanca, KORDEŠ, Urban, SICHERL-KAFOL, Barbara. Non-verbal communication in music lessons. V: HURSEN, Cigdem (ur.). *Proceedings*, (Procedia - Social and Behavioral Sciences, ISSN 1877-0428, Vol. 186, May 2015). [S. l.]: Academic World Education and Research Center, 2015, vol. 186, str. 704-712, tabele. <http://www.sciencedirect.com/science/journal/18770428/186>.

ZALAR, Konstanca, KORDEŠ, Urban, SICHERL-KAFOL, Barbara. The role of children's musical instruments in communication with musical language. V: ALEVRIADOU, Anastasia (ur.). *Proceedings*, (Procedia - Social and Behavioral Sciences, ISSN 1877-0428, Vol. 197, July 2015). [S. l.]: Academic World Education and Research Center, 2015, vol. 197, str. 1326-1334, ilustr. <http://www.sciencedirect.com/science/article/pii/S1877042815044080>, doi: [10.1016/j.sbspro.2015.07.407](https://doi.org/10.1016/j.sbspro.2015.07.407).

KORDEŠ, Urban, SICHERL-KAFOL, Barbara, HOLCAR BRUNAUER, Ada. A model of formative assessment in music education. *Athens journal of education*, ISSN 2241-7958, nov. 2014, vol. 1, issue 4, str. 295-307, ilustr. <http://www.atiner.gr/journals/education/2014-1-4-2-Kordes.pdf>, <http://pefprints.pef.uni-lj.si/id/eprint/2829>.

POPA, Ioana Laura, KORDEŠ, Urban. Looking into self-exploration attitudes and ways of constructing experience. *Interdisciplinary description of complex systems*, ISSN 1334-4684, 2014, vol. 12, issue 4, str. 314-322, ilustr. http://indecs.eu/2014/indecs2014_pp314-322.pdf, doi: [10.7906/indecs.12.4.5](https://doi.org/10.7906/indecs.12.4.5).

KORDEŠ, Urban, GASPARI, Maja, LAH, Alja, MALJEVAC, Tanja, POTOČNIK, Jana, ŽNIDAR, Eva. Doživljajski svet partnerskega sporazumevanja. *Kairos*, ISSN 1854-9373, [Tiskana izd.], 2012, letn. 6, št. 1/2, str. 21-39.

SMRDU, Maja, KORDEŠ, Urban. Pregled nekaterih fenomenov v športni psihologiji z doživljajskega vidika. *Ars & humanitas*, ISSN 1854-9632, [Tiskana izd.], 2012, [Letn.] 6, [št.] 1, str. 33-49.

KORDEŠ, Urban. Thinking of experience, experiencing thinking. *Interdisciplinary description of complex systems*, ISSN 1334-4676, [Online ed.], 2012, letn. 10, št. 3, str. 223-234. http://www.indecs.eu/2012/indecs_10_3.pdf, doi: [10.7906/indecs.10.3.2](https://doi.org/10.7906/indecs.10.3.2).

KORDEŠ, Urban. Fenomenološko raziskovanje v psihoterapiji. *Kairos*, ISSN 1854-9373. [Tiskana izd.], 2008, zv. 2, št. 3/4, str. 9-21.

KORDEŠ, Urban, KLAUSER, Florian. Inclusion and empirical research - an uneasy relationship. V: ZGAGA, Pavel (ur.). *Inclusion in education: reconsidering limits, identifying possibilities*. Berlin: Peter Lang. cop. 2019, str. 205-225.

Celotno bibliografijo si lahko ogledate na SICRIS-u. / Whole bibliography can be found on SICRIS.