

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** Splošna psihologija 2  
**Course title:** General Psychology 2

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč (VS) / Psychosocial support (BA)	Program nima smeri / Program has a single course	Prvi / First	Drugi / Second
Prva stopnja / First level			

**Vrsta predmeta / Course type**

Obvezni / Compulsory

**Univerzitetna koda predmeta / University course code:**

SP2 / GP2

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30		40			140	7

**Nosilec predmeta / Lecturer:**

Doc. dr. Jana Krivec / Assist. Prof. Jana Krivec, Ph.D.

**Jeziki /  
Languages:**

**Predavanja /  
Lectures:** Slovenski / Slovenian, Angleški / English

**Vaje / Tutorial:** Slovenski / Slovenian, Angleški / English

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

Ni posebnih pogojev.

**Prerequisites:**

No special prerequisites.

### Vsebina:

Vsebinsko je predmet razdeljen na dva glavna sklopa:

- 1) Psihologija emocij in motivacije:
  - uvod v tematsko področje, zgodovinski pregled,
  - čustva: opredelitev, vrste in značilnosti čustev, fiziološke spremembe, razvoj čustev, čustvene motnje, psihološke teorije čustev, psihosocialna pomoč in čustva,
  - motivacija: opredelitev, vrste motivov in potreb,
  - teorije motivacije, volja in nezavedna motivacija, dinamika motivov in konflikti, obrambni mehanizmi.
  
- 2) Socialna psihologija:
  - odnos posameznik – družba kot temeljni problem socialne psihologije,
  - socialna motivacija (teorije socialne motivacije, človekova eksistenčna odvisnost od socialnega okolja),
  - sebstvo (sebstvo kot vezni člen med posameznikom in družbo, samoproizvajanje in samoobnavljanje procesa sebstva),
  - socialna resničnost (simbolna komunikacija, pojem socialne resničnosti, struktura socialne resničnosti),
  - socialno vplivanje (pojavi socialnega vplivanja kot odraz dinamike socialne resničnosti),
  - psihološki učinki zaznane moči,
  - socialno prilagajanje,
  - socialno podrejanje,
  - skupinska dinamika.

### Content (Syllabus outline):

The course is divided into two main sections:

- 1) The psychology of emotions and motivation:
  - an introduction to the course subject, historical overview,
  - emotions: definition, types and characteristics of emotions, physiological changes, the development of emotions, emotional disorders, psychological theories of emotion, psychosocial support and emotions,
  - motivation: definition, types of motives and needs,
  - theories of motivation, conscious will and unconscious motivation, dynamics of motives and conflicts, defense mechanisms.
  
- 2) Social Psychology:
  - relation individual - society as a fundamental problem of social psychology,
  - social motivation (theories of social motivation, man's existential dependence on the social environment),
  - self (self as a link between the individual and society, self-production and self-renewal process),
  - social reality (symbolic communication, the notion of social reality, the structure of social reality),
  - social influence (social influence appears as a reflection of the dynamics of social reality),
  - psychological effects of perceived power,
  - social conformity,
  - social obedience,
  - social dynamics.

## Temeljni literatura in viri / Readings:

BEČAJ, Janez. *Temelji socialnega vplivanja*. Ljubljana: Filozofska fakulteta, 2005.

GLEITMAN, Henry, GROSS, James, REISBERG, Daniel. *Psychology. 8th Ed.* New York, US: WW, 2011.

KRIVEC, Jana. *Improve your life by playing a game: Learn how to turn your life activities into lifelong skills!* Nevele, Belgium: Thinkers publishing, 2020.

LAMOVEC, Tanja. *Priročnik za psihologijo motivacije in emocij*. Ljubljana: Filozofska fakulteta, 1988.

REEVE, Johnmarshall. *Understanding motivation and emotion. 6th Ed.* Danvers, MA: Wiley, 2015.

STANGOR, Charles, et al. *Introduction to Psychology-1st Canadian Edition*, 2018.

Gradivo, obravnavano na predavanjih in vajah. / Materials discussed during lectures and tutorials.

### Cilji in kompetence:

Cilj predmeta je poznati kognitivno in socialno psihologijo.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost uporabe znanja v praksi in reševanja problemov,
- zmožnost razumevanja kritičnega vrednotenja implikacij problemov kulture, rase, spola, seksualnih orientacij za svetovalno in psihosocialno delo,
- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin.

Učna enota prispeva k razvoju naslednjih predmetnospecifičnih kompetenc:

- poznavanje in razumevanje osnovnih konceptov in metod v okviru področja socialne pomoči iz psihologije, medicine oziroma psihiatrije ter statistike in znanstvene metodologije,
- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov.

### Objectives and competences:

The objective of the course is to get acquainted with the cognitive and social psychology.

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

- ability to apply knowledge in practice and problem-solving ability,
- ability to understand the critical evaluation of the implications of problems of culture, race, gender, sexual orientation for counselling and psychosocial work,
- capability to autonomously use resources for learning concrete content.

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

- knowledge and understanding of basic concepts and methods in the field of social help, from psychology, medicine or psychiatry, statistics and scientific methodology,
- ability of argumentative and respectful discussion and problem solving.

**Predvideni študijski rezultati:**

Od študentov se pričakuje, da bodo zmožni:

- prepoznavanja in razumevanja različnih čustev pri sebi in drugih,
- poznavanja različnih teorij čustev,
- poznavanja motivacijskih teorij,
- prepoznavanja komponent motivacije pri sebi in drugih,
- razumevanja delovanja nezavedne dinamike,
- razumevanja pomena samopodobe v psihosocialnem funkcioniranju posameznika,
- aplicirati teorijo na področje psihosocialne pomoči in svetovanja,
- razumeti bistvo in različne vidike problema odnosa med posameznikom in družbo,
- razumeti pomen socialne motivacije,
- razumeti in sposobni prepoznavanja samoproizvajajočega procesa sebstva,
- razumeti pojem socialne resničnosti ter so sposobni opazovanja njene dinamike v družbi,
- aplikacije spoznanja socialne psihologije na področje psihosocialne pomoči in svetovanja.

**Intended learning outcomes:**

Students are expected to:

- be able to identify and understand different emotions in themselves and others,
- show the knowledge of various theories of emotion,
- show the knowledge of motivational theories,
- be able to identify the components of motivation of themselves and others,
- understand the functioning of the unconscious dynamics,
- understand the importance of self-esteem in the psychosocial functioning of the individual,
- apply the theory to the field of psychosocial support and counselling,
- understand the essence of the various problematic aspects of the relationship between the individual and society,
- understand the importance of social motivation,
- understand and are able to recognize the self-productive process of self,
- understand the concept of social reality and are capable of observing its dynamics in society,
- apply knowledge of social psychology to the field of psychosocial support and counselling.

**Metode poučevanja in učenja:**

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),
- seminarske vaje (pisne refleksije strokovnih člankov, timsko delo, diskusija na obravnavane tematike vezane na predmet),
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij,
- seminarske vaje, ki temeljijo na utrjevanju znanja, problemskem učenju, dodatni razlagi, diskusiji, kritičnem razpravljanju,

**Learning and teaching methods:**

- lectures with active student participation (explanation, discussion, questions, examples, case-solving),
- seminars (written reflections on scientific articles, team work, discussing presented themes),
- use of online classroom or other contemporary ICT tools,
- tutorials based on knowledge (strengthening, problem-learning, additional explanation, discussion, critical debate),

- individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj).

- individual and group consultations (discussion, additional explanation, consideration of specific issues).

Delež (v %) /

Weight (in %)

**Načini ocenjevanja:**

**Assessment:**

Pisni izpit Obveznosti vaj	60 % 40 %	Written exam Tutorials
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading scale - in accordance with the Rules of examination and evaluation of knowledge.

**Reference nosilca / Lecturer's references:**

*Izbrane publikacije, predavanja / Selected publications, lectures:*

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

KRIVEC, Jana, STEPIŠNIK PERDIH, Tjaša. Comparison of self-perception between Slovenian, Finnish and Lebanese students = Primerjava samozaznave pri slovenskih, finskih in libanonskih študentih in študentkah. *Kairos: slovenska revija za psihoterapijo*. [Tiskana izd.]. 2019, letn. 13, št. 3/4, str. 155-175.

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).

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](http://www.fuds.si/sites/default/files/rsc_7_issue_2_may_2015.pdf).

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.

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.

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.

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-ZBORNİK-OBLIKOVANJE-final-5.pdf>.