

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Nevropsihologija in psihoterapija
<b>Course title:</b>	Neuropsychology and Psychotherapy

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	Tretji / Third	Šesti / Sixth
Prva stopnja / First level			

**Vrsta predmeta / Course type** Obvezni / Compulsory

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

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 / Assist. Prof. Jana Krivec, Ph.D

**Jeziki / Languages:**

<b>Predavanja / Lectures:</b>	Slovensko / Slovenian, Angleško / English
<b>Vaje / Tutorial:</b>	Slovensko / Slovenian, Angleško / English

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

Pogoj za vključitev v delo je vpis v 3. letnik študija.

**Prerequisites:**

Prerequisite for the subject is the enrollment in the 3rd year of study.

**Vsebina:**

Vsebinsko je predmet razdeljen na tri glavne sklope:

**A. Fiziološka in strukturna osnova možganov:**

- pregled trenutnega stanja in področij raziskav v nevrološki znanosti,
- nevrosistem,
- možgansko slikanje,
- zgradba in delovanje možganov;

**B. Nevropsihološki pogled na bolezni CŽS, staranje in osebnost:**

- motnje, bolezni, poškodbe možganov,
- kognitivni deficiti pri okvarah različnih možganskih predelov,
- staranje in možgani, demence,
- možgani in osebnost,
- možganska plastičnost;

**C. Nevropsihoterapija:**

- nevropsihoterapevstke osnove in principi,
- povezave med nevropsihologijo ter psihoterapijo in svetovanjem,
- odvisnosti,
- neuroetika.

**Content (Syllabus outline):**

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

**A. Physiological and structural basis of the brain:**

- an overview of the current state and areas of research in neuroscience,
- neurosystem,
- brain imaging,
- the structure and function of the brain;

**B. Neuropsychological view of CNS diseases, aging, and personality:**

- disorders, diseases, brain injuries,
- cognitive deficits in defects of various brain areas,
- aging and brain, dementia,
- brain and personality,
- brain plasticity;

**C. Neuropsychotherapy:**

- neuropsychoterapeutical theoretical background and principles,
- links between neuropsychology and psychotherapy and counselling,
- addictions,
- neuroetics.

**Temeljni literatura in viri / Readings:**

GRAWE, Klaus. *Neuropsychotherapy: How the neurosciences inform effective psychotherapy*. London: Routledge, 2017.

IVEY E., Allen, ANDREA J. D., Michael, BRADFORD I., Mary. *Theories of Counseling and Psychotherapy, 7th Edition A Multicultural Perspective, 2nd chapter*. Thousand Oaks: SAGE Publications, 2012.

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

IVEY E., Allen, BRADFORD I., Mary, ZALAUQUETT P., Carlos, QUIRK, Kathryn. *Counseling and neuroscience: The cutting edge of the coming decade. Counseling Today*, 2009, 52(6) str. 44.

LEDOUX, Joseph. *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Simon & Schuster, 1998.

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

**Cilji in kompetence:**

Cilj predmeta je:

Študenti se seznanijo z osnovami nevropsihološke znanosti in diagnostike. Spoznajo tudi povezanost nevropsiholoških osnov s psihoterapijo in svetovanjem.

Pridobitev splošnih kompetenc:

- poznavanje in razumevanje osnovnih konceptov in metod, seznanjenost z novostmi na področju študija,
- kooperativnost, delo v skupini (in v mednarodnem okolju).

Pridobitev predmetno-specifičnih kompetenc:

- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov,
- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin,
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti.

**Objectives and competences:**

The objective of the course is:

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

Acquisition of general competences:

- knowledge and understanding of basic concepts and methods, familiarity with innovations in the field of study,
- cooperation, team work (and in the international environment).

Acquisition of course-specific competences:

- ability of argumentative and respectful discussion and problem solving,
- capability to autonomously use resources for learning concrete content,
- ability to learn, professional development with a high degree of independence.

**Predvideni študijski rezultati:**

Študent/študentka je sposoben/sposobna:

- demonstrirati razumevanje posameznih za svetovanje relevantnih področij nevropsihologije,
- demonstrirati sposobnosti kritične analize, sinteze,
- avtonomno uporabljati vire za učenje konkretnih vsebin,
- 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,

**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 specific content,
- 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,

- sintetizirati svojo osebno integracijo teorije in svetovalne prakse,
- kritično ovrednotiti implikacije problemov kulture, rase, spola, seksualnih orientacij za svetovalno 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.

- synthesize his/her own personal integration of theory and counselling practice,
- critically evaluate the implicate the problems of culture, race, gender and sexual orientation on counseling 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:

- 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),
- vaje, ki temeljijo na izkušenskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, sodelovalno učenje, portfolio, evalvacija, samoocenjevanje),
- individualne in skupinske konsultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj),
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij.

#### Learning and teaching methods:

- 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),
- 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),
- use of online classroom or other contemporary ICT tools

Delež (v %) /

Weight (in %)

#### Načini ocenjevanja:

#### Assessment:

Pisni izpit	60 %	Written exam
Seminarska naloga in predstavitev	40%	Seminar work and its presentation
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in		Grading scale - in accordance with the Rules of examination and evaluation of

ocenjevanju znanj.		knowledge.
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**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.

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.

KRIVEC, Jana, GUID, Matej. The influence of context on information processing. *Cognitive processing*. 2020, str. 1-18, ilustr. ISSN 1612-4782.

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*. [Tiskana izd.]. 2018, letn. 12, št. 1/2, str. 67-86, ilustr. ISSN 1854-9373.

KRIVEC, Jana, SUKLAN, Jana. O stigmati na področju duševnega zdravja in iskanja strokovne pomoči v Sloveniji. *Duševno zdravje v skupnosti*. 2018, letn. 3, št. 1, str. 5-12, ilustr. ISSN 2463-9621.

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.

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.

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 Computer Society, 2009, str. 448-453.

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.

KRIVEC, Jana. *Kognitivno procesiranje informacij: primer igranja šaha: doktorska disertacija*. Deskle [i. e.] v Ljubljani: [J. Krivec], 2011. XIX, str. 13-192.

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.

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

OVIJAČ, Karolina, KRIVEC, Jana. The effects of yoga on quality of life perception. V: FOMICHOV, Vladimir (ur.), FOMICHOVA, Olga S. (ur.). *Kognitonika: zbornik 22. Mednarodne multikonference Informacijska družba - IS 2019, 7.-8. oktober 2019: zvezek E = International Conference on Cognitonics : proceedings of the 22nd International Multiconference Information Society - IS 2019, 7-8 October, 2019, Ljubljana, Slovenia*. Ljubljana: Institut "Jožef Stefan", 2019. Str. 45-49, ilustr. Informacijska družba. ISBN 978-961-264-163-4, ISBN 978-961-264-164-1. ISSN 2630-371X.

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>.