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 (VS) / Psychosocial support (BA)	Program nima smeri / Program has a single course	Tretji / Third	Peti / Fifth
Prva stopnja / First level			

Vrsta predmeta / Course type | Obvezen / Compulsory

Univerzitetna koda predmeta / University course code: | PR2 / TUI2

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	20			120	40	6

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:	**Prerequisits:**
Izpolnjeni pogoji za vpis v 3.letnik študija.	Enrollment into third year of study.

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Vsebina:

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 na seminarju. 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, poglabljanje 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.

Content (Syllabus outline):

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 support; 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 on the seminar; 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. *Vzpostavljanje delovnega odnosa in osebnega stika*. Ljubljana: Fakulteta za socialno delo, 2005.

PODLESEK, A. (ur.). *Razvoj sistema supervizirane prakse v Sloveniji*. Ljubljana: Filozofska fakulteta Univerze v Ljubljani, 2016.

PODLESEK, A. (ur.). *The Development of the Supervised Practice of Psychologists in Slovenia*. Ljubljana: Filozofska fakulteta Univerze v Ljubljani, 2017. Dostopno na: https://knjigarna.ff.uni-lj.si/si/izdelek/1750/the-development-of-the-supervised-practice-of-psychologists-in-slovenia/.

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

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

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

Potrebno literaturo za izpopolnjevanje znanja študent izbira tudi sam oz. mu pri tem svetuje(jo) notranji in/ali zunanji mentor(ji) prakse, glede na organizacijo, v kateri opravlja prakso. / The student also chooses the necessary literature for improving his/her knowledge by himself or he is advised by an internship mentor, depending on the organization in which he/she is doing the internship.

Cilji in kompetence:	**Objectives and competences:**
Cilj Prakse 2 je osvojiti znanja in spretnosti za:	The objective of the Tuition 2 is to gain the knowledge and skills to:

Cilj Prakse 2 je osvojiti 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, - 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,	The objective of the Tuition 2 is to gain the knowledge and skills to: - develope 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

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- socialno akcijo z namenom zmanjševanja izključevanja in kreiranja družbenih sprememb,
- omogočanje in lajšanje dostopa do pomoči (virov in storitev) v skupnosti.

Učna enota prispeva k razvoju naslednjih splošnih kompetenc:
- razvoj komunikacijskih sposobnosti in spretnosti, posebej komunikacije v mednarodnem okolju,
- kooperativnost, delo v skupini (in v mednarodnem okolju),
- sposobnost uporabe znanja v praksi in reševanja problemov,
- etična refleksija in zavezanost profesionalni etiki,
- sposobnost kritične refleksije teoretskih argumentacij in dedukcije na konkretne probleme v interakcijskih, osebnih, kulturnih in družbeno strukturnih sistemih.

Učna enota prispeva k razvoju naslednjih predmetnospecifičnih kompetenc:
- sposobnost uporabe znanja in metod psihosocialnega svetovanja v konkretnih situacijah neposrednega dela s klienti,
- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov,
- uporaba kritične refleksije in redne supervizije za ocenjevanje tako svojega kot dela drugih,
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke svetovanja in psihosocialne pomoči, v katerih sodelujejo,
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti,
- zmožnost avtonomije v izvedbi posameznih nalog v profesionalni praksi,

community,
- social campaign with the aim of reducing exclusion and to create social change,
- allow and facilitate access to assistance (services and resources) in the community.

Learning unit contribute to the development of the following generic competences:
- development of communication skills, especially communication in the international environment,
- cooperation, team work (and in the international environment),
- ability to apply knowledge in practice and problem-solving ability,
- reflective capability and commitment to professional ethics,
- ability to critically reflect on theoretical arguments and deduction on concrete problems in interactional, personal, cultural and socio-structural systems.

Learning unit contributes to the development of the following subject specific competences:
- ability to use the methods and knowledge of psychosocial counselling in concrete situations with direct client work,
- ability of argumentative and respectful discussion and problem solving,
- use of critical reflection and regular supervision for the purpose of evaluating work of one self and other,
- ability to explore and reflect on one's personal involvement in the processes of psychosocial counselling and psychosocial support in which one is involved,
- ability to learn, professional development with a high degree of independence,
- ability of autonomy in performing individual tasks in professional practice,

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- zmožnost prevzemanja etične in profesionalne odgovornosti biti svetovalec.	- ability to take ethical and professional responsibility as a counsellor.

Predvideni študijski rezultati:

Intended learning outcomes:

Od študentov se pričakuje, da bodo zmožni: - sintetizirati svojo osebno integracijo teorije in svetovalne prakse, - poglabljati svoje učenje v skupini za osebno rast in razvoj z refleksijo, da je kontinuiran osebni razvoj del profesionalnosti, - delati kooperativno z drugimi, - raziskati in bolj kompleksno razumeti kontekst konkretne situacije psihosocialne pomoči, - demonstrirati zavedanje, kaj v določenem kontekstu psihosocialne pomoči ni mogoče, zavedanje problemov meja, vključujoč zaupnosti, v specifičnih situacijah, - izkazati zavedanje, da je redna in sprotna supervizija del profesionalnosti.	Students are expected to be able to: - synthesize their personal integration of theory and counselling 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, - work cooperatively with others, - explore and understand more complex context of a specific situation of psychosocial support, - 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:

Learning and teaching methods:

- konzultacije v okviru tutorske skupine: diskusija, dodatna razlaga, obravnava specifičnih vprašanj na podlagi predavane učne snovi, predhodnega študija teoretskih virov, refleksija skupinskega procesa idr., - seminar na način skupinske supervizije praktičnih izkušenj: študentke in študenti pripravijo poročilo o svoji praktični dejavnosti in vtisih v ustanovi psihosocialne pomoči in jih predstavijo na seminarju v okviru tutorske skupine; diskusija o teh izkušnjah, - izkustveno učenje v skupini za osebnostno rast, - uporaba spletne učilnice oziroma	- 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., - seminar with group supervision of practical experience: the students prepare a report about their practical activities and impressions in the orgaanization of psychosocial assistance and present it at a seminar in the context of tutoring groups; discussion on these experiences, - experiential learning in groups for personal growth,

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
drugih sodobnih IKT orodij.		- use of online classroom or other contemporary ICT tools.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
- Mentorjevo mnenje o delu študenta. - Ocena študentovega sodelovanja v tutorski skupini. Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.	50 % 50 %	- Mentor's evaluation of the student's work. - Assessment of the student's participation in the tutorial group. Grading scale - in accordance with the Rules of examination and evaluation of knowledge.

Reference nosilca / Lecturer's references:

Izbrane publikacije, predavanja / Selected publications, lectures:

KRIVEC, Jana. Smernice psihosocialne obravnave za delo z otroki in mladostniki begunci in migranti ter otroki in mladostniki brez spremstva. V: *Priročnik za podporo strokovnjakom za delo z otroki in mladostniki begunci in migranti ter otroki in mladostniki brez spremstva*. Enkratna izd. Ljubljana: Socialna zbornica Slovenije, [2017]. Str. 33-44, ilustr. Socialni izziv, 2017.

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.

KRIVEC, Jana. How to approach a migrant: a psychosocial view. *Research in social change*. Jan. 2016, vol. 8, iss. 1, str. 79-102.

KRIVEC, Jana, GOLOB, Tea. Psychosocial approach to migrants: current state, issues and improvement possibilities. *Innovative issues and approaches in social sciences*. May 2017, vol. 10, no. 2, str. 42-61.

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

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.

KRIVEC, Jana, GAMS, Matjaž. Virtual personal psychosocial counsellor. V: FOMICHOV, Vladimir (ur.), FOMICHOVA, Olga S. (ur.). *Kognitonika: zbornik 20. mednarodne multikonference Informacijska družba - IS 2017*, 9.-13. oktober 2017, [Ljubljana, Slovenia]: zvezek D = *Cognitonics: proceedings of the 20th International Multiconference Information Society - IS 2017*, 9th-13th October, 2017, Ljubljana, Slovenia: volume D. 20. mednarodna multikonferenca Informacijska družba - IS 2017, 9.-13. oktober 2017, Ljubljana, Slovenia. Ljubljana: Institut Jožef Stefan, 2017. Str. 38-42.

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

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.