

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Coaching
Course title:	Coaching

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

Izbirni / Optional

Univerzitetna koda predmeta / University course code:

COACH / COACH

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

Nosilec predmeta / Lecturer:

Doc. dr. Primož Rakovec / Assist. Prof. Primož Rakovec, 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:

- definicija in (zgodovinski) razvoj coachinga,
- teoretični pristopi (kognitivno vedenjski coaching, na rešitev osredotočeni pristop, na človeka osredotočeni pristop, narativni coaching, pozitivno psihološki pristop, NLP pristop),
- zvrsti in uporaba coachinga (izvedbeni coaching, razvojni coaching, vodstveni coaching, timski coaching, kolegialni coaching, življenjski coaching, karierni coaching),
- medkulturni coaching,
- coaching in duševno zdravje.

Content (Syllabus outline):

- definition and (historical) development of coaching,
- theoretical approaches (cognitive behavioural coaching, the solution-focused approach to coaching, the person-centred approach to coaching, narrative coaching, the positive psychology approach to coaching, the NLP approach to coaching),
- genres and contexts of coaching (skills and performance coaching, developmental coaching, executive and leadership coaching, team coaching, peer coaching, life coaching, career coaching),
- cross cultural coaching
- coaching and mental health.

Temeljni literatura in viri / Readings:

COX, Elaine, BACHKIROVA, Tatiana, CLUTTERBUCK David (Ed.). *The Complete Handbook of Coaching*. London: Sage, 2010.

NEENAN, Michael. *Cognitive Behavioural Coaching. Distinctive Features*. London: Routledge, 2018.

PALMER, Stephen, WHYBROW, Alison (Ed.). *Handbook of Coaching Psychology*. London: Routledge, 2008.

STARR, Julie. *The Coaching Manual. 4th Edition*. Edinburgh: Pearson Education Limited, 2016.

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

Cilji in kompetence:

Cilj predmeta je študentom približati uporabo coachinga na osebnem in poslovnem področju ter jih prek tega naučiti principov rabe osnovnih veščin in tehnik coachinga.

Pridobitev splošnih kompetenc:

- občutljivost za raznolikost in družbeno neenakost,
- kritično branje strokovnih govoric (diskurzivna ali epistemološka analiza) in njihovih učinkov v okviru procesa pomoči,
- kooperativnost, delo v skupini (in v mednarodnem okolju),

Objectives and competences:

The objective of the course is to acquaint the students with the use of coaching in the personal and business field and thus to teach them the principles of using basic skills and coaching techniques.

Acquisition of general competences:

- sensitivity to diversity and social inequality,
- critical reading of professional debates (discursive or epistemological analysis) and their effects in the context of the psychosocial support process,

- sposobnost uporabe znanja v praksi in reševanja problemov.

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,
- sposobnost timsko sodelovati tako s klientskimi sistemi kot strokovnjaki (tudi z eksperti drugih disciplin).

- cooperation, team work (and in the international environment),
- ability to apply knowledge in practice and problem-solving ability.

Acquisition of course-specific competences:

- ability to discuss and solve problems in an argumentative and respectful manner,
- ability to use resources autonomously to learn concrete content,
- ability to learn, professional development with a high degree of independence,
- the ability of teamwork with both client systems and experts (including experts from other disciplines).

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/ka:

- pozna (zgodovinski) razvoj coachinga,
- pozna in upošteva razlike v različnih teoretičnih pristopih h coachingu,
- osvoji znanje o zvrsteh in uporabnosti coachinga,
- pridobi strokovno usposobljenost in senzibilnost za reševanje psihosocialnih težav s pomočjo coachinga,
- razume pomen coachinga za ohranjanje duševnega zdravja.

Intended learning outcomes:

Knowledge and understanding:

Student:

- understands (historical) development of coaching,
- understands and considers the differences between different theoretical approaches to coaching,
- acquires knowledge about the types and usefulness of coaching,
- acquires professional competences and sensitivity to solve psychosocial problems with coaching,
- understands the importance of coaching for maintaining mental health.

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

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

Delež (v %) /

Načini ocenjevanja:Weight (in %) **Assessment:**

Pisni izpit	70 %	Written exam
Obveznosti vaj	30 %	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:*Praktične izkušnje iz področja/ Practical experience in the field:*

- Lastna coaching praksa (NLP Master Coach) (2010 -) / Private Coaching practice (NLP Master Coach) (2010 -).
- RAKOVEC, Primož. *Psihoterapija, svetovanje, coaching: stičišča in razlike: sodelovanje na okrogli mizi*, 6. decembra 2017, atrij ZRC, Ljubljana.

Izbrane publikacije, predavanja / Selected publications, lectures:

ERMAN, Nuša, GOLOB, Tea, JELOVAC, Dejan, RAKOVEC, Primož. The impact of internal dialogue on aggressive driving. *The social sciences*. [Online ed.]. ISSN 1993-6125, 2020, vol. 15, iss. 3, pp. 119-127.

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.]. ISSN 1854-9373, 2018, letn. 12, št. 1/2, str. 67-86.

RAKOVEC, Primož. *Kognitivno-vedenjski coachnig čustvene inteligence = Cognitive behavioural coaching of emotional intelligence*. Nova Gorica: Fakulteta za uporabne družbene študije, 2015.

RAKOVEC, Primož. Vpliv notranjega dialoga svetovalca začetnika na vodenje svetovalnega pogovora = Influence of the novice counsellor inner dialogue on the counselling conversation conducting. *Kairos: slovenska revija za psihoterapijo*. [Tiskana izd.]. ISSN 1854-9373, 2019, letn. 13, št. 1/2, str. 27-35.

RAKOVEC, Primož. The functions of inner dialogue while driving a car. *IASS – Innovative Issues and Approaches in Social Sciences*. [Spletna izd.]. ISSN 1855-0541, 2019, letn. 12, št. 3, str. 6-20.

RAKOVEC, Primož. Differences between psychotherapy and counselling. Who is looking for and who needs them. *Research in Social Change*, 2019, letn. 11, št. 1, str. 4-18.