

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Supervizija in intervizija
Course title: Supervision and Intervention

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	The programme has no fields		

Vrsta predmeta / Course type

Obvezni / Compulsory

Univerzitetna koda predmeta / University course code:

SI / SI

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	0	30	0	0	130	6

Nosilec predmeta / Lecturer:

Izr. prof. dr. Nevenka Podgornik / Assoc. Prof. Nevenka Podgornik, 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:**

Vpis v tretji letnik.

Prerequisites:

Enrolment into the third year of study.

Vsebina:

Predmet sestavljajo sledeče tematike:

- opredelitev pojma in metode supervizije, njenih ciljev in funkcije,
- modeli, metode in tehnike supervizije,
- razvoj supervizije kot posebne metode,
- pogoji za supervizijo,
- supervizijski proces,
- paralelni procesi v superviziji,
- specifičnost supervizije kot podpore strokovnim delavcem in prostovoljcem v praksi,
- izkustveno učenje v superviziji,
- supervizija kot metoda podpore in pomoč za obvladovanje stresnih situacij,
- supervizija kot komunikacijski proces,
- povezanost osebnostnega in profesionalnega razvoja,
- intervizija – specifična oblika skupnega učenja strokovnjakov (metode intervizije),
- etika v superviziji,
- vodenje dokumentacije o delu v superviziji,
- pomen supervizije za razvoj in ohranjanje profesionalne identitete.

Content (Syllabus outline):

The course consists of the following topics:

- the definition of the concept and method of supervision, its objectives and functions,
- models, methods and techniques of supervision,
- the development of supervision as a particular method,
- the conditions for supervision,
- the process of supervision,
- parallel processes in supervision,
- the specificity of supervision as a support for professional workers and volunteers at practice,
- empirical study in supervision,
- supervision as a support method and assistance for controlling stressful situations,
- supervision as a communication process,
- the connection between personal and professional development,
- intervision – a specific form of group study for experts (intervision methods),
- ethics in supervision,
- managing the documentation regarding the work in supervision,
- the meaning of supervision for the development and the preservation of professional identity.

Temeljni literatura in viri / Readings:

HAWKINS, Peter, SHOHET, Robin. *Supervision in the helping professions*. Philadelphia: Open University Press, 2006.

SALIGMAN, E. Martin. *The hope circuit: a psychologist's journey from helplessness to optimism*. London: Nicholas Brealey Publishing, 2018.

KOBOLT, Alenka. (ur.). *Metode in tehnike supervizije*. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta, 2004.

KOBOLT, Alenka, ŽORGA, Sonja. *Supervizija: proces razvoja in učenja v poklicu*. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta, 2006.

LADANY, Nicholas, BRADLEY, Loretta (eds.). *Counselor Supervision*. London. New York: Routledge, 2010.

MILOŠEVIČ ARNOLD, Vida, ERZAR METELKO, Doris. VODEB-BONAČ, Marta, MOŽINA. Miran. *Supervizija – znanje za ravnanje*. Ljubljana: Socialna zbornica Slovenije, 1999.

MILOŠEVIČ ARNOLD, Vida. *Supervizija v socialnem delu*. Ljubljana: Univerza v Ljubljani, Fakulteta za socialno delo, 2009.

ŽORGA, Sonja (ur.). *Modeli in oblike supervizije*. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta, 2002.

Cilji in kompetence:

Cilj predmeta je seznaniti študenta s temelji supervizijskega in intervizijskega procesa na področju psihosocialnega dela z učenjem uporabe znanja v praksi.

Pridobitev splošnih kompetenc:

- poznavanje in razumevanje osnovnih konceptov in metod, seznanjenost z novostmi na področju študija,
- sposobnost uporabe znanja v praksi in reševanja problemov,
- etična refleksija in zavezanost profesionalni etiki,
- kooperativnost, delo v skupini (in v mednarodnem okolju),
- sposobnost uporabe virov in ustrezno citiranje virov,
- sposobnost dokumentiranja podatkov in njihove predstavitve strokovni in laični javnosti,
- občutljivost za raznolikost in družbeno neenakost,

Predmetno-specifične kompetence:

- sposobnost uporabe znanja in metod psihosocialnega svetovanja v konkretnih situacijah neposrednega dela s klienti,
- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov,

Objectives and competences:

The aim of the course is to acquaint the student with the basics of supervision and intervention process in the field of psychosocial work by learning to use knowledge in practice.

Acquisition of general competences:

- knowledge and understanding of basic concepts and methods, familiarity with innovations in the field of study,
- ability to apply knowledge in practice and problem-solving ability,
- reflective capability and commitment to professional ethics,
- cooperation, team work (and in the international environment),
- ability to use sources and appropriate citation of sources,
- ability to document data and present them to the expert and general public,
- sensitivity to diversity and social inequality.

Acquisition of course-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,
- capability to autonomously use resources for learning concrete content,

- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin,
- poznavanje skupinske dinamike v primeru dela s skupino in/ali sosvetovalci,
- uporaba kritične refleksije in redne supervizije za ocenjevanje tako svojega dela kot tudi dela drugih,
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke svetovanja in psihosocialne pomoči, v katerih sodelujejo,
- zmožnost razumevanja kritičnega vrednotenja implikacij problemov kulture, rase, spola, seksualnih orientacij za svetovalno in psihosocialno delo,
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti,
- zmožnost zavedanja in upoštevanja konteksta svetovalne situacije, njegovih meja in sposobnost prilagoditve z ustreznim pristopom,
- zmožnost avtonomije v izvedbi posameznih nalog v profesionalni praksi,
- zmožnost prevzemanja etične in profesionalne odgovornosti biti svetovalec,
- občutljivost za raznolikost in družbeno neenakost.

- knowledge of group dynamics in group work and/or with a co-counsellor,
- use of critical reflection and regular supervision for the purpose of evaluating work of one self and others,
- 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 understand the critical evaluation of the implications of problems of culture, race, gender, sexual orientation for counselling and psychosocial work,
- ability to learn, professional development with a high degree of independence,
- ability to be aware of and take into account the context of the counselling situation, its boundaries and the ability to adapt with an appropriate approach,
- ability of autonomy in performing individual tasks in professional practice,
- ability to take ethical and professional responsibility as a counsellor,
- sensitivity to diversity and social inequality.

Predvideni študijski rezultati:

Znanje in razumevanje:

- uporabiti relevantne teorije v procesu supervizije in intervizije,
- razlikovati različne modele in vrste supervizije,
- identificirati strukturo in procese v superviziji,
- oceniti model in tehniko supervizije;
- uporabiti metode intervizije,
- razviti spretnost komuniciranja,

Intended learning outcomes:

Knowledge and understanding:

- apply relevant theories to the supervision process,
- differentiate various models and types of supervision,
- identify the structure and the processes in supervision,
- evaluate the model and the technique of supervision,
- to use the method of intervention,
- develop a communication skill,

- razumeti delovanja institucij in izboljševanje institucionalnih praks na konkretnem področju,
- razviti strokovno avtonomijo v dialogu z različnimi akterji, institucijami in javnostjo,
- ovrednotiti lastne prakse na konkretnem področju,
- napisati supervizijsko/intervizijsko poročilo in voditi supervizijsko/intervizijsko dokumentacijo.

- understand the operation of institutions and ameliorating the institutional practical work in a concrete field,
- develop a professional autonomy in a dialogue with other agents, institutions and the public,
- evaluate one's own practical work in a concrete field,
- write a supervision/intervision report and manage the documentation about supervision/intervision.

Metode poučevanja in učenja:

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, analiza primerov, vprašanja),
- vaje, ki temeljijo na izkušenjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, aktivna vloga, refleksija, evalvacija, samoevalvacija),
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij.

Learning and teaching methods:

- lectures with the active participation by the students (explanation, discussion, presentation, problems solving, questions),
- seminars based on experience learning, participation in problem learning (independent study, discussion, explanation, observation, team work, active role, reflection, evaluation, self-evaluation),
- use of online classroom or other contemporary ICT tools.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Intervizijska dokumentacija (dogovor, poročila in evalvacija)	50%	Intervision documentation (agreement, reports and evaluation)
Pisni izpit	50%	Written examination
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:

PODGORNIK, Nevenka. Možne paralele med supervizijskim in terapevtskim procesom. *Socialni izziv*, dec. 2010, letn. 16, št. 32, str. 30-32.

PODGORNIK, Nevenka. Reality psychotherapeutic process with a person that has mental disorders. *Research in social change*, 2012, no. 4, iss. 3, str. 187-216.

PODGORNIK, Nevenka. Depression: a socio-cultural way of manifesting women's psychological crises. *Anthropol. noteb.*, 2012, year 18, no. 2, str. 55-67.

PODGORNIK, Nevenka. Terapevtsko-svetovalni proces z osebo, zasvojeno s spolnostjo = A counselling process with a person addicted to sex. *Kairos*, 2012, letn. 6, št. 1-2, str. 67-84.

PODGORNIK, Nevenka. Mental health as a public social problem. *Global journal of human social sciences*, 2014, vol. 14, issu. 1, str. 22-31.

PODGORNIK, Nevenka. A Psychotherapeutic treatment of psychosomatic problems. *Innovative issues and approaches in social sciences*, 2014, vol. 7, no. 3, str. 148-166.

PODGORNIK PULEC, Nevenka. *Mental health in modern society: insight into psychotherapeutic practice*. Bloomington: AuthorHouse, 2019.
