

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** Modalitete kognitivno-vedenjskega svetovanja  
**Course title:** Modalities of Cognitive Behavioral Therapy

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga Psychosocial counselling, master, second	Psihosocialno svetovanje v športu Psychosocial counselling in sport	Prvi First	Drugi Second

**Vrsta predmeta / Course type**

Obvezni / Obligatory

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

MKVS / MCBT

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		10			90	4

**Nosilec predmeta / Lecturer:**

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

**Jeziki /  
Languages:**

**Predavanja /  
Lectures:** Slovensko / Slovenian, Angleško / English

**Vaje / Tutorial:** Slovensko / Slovenian, Angleško / English

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

Pogoj za vključitev v delo je vpis v 1. letnik magistrskega študija.

**Prerequisites:**

Prerequisite for the subject is the enrollment in the 1st year of master study.

**Vsebina:**

Vsebinsko je predmet razdeljen na dva glavna sklopa:

1. Obravnava kognitivno vedenjskih pristopov tretjega vala: terapija sprejemanja in predanosti (ACT), dialektično vedenjska terapija (DVT), shema terapija, na čuječnosti osnovani programi kognitivno vedenjske terapije (izvor, značilnosti, tehnike in metode ...). Specifike posameznega pristopa in stične točke med pristopi.
2. Uporaba tehnik in metod posameznega pristopa tretjega vala v psihosocialnem svetovanju po kognitivno vedenjskem pristopu.

**Content (Syllabus outline):**

The subject is divided into two main sections:

1. Consideration of third-wave cognitive behavioral approaches: Acceptance and commitment therapy (ACT), Dialectical behavioral therapy (DVT), Schema Therapy, Mindfulness-based CBT programs (origin, characteristics, techniques and methods...). The specifics of each approach and similarities between the approaches.
2. Use of techniques and methods of individual third wave approach in psychosocial counselling based on cognitive behavioral approach.

**Temeljni literatura in viri / Readings:**

Izbor iz: / Selection from:

STAROVASNIK, Barbara Ž., ZADRAVEC Tina, JANJUŠEVIĆ Peter (ur.). *NOVEJŠA spoznanja in kognitivno vedenjski pristopi pri obravnavi različnih skupin klientov v terapevtski praksi*. Ljubljana: Društvo za vedenjsko in kognitivno terapijo Slovenije, 2017.

HAYES, Steven C., STROSAHL Kirk D., WILSON Kelly G. *ACT. The Process and Practice of Mindful Change*. New York: The Guilford Press, 2012.

HERBERT, James D., FORMAN Evan M., ur. *Acceptance and Mindfulness in CBT. Understanding and Applying the New Therapies*. New Jersey: Wiley & Sons, Inc, 2011.

REIS DE OLIVIERA, Irismar, ur. *Standard and Innovative Strategies in CBT*. Rijeka: InTech, 2012.

FURNISS, Jane M., ur. *Cognitive-Behavioural Approaches. An Introduction to Theory and Research*. London: HMIP, 2000.

HAYES, Steven C., FOLLETTE Victoria M., LINEHAN Marsha M. (ur.). *Mindfulness and Acceptance. Expanding the Cognitive-Behavioral Tradition*. New York: The Guilford Press, 2005.

SWALES, Michaela A., HEARD Heidi L. *Dialectical Behaviour Therapy. Distinctive Features*. London: Routledge, 2009.

YOUNG, Jeffrey E., KLOSKO Janet S., WEISHAAR Marjorie E. *Schema Therapy. A Practitioner's Guide*. New York: Guilford Press, 2003.

**Cilji in kompetence:**

Cilj predmeta je poglobljeno poznavanje teoretičnih osnov kognitivno vedenjskih pristopov tretjega vala.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost poglobljene kritične analize, sinteze in predvidevanja rešitev ter posledic
- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih
- etična refleksija in zavezanost profesionalni etiki, prevzemanje osebne in družbene odgovornosti, povezane z uporabo osvojenih znanj
- poglobljena in detajlna raven razumevanja teoretičnih in kliničnih načel izbranega svetovalnega pristopa in njihovega odnosa do splošnih svetovalnih načel
- zmožnost poglobljenega kritičnega odnosa do izbranega svetovalnega pristopa in presojanja njegovih meja ter primerjanja z drugimi alternativnimi pristopi
- sposobnost sintetizirati lastno integracijo teorije, svetovalne prakse ter izkušenj procesa osebne rasti
- zmožnost formulirati in uporabiti model psihosocialne pomoči v skladu z izbranim pristopom
- sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo

**Predvideni študijski rezultati:**

- demonstrirati poglobljeno in detajlno raven razumevanja teoretičnih in praktičnih posameznega pristopa

**Objectives and competences:**

The aim of the course is an in-depth understanding of theoretical foundations of the third-wave cognitive behavioural approaches.

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

- the ability of critical analysis, synthesis and prediction of solutions and consequences
- the ability to apply knowledge in practice and the ability of creative problem solving in new or unusual contexts
- ethical reflection and commitment to professional ethics, acceptance of personal and social responsibility associated with the use of acquired knowledge
- understanding of the theoretical and clinical principles of selected counselling approach and their relationship to the general principles of counselling
- the ability of an in-depth critical attitude towards selected modality or approach and evaluating its limitations, and comparing with other alternative approaches
- the ability to synthesize their own integration of theory, counselling practice, and experience of the process of personal growth
- the ability to formulate and to use the model of psychosocial help in line with selected psychotherapeutic approach
- the ability to research, reflect and control their personal involvement in the processes of psychosocial help, which they co-create and run

**Intended learning outcomes:**

- demonstrate in-depth and detailed understanding of theoretical and practical principles of an individual approach

- formulirati model človeškega delovanja in posameznikov razvoj, formulirati model svetovalne spremembe
- uporabljati zahtevnejšo raven teoretičnega znanja za razvijanje hipotez in generativnih odzivov na svetovalne situacije, kar lahko vključuje tudi kreativnost in odprtost za terapevtsvo spremembo
- poglobiti kritičen odnos kognitivno vedenjskega svetovalnega pristopa, presoјati njegove meje in ga primerjati z drugimi alternativnimi pristopi
- kreativno ravnati s kompleksnimi, nepredvidljivimi in posebnimi situacijami

- formulate a model of human activity and the development of individuals, to formulate a model of counselling change
- use of a higher level of theoretical knowledge for developing hypotheses and generative responses to the counselling situations, which may include therapist's creativity and his openness to change
- the ability to in-depth critical attitude towards selected cognitive behavioural counselling approach, of assessing its limitations, and comparing with other alternative approaches
- creatively deal with complex, unpredictable and special situations

#### Metode poučevanja in učenja:

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- eksperimentalne vaje, ki vključujejo različne oblike izkustvenega skupinskega dela (skupinske diskusije na podlagi predhodnega študija teoretskih virov, skupinski proces, terapevtsko delo v trojkah, supervizije v živo, delo v vrstniških skupinah, igre vlog, demonstracije metod in tehnik)
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)

#### Learning and teaching methods:

- lectures with students' active participation (lecture, discussion, questions, examples, problem solving exercises)
- experimental exercises involving various forms of experiential teamwork (group discussion on the basis of previous study of theoretical resources, group process, therapeutic work in threes, live supervisions, work in peer groups, role play, demonstrations of methods and techniques)
- use of online classroom or other contemporary ICT tools
- individual and group consultations (discussion, additional explanation, dealing with specific questions)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Preverjanje na podlagi treh ocenjenih esejev, ki demonstrirajo integracijo teorije in osebne izkušnje (prakse).  Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.	100	Assessment based on the evaluation of three essays that demonstrate integration of theory and personal experience (practice).  Grading is in accordance with the Faculty's evaluation Ordinance.

### Reference nosilca / Lecturer's references:

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

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, RAKOVEC, Primož. Depresija in njen vpliv na delovno učinkovitost. V RASPOR, Andrej (ur.). *S skrbjo za sodelavce do boljših rezultatov podjetja*. Dolga Poljana: Perfectus, 2019.

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

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, GAMS, Matjaž. Virtual personal psychosocial counsellor. In: FOMICHOV, Vladimir (ed.), FOMICHOVA, Olga S. (ed.). *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, ilustr. ISBN 978-961-264-115-3. <https://is.ijs.si/archive/proceedings/2017/files/Zbornik%20-%20F.pdf>.

KRIVEC, Jana, RAKOVEC, Primož, STEPIŠNIK PERDIH, Tjaša. The role of ICT in adolescents dealing with psychosocial problems. In: MAKAROVIC, Matej (ed.), RONČEVIĆ, Borut (ed.). *Technology and social choices in the era of social transformations*. Berlin [etc.]: P. Lang, 2020. Str. 59-79, ilustr. ISBN 978-3-631-80821-4.

KRIVEC, Jana. Cognitive processes and information technology in education. In: RONČEVIĆ, Borut (ed.), TOMŠIČ, Matevž (ed.). *Information society and its manifestations : economy, politics, culture*. Frankfurt am Main [etc.]: PL Academic Research, cop. 2017. ISBN 978-3-631-7035-71.

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. 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.