UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Metode kognitivno-vedenjskega pristopa v psihosocialnem svetovanju
Course title:	Methods of Cognitive Behavioral Approach in Psychosocial Counselling

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga	Psihosocialno svetovanje	Drugi	Tretji
Psychosocial counselling, master, second	Psychosocial counselling	Second	Third

Vrsta predmeta / Course type   Obvezni / Obligatory

Univerzitetna koda predmeta / University course code: MKVPPS / MCBAPC

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		20			110	5

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:	**Prerequisits:**
Opravljen predmet Struktura in postopki svetovalnega procesa oziroma drug podoben predmet.	Completed requirements for Structure and procedures of counselling process or similar course.

Vsebina:	**Content (Syllabus outline):**
Vsebinsko je predmet razdeljen na tri glavne sklope:	The subject is divided into three main sections:
1. Uporaba kognitivnih tehnik v procesu svetovanja: odkrivanje in obravnava negativnih avtomatskih misli, odkrivanje in spreminjanje vmesnih prepričanj (sklepanj in vrednotenj) in razkrivanje jedrnih prepričanj, ter utrjevanje novih jedrnih prepričanj.	1. The use of cognitive techniques in the counseling process: discovering and addressing negative automatic thoughts, discovering and modifying intermediate beliefs (inferences and evaluations), revealing core beliefs, and reinforcing new core beliefs.
2. Uporaba vedenjskih tehnik v svetovalnem procesu: trening socialnih veščin, upravljanje soodvisnosti, relaksacija, terapevtsko izpostavljanje, modifikacija avtomatiziranega vedenja.	2. The use of behavioral techniques in the counseling process: social skills training, interdependence management, relaxation, therapeutic exposure, modification of automated behavior.
3. Prikazi primerov: študentje prikažejo primere svojih svetovalnih obravnav, analize primerov in povezave z relevantno teorijo, ter predloge in izhodišča za izboljšanje prakse.	3. Case studies: students present examples of their own counselling treatments, analysis of examples and links to relevant theory, suggestions and starting points for improving their practice.

Temeljni literatura in viri / Readings:

JOSEFOWITZ, Nina, MYRAN David. *CBT Made Simple. A Clinician's Guide to Practicing CBT*. Oakland: New Harbinger Publications, Inc, 2017.

TROWER, Peter, JONES Jason, DRYDEN Windy. *CBC in action. 3rd Ed*. London: Sage, 2016.

BECK, Judith S. *CBT. Basics and Beyond. 2nd Ed*. New York: The Guildford Press, 2011.

Counselling Professions Act 2012.
http://justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=23878&l=1.

CRANE, Rebecca. *Mindfulness-Based Cognitive Therapy*. London: Routledge, 2009.

CULLY, Jeffrey A., TETEN Andra L. *A Therapist's Guide to Brief Cognitive Behavioral Therapy*. Huston: Department of Veterans Affairs, 2008.

DRYDEN, Windy. *Counselling in a Nutshell*. London: Sage, 2006.

DRYDEN, Windy, BRANCH Rhena. *The Fundamentals of REBT. A Training Handbook. 2nd Ed*. Chichster: Wiley & Sons Ltd, 2008.

EAC (European Association for Counselling). *Training Standards, Accreditation and Ethical Charter*. Newcastle upon Tyne: EAC, 2013.

HACKMANN, Ann, BENNETT James L., HOLMES Emily A. *Oxford Guide to Imagery in Cognitive Therapy*. Oxford: Oxford University Press, 2011.

KAPLAN, David M., TARVYDAS Vilia M., GLADDING Samuel T. »20/20: A Vision for the Future of Counseling: The New Consensus Definition of Counseling.« *Journal of Counseling & Development 92*: 366–372, 2014.

LAMBERT, Michael J. »Psychotherapy outcome research: Implications for integrative and eclectic therapists.« V *Handbook of psychotherapy integration. 2nd Ed*., ur. NORCROSS John C., GOLDFRIED Marvin R., 94–129. New York: Oxford University Press Inc, 1992.

NEENAN, Michael, DRYDEN Windy. *REBT in a Nutshell*. London: Sage, 2006.

NELSON-JONES, Richard. *Practical Counselling and Helping Skills. 6th Ed*. London: Sage Publications Ltd, 2014.

O'DONOUHE, William T., FISHER Jane E., ur. *CBT. Core Principles for Practice*. New Jersey: Willy & Sons, 2012.

PASTIRK, Samo. »Uvod v kognitivno terapijo.« V *Izbrane teme iz vedenjsko-kognitivne terapije. Zbornik II*, ur. ANIĆ Nada, JANJUŠEVIĆ Peter, 5 – 19. Ljubljana: Društvo za vedenjsko in kognitivno terapijo, 2007.

RIBIČ, Branka H. »Vedenjska terapija – od teorije k terapiji.« V *Izbrane teme iz vedenjsko-kognitivne terapije. Zbornik II*, ur. ANIĆ Nada, JANJUŠEVIĆ Peter, 20 – 37. Ljubljana: Društvo za vedenjsko in kognitivno terapijo, 2007.

WAMPOLD, Bruce E. *The Great Psychotherapy Debate: Models, Methods, and Findings*. New York: Lawrence Earlbaum Associates, 2001.

WESTBROOK, David, KENNERLY Helen, KIRK Joan. *An Introduction to CBT. Skills and Applications. 2nd Ed*. London: Sage, 2001.

Cilji in kompetence:	Objectives and competences:
Cilj predmeta je poglobljeno poznavanje in praktična aplikacija metod in tehnik kognitivno vedenjskega svetovalnega pristopa ter učenje načina prikazovanja obravnavanih primerov. Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:	The aim of the course is an in-depth knowledge and practical application of methods and techniques of cognitive behavioral counselling approach as well as learning how to present examples of their own counselling treatments.

- avtonomnost v strokovnem delu - zmožnost formulirati in uporabiti model psihosocialne pomoči v skladu z izbranim svetovalnim pristopom - sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči - zmožnost dokumentirati in predstaviti svoje svetovalno delo tako strokovni kot laični javnosti za diskusijo in vzajemno učenje - zmožnost soustvarjati rešitve psihosocialnih problemov, kreativno ravnati s kompleksnimi nepredvidljivimi in posebnimi situacijami	Learning unit contributes to the development of generic and subject specific competences: - autonomy in professional work - the ability to formulate and to use the model of psychosocial help in line with selective counselling approach - the ability to research, reflect on and control their personal involvement in the processes of psychosocial help - the ability to document and present their counselling work to professional and lay public with the aim of discussion and mutual learning - the ability to co-create solutions to psychosocial problems, to creatively deal with complex, unpredictable and special situations

Predvideni študijski rezultati:	**Intended learning outcomes:**
- zaupno in spoštljivo ravnati v konfliktnih situacijah s klienti, kar vključuje tudi zmožnost ustreznega odnosa do klientov, ki posegajo v meje, so nespoštljivi, jezni itd. - kritično in konsistentno reflektirati svoje funkcioniranje v svetovalnem procesu za izboljšavo svoje prakse - uporabljati kritično refleksijo in redno intervizijo ter supervizijo za ocenjevanje tako svojega dela s klienti kot dela drugih - konceptualizacije svetovalnega procesa in uporabe intervenc - raziskovati osebno vpletenost in demonstrirati refleksijo ter ustrezni nadzor osebne vpletenosti v postopke svetovanja, ki jih soustvarjajo in vodijo - predstavljati svoje svetovalno delo (tako strokovni kot laični javnosti) za diskusijo in vzajemno učenje - intenzivirati in poglabljati spoštljivo in zaupno strokovno komunikacijo z drugimi kolegi, tudi z eksperti na drugih področjih - demonstrirati zmožnost sodelovanja z drugimi, tako klientskimi sistemi kot	- to handle conflict situations with clients in confidential and respectful way, including the appropriate attitude towards clients, which invade personal boundaries, are disrespectful, angry, etc. - critically and consistently reflect their own functioning in the counselling process with the aim to improve their practice - use critical reflection and regular intervision and supervision to assess both their own work with clients as well as the work of others - conceptualisation of the counselling process and the use of interventions, - explore personal involvement and demonstrate reflection and adequate control of personal involvement in the processes of counselling - present their counselling work (to both, professional and lay public) for discussion and mutual learning - intensify and deepen respectful and confidential professional communication with other colleagues, also with experts in different fields

	strokovnjaki (tudi eksperti drugih disciplin) za oblikovanje možnih rešitev,		-	demonstrate the ability to work with others, both of client's systems and experts (including experts from other disciplines) to create possible solutions
-	uporabljati zahtevnejšo raven teoretičnega znanja za razvijanje hipotez in generativnih odzivov na svetovalne situacije, kar lahko vključuje tudi kreativnost in odprtost za svetovalčevo spremembo		-	use of advanced theoretical knowledge for developing hypotheses and generative responses to counselling situations, which may include counselor creativity and openness to change

Metode poučevanja in učenja: **Learning and teaching methods:**

- 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, svetovalno delo v trojkah, intervizije in supervizije, 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)	- 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, counselling work in threes, intervisions and 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:
Ocenjevanje demonstracije pridobljenih svetovalnih veščin in spretnosti. Izdelava komentiranega transkripta odlomka in konceptualizacije primera iz svetovalnega dela.	30	Evaluation based on demonstration of acquired counselling skills. Producing commented transcript excerpt and case conceptualization from the counselling work.
Pisni izpit.	70	Written exam.
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		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.

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: MAKAROVIČ, 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.

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.