UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Praktikum: Psihosocialno svetovanje z intervizijo in supervizijo
Course title:	Practicum: Psychosocial Counselling with Intervision and Supervision

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

Vrsta predmeta / Course type Obvezen / Obligatory

Univerzitetna koda predmeta / University course code: PSIS / PCIS

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	20	20		200	270	17

Nosilec predmeta / Lecturer: doc. dr. Tjaša Stepišnik Perdih / Assist. Prof. Tjaša Stepišnik Perdih, 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:

Izpolnjeni pogoji za vpis v 2. letnik magistrskega študija. Opravljena predmeta Osnove psihosocialnega svetovanja in Trening psihosocialnega svetovanja oziroma podobna predmeta.

Prerequisits:

The conditions for enrollment into the 2. academic year MA. Finished courses Basics of psychosocial counselling and Psychosocial counselling training or similar courses.

Vsebina:	**Content (Syllabus outline):**
Vsebinsko je predmet razdeljen na pet glavnih sklopov: - praksa v ustanovah, ki izvajajo psihosocialno pomoč in prihosocialno svetovanje - intervizija in supervizija prakse v okviru tutorske skupine: študentke in študenti pripravijo poročila o svoji dejavnosti in vtisih v ustanovi in jih predstavijo na seminarju - izmenjava mnenj o teh izkušnjah v skupini, njihovo navezovanje na teoretske koncepte s poskusi večje sinteze oz. integracije teoretičnega znanja in praktičnih izkušenj - krepitev sposobnosti (samo)opazovanja in (samo)reflektiranja, identificiranja z bodočo vlogo strokovnjaka na področju psihosocialne pomoči, sodelovanja s strokovnjaki drugih disciplin - tutorska skupina ostaja mesto za izmenjavo znanj, vprašanj, dilem, poglabljanje razumevanja sprotne študijske snovi idr. - samostojno svetovalno delo pod supervizijo - supervizija prakse v ustanovah in samostojnega svetovalnega dela v okviru tutorske skupine pod vodstvom mentorja - individualna osebna izkušnja	The course is divided into five main sections: - practice in institutions for psychosocial support and counselling - intervision and supervision practices in the context of tutoring groups: students prepare reports on their activities (different tasks set out in the practice guide) and impressions in an institution and present it at the seminar - exchange of views on these experiences in a group, their links to the theoretical concepts through attempts for increased synthesis and integration of theoretical knowledge and practical experience - strengthening the abilities of (self) monitoring and (self) reflection, identification with the future role of the expert in the field of psychosocial assistance, cooperation with experts from other disciplines - tutorial group remains a place for the exchange of knowledge, issues, dilemmas, deepening the understanding of the study materials, etc. - individual counselling work under supervision - supervision of practice in institutions and individual counselling work within tutoring group led by a mentor - individual personal experience

Temeljni literatura in viri / Readings:

TROWER, Peter, Jason JONES in Windy DRYDEN. *Cognitive Behavioural Counselling in Action. 3rd Ed.* London: Sage, 2016.

FALL, Kevin A. *Group Counseling: Process and Technique*. Routledge, 2013.

HAWKINS, Peter; SHOHET, Robin. *Supervision in the helping professions*. McGraw-Hill Education (UK), 2012.

AUSTRALIAN INSTITUTE OF PROFESSIONAL COUNSELLORS. *Counsellor Skill Assesment Workbook*. Fortitude Valley: J & S Garret Pty Ltd., 2010.

BECK, Judith S. *Cognitive therapy for challenging problems: What to do when the basics don't*

work. Guilford Press, 2011.

BERMAN, Pearl S., et al. *Interviewing and diagnostic exercises for clinical and counseling skills building*. Routledge, 2004.

CRANE, Rebecca. *Mindfulness-Based Cognitive Therapy.* Hove, East Sussex: Routledge, 2009.
JACOBS, Ed E., et al. *Group counseling: Strategies and skills*. Cengage learning, 2011.

https://www.psychologytools.com/

Cilji in kompetence:

Cilj: Tutorsko skupino, v kateri sodeluje študent, vodi mentor, praktik psihosocialnega svetovanja, sicer pa je glavni pomen tega konteksta, da je varno mesto medosebne in učne podpore za poglabljanje, preverjanje in ocenjevanje osvojenega znanja, študentovega svetovalnega dela. Študent v sprotnih konzultacijah mentorjem poglablja refleksijo svojih osebnih izkušenj in interpretacij opaženega.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:
- razvoj komunikacijskih sposobnosti in spretnosti, obvladovanje (sodelovanje, koordiniranje, vodenje, soustvarjanje) komunikacije v mednarodnem okolju, tudi z eksperti na drugih področjih
- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih
- kooperativnost, delo v skupini (in v mednarodnem okolju)
- zmožnost avtonomno uporabljati vire za učenje z demonstracijo spretnosti upravljanja in integriranja informacij
- sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo
- sposobnost dokumentirati ter analizirati supervizijske rezultate in jih uporabiti pri nadaljnjem psihosocialnem delu
- zavedanje in izkazovanje etične in profesionalne odgovornosti biti svetovalec

Objectives and competences:

Objective: Tutor group in which students participate it is led by mentor, practitioner of psychosocial counselling, namely, the main significance of this context is that it is a safe place of interpersonal and learning support for deepening, testing and evaluation of acquired knowledge, the student's counselling work. Student in real-time consultations with mentor deepens reflection on her personal experiences and interpretations of the seen.

Learning unit contribute to the development of the following generic and subject specific competences:
- development of communication skills, capability to communicate (cooperation, coordination, leadership, co-creation) in an international environment and with experts on various fields
- the ability to apply knowledge in practice and innovative, creative problem solving in new or unusual contexts
- cooperation, working in a group (also in international environment)
- the ability to autonomously use resources for learning by demonstrating management skills and integration of information
- the ability to research, reflect and control their personal involvement in the processes of psychosocial help which they co-create and run
- the ability to document and analyze

za psihosocialno pomoč, obvladovanje implikacij etičnih vprašanj in dilem, vezanih tudi na specifične svetovalne pristope	results of supervision and use them for further psychosocial work - awareness and demonstration of ethical and professional responsibility of being a psychosocial counsellor, managing implications of ethical issues and dilemmas related to the specific counselling approaches

Predviden študijski rezultati: / **Intended learning outcomes:**

Predvideni študijski rezultati:	Intended learning outcomes:
- demonstrirati splošno raven razumevanja teoretičnih in praktičnih načel kognitivno vedenjskega pristopa in jih postaviti v odnos do splošnih načel - avtonomno uporabljati vire za učenje konkretnih vsebin - uporabljati kritično refleksijo in redno intervizijo ter supervizijo za svoj študijski in osebni razvoj - vključiti se v dejavnosti za osebno rast in razvoj - zavedanje, da je kontinuiran osebni razvoj del profesionalnosti - kooperativno sodelovanje z drugimi za oblikovanje možnih rešitev - zavedanje problemov meja, vključujoč zaupnosti, v specifičnih situacijah - zavedanje, da je redna in sprotna supervizija del profesionalnosti - sintetizirati svojo osebno integracijo teorije in prakse - vključevati se spoštljivo in zaupno v strokovno komunikacijo z drugimi kolegi - delati kooperativno z drugimi	- demonstrate the general level of understanding of the theoretical and practical principles of cognitive behavioral approach and put them in relation to the general principles - autonomously use resources for learning specific content - use critical reflection and regular intervison and supervision for their academic and personal development - engage in personal growth and development - being aware that continuous personal development is part of the professionalism - cooperative collaboration with others to create possible solutions - awareness of the problems of borders, including confidentiality in specific situations - awareness that regular and real-time supervision is part of the professionalism - synthesize their personal integration of theory and practice - respectfully and confidentially include in professional communication with other colleagues - to work cooperatively with others

Metode poučevanja in učenja:	Learning and teaching methods:
- praksa v ustanovah za psihosocialno pomoč in svetovanje in supervizija prakse v okviru tutorske skupine - samostojno terapevtsko delo pod supervizijo v okviru kognitivno vedenjskega pristopa - supervizija prakse v ustanovah in samostojnega svetovalnega dela v okviru tutorske skupine pod vodstvom mentorja praktika - uporaba spletne učilnice oziroma drugih sodobnih IKT orodij - individualna osebna izkušnja	- practice in institutions for psychosocial support and counselling and their supervision in the context of tutoring groups - individual counselling work under supervision within the cognitive behavioral approach - supervision of the practice in institutions and individual counselling work within the tutoring group led by a mentor practitioner - use of online classroom or other contemporary ICT tools - individual personal experience

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Ocena poročila o praksi (preverjanje in ocenjevanje osvojenih praktičnih kompetenc študenta).	60	Evaluation report on the practical work (examination and evaluation of the gained practical competencies of student).
Ocena študentovega sodelovanja v tutorski skupini.	40	Assessment of the student's participation in the tutorial group.
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:

STEPIŠNIK PERDIH, Tjaša. Čustveno procesiranje in relacijska zakonska in družinska terapija = Emotional processing and relational marital and family therapy. *Kairos: slovenska revija za psihoterapijo*, 2018, letn. 12, št. 3/4, str. 143-163.

TAUBNER, Svenja, SALIBA, Andrea, HEINONEN, Erkki, PROTIĆ, Sonja, VOLKERT, Jana, ADLER, Asta, BARKAUSKIENE, Rasa, CONEJO CERÓN, Sonia, DI GIACOMO, Dina, STEPIŠNIK PERDIH, Tjaša, et al. Mediators and theories of change in psychotherapy with adolescents: a systematic review protocol. *BMJ open*. Mar. 2021, vol. 11, iss. 3, str. 1-5. ISSN 2044-6055. https://bmjopen.bmj.com/content/bmjopen/11/3/e042411.full.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.

STEPIŠNIK PERDIH, Tjaša, ŠPACAPAN, Ajda. Interocepcija plesalcev ter njihovo zavedanje čustev in telesnih občutkov = Interception [!] of dancers and their awareness of emotions and bodily sensations. V: RADUJKOVIĆ, Mladen (ur.), SEČAK, Svebor (ur.). *10. jubilejna znanstvena konferenca Alma Mater Europaea Za človeka gre 2022: Etični izzivi digitalne transformacije = The 10th Annual Conference of Europe's Sciences and Arts Leaders and Scholars, Alma Mater Europaea Annual Conference It's About People 2022: Embracing Digital Transformation for a Sustainable and Ethical Future: zbornik recenziranih in strokovnih prispevkov za področje plesa = proceedings book with peer review on scientific and professional contributions on dance.* 1. izd. Maribor: AMEU - ECM, Alma Mater Press, 2022. Str. 44-50, ilustr. ISBN 978-961-7183-06-1. https://press.almamater.si/index.php/amp/catalog/view/51/55/151-1.

STEPIŠNIK PERDIH, Tjaša, MACUR, Mirna. Zaznavanje stresa pri srednješolcih v prvem valu epidemije COVID-19 = Stress perception in high school students in the first wave of the COVID-19 epidemic. V: RAJKOVIČ, Uroš (ur.), BATAGELJ, Borut (ur.). *Vzgoja in izobraževanje v informacijski družbi = Education in information society : 8. oktober 2021, 8 October 2021, Ljubljana, Slovenia : Informacijska družba - IS 2021 = Information Society - IS 2021 : zbornik 24. mednarodne multikonference = proceedings of the 24th international multiconference: zvezek G = volume G.* Ljubljana: Institut "Jožef Stefan", 2021. Str. 131-134, ilustr. Informacijska družba. ISBN 978-961-264-220-4. ISSN 2630-371X. http://library.ijs.si/Stacks/Proceedings/InformationSociety/2021/IS2021_Volume_G.pdf.

STEPIŠNIK PERDIH, Tjaša. Uporaba prevodnosti kože pri raziskovanju čustev. *Anthropos: časopis za psihologijo in filozofijo ter za sodelovanje humanističnih ved*, ISSN 0587-5161, [Tiskana izd.], 2018, letn. 50, št. 3/4, str. 39-52.

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*, ISSN 1854-9373. [Tiskana izd.], 2019, letn. 13, št. 3/4, str. 155-175.

STEPIŠNIK PERDIH, Tjaša. Dissociative symptoms in young adults in Slovenia. V: *Proceedings of 104th the IRES International Conference, Rome, Italy, 20th-21st February, 2018*. Rome: [s. n.], 2018, str. 10-13.

STEPIŠNIK PERDIH, Tjaša. TRE for breast cancer survivors. V: *The legacy of trauma and dissociation: body and mind in a new perspective: abstracts, panels & simposia*, 7th Biennial ESTD Conference, Rome, October 24-26, . [Rome: s. n. 2019], str. 12.

STEPIŠNIK PERDIH, Tjaša. Navezanost in travma: poročilo z mednarodnega kongresa v Rimu od 19. do 21. septembra 2014 = Attachment and trauma: report from the international congress in Rome, 19th to 20st of September 2014. *Kairos: slovenska revija za psihoterapijo*, ISSN 1854-9373. [Tiskana izd.], 2015, letn. 9, št. 4, str. 159-164.

STEPIŠNIK PERDIH, Tjaša. Disociacija: način, kako preživeti v odnosih. V: JEREBIC, Sara (ur.). *Zbornik povzetkov in člankov*. Elektronska izd. PDF. Ljubljana: Združenje zakonskih in družinskih terapevtov Slovenije, 2018, str. 33.

STEPIŠNIK PERDIH, Tjaša. TRE kot terapevtova skrb zase. V: GANC, Damijan (ur.). *Medsebojni odnosi in spremembe v terapiji: zbornik povzetkov in člankov.* Ljubljana: Združenje zakonskih in družinskih terapevtov Slovenije, 2016, str. 16.

STEPIŠNIK PERDIH, Tjaša. Senzomotorična psihoterapija. V: GANC, Damijan (ur.). *Kvaliteta (so)bivanja: zbornik povzetkov in člankov.* [S. l.: s. n. 2015], str. 8.

Predavateljica ima več let svojo terapevtsko prakso. / Lecturer has its own therapeutic practice for several years.