

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Psihotravmatologija
Course title: Psychotraumatology

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 Psychosocial counselling	Prvi, drugi First, second	Drugi, četrsti Second, fourth

Vrsta predmeta / Course type

Izbirni / Elective

Univerzitetna koda predmeta / University course code:

PT / PT

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		10			150	6

Nosilec predmeta / Lecturer:

doc. dr. Robert Oravec / Assist. Prof. Robert Oravec, 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:

- zgodovina psihologije travme
- splošni psihološki, nevrobiološki, sociokulturni in antropološki koncepti o psihološki travmi
- enostavna in kompleksna postravmatska stresna motnja
- travma in vzorci navezanosti
- nevrobiologija travmatskega stresa
- posebnosti travme pri različnih populacijah (otroci, ženske, vojne travme, spolna zloraba, begunci)
- fenomenologija travmatskega stresa
- travma v luči klasifikacijskih sistemov
- posebnosti travmatiziranih družin in transgeneracijskega prenosa travme
- spoznavanju različnih konceptov in modelov obravnave oseb in skupin s psihološko travmo
- svetovalni in terapevtski pristopi k travmi: terapevtski odnos, tehnike spoprijemanja, emdr, vedenjsko – kognitivne tehnike, razbremenjevanje (debriefing), sistemski pristop, predelava travme, krizne intervence
- pojem družbene travmatizacije
- sekundarna in nadomestna travmatizacija in terapevtova skrb zase pri delu s travmatiziranimi ljudmi
- psihološka travma in družina: razvojni vidiki psihološke travme, delo z družino, spolna zloraba, sistemski in narativni pogled na travmo v družini; družina, prizadeta z zlorabo alkohola ali drog; nasilje v družini; transgeneracijski prenos travme
- dolgoročne posledice travmatskih stanj: samouničevalnost, disociativna stanja, osebnostne motnje, odvisnost

Content (Syllabus outline):

- history of psychology of trauma
- general psychological, neurobiological, socio-cultural and anthropological concepts of psychological trauma
- simple and complex post-traumatic stress disorder
- trauma and attachment
- the neurobiology of traumatic stress
- characteristics of trauma in different populations (children, women, war trauma, sexual abuse, refugees)
- phenomenology of traumatic stress
- trauma in the light of the classification systems
- characteristics of traumatized families and transgenerational transmission of trauma
- learn about various concepts and models of treatment of individuals and groups with psychological trauma
- counseling and therapeutic approaches to trauma: the therapeutic relationship, coping techniques, emdr, cognitive behavioral techniques, debriefing, systemic approach, processing trauma, crisis interventions
- the concept of collective trauma
- secondary traumatization and vicarious trauma and the therapists self-care in working with traumatized people
- psychological trauma and the family: developmental aspects of psychological trauma, working with the family, sexual abuse, systemic and narrative approach to trauma in the family; families affected by abuse of alcohol or drugs; domestic violence; transgenerational transmission of trauma
- long-term consequences of traumatic situations: self-harm, dissociative states, personality disorders, addiction

Temeljni literatura in viri / Readings:

Izbrane vsebine iz / Selection from:

ORAVECZ, Robert. Razvojne dimenzije travme. *Psihološka obzorja*, 1999, 1.8: 77-91.

ORAVECZ, Juliana; MILOŠEVIČ-ARNOLD, Vida. *Begunski center na Viču: opis strukture in dinamike zbirnega centra za začasne begunce v Ljubljani, Cesta v Gorice 5 in 19*. J. Oravec, 1996.

STRITIH, Bernard. Strategije pomoči pri socialnem delu s travmatiziranimi osebami in družinami. *Socialno delo*, 2006, 45.6.

NUTT, David; DAVIDSON, Jonathan RT; ZOHAR, Joseph. *Post traumatic stress disorder*. Dunitz Ltd.London, 2000.

HERMAN, Judith Lewis. *Trauma and Recovery*. Basic Books, 1992.

VAN DER KOLK, Bessel A. *Traumatic Stress*. Guilford Press NY,London, 1996.

SHAPIRO, Francine. *Eye movement desensitization and reprocessing*, 2nd Edition. New York: Guilford Press, 2001.

RUS-MAKOVEC, Maja. *Zloraba moči in duševne motnje ter poti iz stiske*. Cankarjeva založba, 2003.

KOMPAN ERZAR, Katarina; GOSTEČNIK, C.; ERZAR, T. I remember checking on my mother to see if she was still breathing. *How a relationship maintains, regulates, and helps resolve traumatic experiences: Relational family integration. Horizons of Psychology*, 2005, 14.3: 89-105.

ORAVECZ Robert. Intrapsihične in interpersonalne dimenzije spolne zlorabe: Ferenczi in travma - danes. V: *Travma: zbornik prispevkov*. Ormož: Psihiatrična bolnišnica, 2001, 92-103.

ORAVECZ Robert. Obravnava oseb s poznimi posledicami zlorab v času otroštva. V: *Nedokončana zgodba - motnje osebnosti 1: zbornik prispevkov*. Ormož: Psihiatrična bolnišnica, 2003, 1-9.

Cilji in kompetence:

V sklopu učne enote bi študentje pridobili vpogled v inter- in multidisciplinarno zasnovano psihotraumatološko teorijo in praktično delo z osebami, ki so utrpeli hudo psihološko travmo. V sklopu predmeta bi spoznali osnovna načela psihotraumatološkega svetovanja in terapije. Še posebej bi bili seznanjeni s psihološkimi posebnostmi travmatiziranih oseb. Cilj je posredovanje osnovnih terapevtskih in svetovalnih veščin, ki

Objectives and competences:

As part of the study unit students could gain insight into the inter- and multidisciplinary designed theory of psychotraumatology and practical work with people who have suffered severe psychological trauma. Within the subject students would learn the basic principles of psychotraumatological counseling and therapy. Students would be acquainted with the psychological peculiarities of traumatized persons. The aim is to give them the basic therapeutic and counseling skills that can be

se lahko uporabljajo v delu s travmatiziranimi osebami in skupinami.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih
- sposobnost povezovanja znanja in obvladovanja kompleksnosti, s katero se srečujejo pri strokovnem delu
- sposobnost timsko sodelovati tako s klientskimi sistemi kot strokovnjaki (tudi z eksperti drugih disciplin)
- zmožnost uspešno delati s skupino in/ali kot kosvetovalci, reflektirati učinkovitost skupinskega dela ter jo na podlagi rezultatov refleksije izboljševati
- poglobljena sposobnost uporabe kritične refleksije in kontinuirane supervizije za ocenjevanje in večanje uspešnosti tako svojega dela s klienti kot dela drugih
- sposobnost refleksije in upoštevanja konteksta svetovalne situacije ter njegovih meja (vključujoč ustrezno zakonodajo), izkazovanje fleksibilnosti in prilagodljivosti svetovalnega pristopa

used in work with traumatized individuals and groups.

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

- the ability to apply knowledge in practice and the ability of original, creative problem solving in new or unusual contexts
- the ability to connect knowledge and to manage the complexity faced in professional work
- the ability of teamwork with both clients systems and experts (including experts from other disciplines)
- the ability to successfully work with groups and/or as co-therapist reflect the effectiveness of group work and improve it based on the results of the reflection
- the ability to use critical reflection and continuous supervision for assessing and enhancing the performance of both their work with clients and work of others
- the ability to reflect and to take into account the context of counselling situation and limitations (including relevant legislation), to demonstrate the flexibility and adaptability of counselling approach

Predvideni študijski rezultati:

Od študentov se pričakuje, da bodo zmožni:

- formulirati model človeškega delovanja in posameznikov razvoj, formulirati model terapevtske spremembe - z uporabo teoretskega pristopa svoje modalitete
- uporabiti zgornji model za analizo kompleksnih situacij in za konceptualizacijo terapevtskih intervencij; specifično pa se od študentov pričakuje zmožnost vzpostavitve terapevtskega (delovnega) odnosa, skladnega z njihovo modaliteto
- uporabljati zahtevnejšo raven teoretičnega znanja za razvijanje hipotez in generativnih odzivov na klinične

Intended learning outcomes:

Students are expected to be able to:

- formulate a model of human behavior and of individual development, to formulate a model of therapeutic change - using a theoretical approach of the selected psychotherapeutic modality
- use the aforementioned model for analyzing complex situations and for conceptualization of therapeutic intervention; specifically, however, students are expected to be able to establish a therapeutic relationship consistent with their modality
- use of advanced theoretical knowledge for developing hypotheses and generative

situacije, kar lahko vključuje tudi kreativnost in odprtost za terapevtsvo spremembo

- soustvariti terapevtski odnos, ki presega zgolj uporabo nabora tehnik in je skladen z njihovo modaliteto
- oblikovati in uporabiti ustrezne terapevtske procese
- nadgraditi svojo izvedbo ustrezne terapevtske intervencije in obvladati ustrezno zaključevanje procesa
- ugotavljati, razjasniti in obvladati razrešitev za večino kliničnih problemov
- v primeru dela s skupino delati učinkovito s skupino in/ali koterapevti in reflektirati učinkovitost skupinskega dela ter jo na podlagi rezultatov refleksije izboljševati
- uporabljati kritično refleksijo in redno supervizijo za ocenjevanje tako svojega dela s klienti kot dela drugih
- prepoznati znake psihološke travmatiziranosti pri otrocih in odraslih
- uresničiti primeren terapevtski odnos z različnimi travmatiziranimi osebami in njihovimi družinami
- svetovati in nuditi podporo posameznikom in družinam tudi v multikulturnih okoliščinah (begunci, manjšine)
- komunicirati v slovenskem in mednarodnem strokovnem prostoru
- prepoznati problem sekundarne travmatizacije pri sebi in pri drugih

responses to clinical situations, which may include therapist's creativity and openness to change

- to create a therapeutic relationship that goes beyond the mere use of a set of techniques and is consistent with their modality
- to develop and apply appropriate therapeutic processes
- to expand their implementation of appropriate therapeutic intervention and to master the appropriate finishing of the process
- identify, clarify and master solutions for most clinical problems
- to work effectively with a group and / or with co-therapists and reflect on the effectiveness of teamwork and implement improvement based on the reflection's results
- use critical reflection and regular supervision for assessing of both their own work with clients and the work of others
- recognize the signs of psychological trauma in children and adults
- to achieve adequate therapeutic relationship with various traumatized individuals and their families
- to advise and provide support to individuals and families in multicultural situations (refugees, minorities)
- to communicate in slovenian and international professional field
- to recognize the problem of secondary traumatization in themselves and in others

Metode poučevanja in učenja:

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- vaje, ki temeljijo na izkušenjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra

Learning and teaching methods:

- lectures with students' active participation (lecture, discussion, questions, case studies, problem solving)
- exercises that are based on experiential, collaborative and problem-based learning (self-study, discussion, lecture, observation, teamwork, case study, methods of critical reading and writing,

<p>vlog, prikaz video-posnetkov, sodelovalno učenje)</p> <ul style="list-style-type: none"> - uporaba spletne učilnice oziroma drugih sodobnih IKT orodij - individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj) 	<p>role play, displaying video clips, cooperative learning)</p> <ul style="list-style-type: none"> - use of online classroom or other contemporary ICT tools - individual and group consultations (discussion, additional explanation, dealing with specific questions)
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Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Pisni izpit.	60	Written examination.
Poročila iz vaj.	40	Reports from tutorials.
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:

ORAVECZ, Robert, PENKO, Jerica, SUKLAN, Jana, KRIVEC, Jana. Prevalence of post-traumatic stress disorder, symptomatology and coping strategies among Slovene medical emergency professionals. *Sigurnost*, ISSN 0350-6886, [Tiskana izd.], 2018, vol. 60, no. 2, str. 117-127.

ORAVECZ, Robert, SISTI, Davide, ROCCHI, Marco B.L., PRETI, Antonio. Changes in the seasonality of suicides over time in Slovenia, 1971 to 2002. Amplitude is only positively related to suicide rates among females: brief report. *Journal of affective disorders*, ISSN 0165-0327, [Print ed.], 2007, vol. 104, no. 1/3, str. 211-215.

ORAVECZ, Robert, MOORE, Melinda. Recognition of suicide risk according to the characteristics of the suicide process. *Death studies*, ISSN 0748-1187, apr. 2006, vol. 30, iss. 3, str. 269-279.

ORAVECZ, Robert, ROCCHI, Marco B.L., SISTI, Davide, ROŠKAR, Maja, MARUŠIČ, Andrej, PRETI, Antonio. Changes in the seasonality of suicides over time in Slovenia, 1971 to 2002. *Journal of affective disorders*, ISSN 0165-0327, [Print ed.], 2006, vol. 95, no. 1/3, str. 135-140.

ORAVECZ, Robert, ERDOS, Marta B. Farewell letters of patriots sentenced to death: acts of ultimate identity reconstruction. *Journal of loss & trauma*, ISSN 1532-5024, 2006, vol. 11, no. 3, str. 247-256.

ORAVECZ, Robert, MOORE, Melinda. Suicide, the discursive process. *Pogled: revija za multidisciplinarno proučevanje in preprečevanje samomora*, ISSN 1581-7504, 2004, letn. 2, št. 1-2, str. 14-23.

ORAVECZ, Robert, CZIGLER, Balázs, LESKOŠEK, Franc. Correlation between suicide rate and antidepressant use in Slovenia. *Archives of suicide research*, ISSN 1381-1118, 2003, vol. 7, no. 3, str. 279-285.

ORAVECZ, Robert. Znanstvene kontroverze v slovenski suikidologiji 80-ih let = The scientific controversies in Slovenian suicidology in the 80's. *Anthropos: časopis za psihologijo in filozofijo ter za sodelovanje humanističnih ved*, ISSN 0587-5161. [Tiskana izd.], 2000, letn. 32, st. 3/4, str. 77-94.

ORAVECZ, Robert. O vsebini suicidalnih zapisov slovenskih samomorilcev in poslovilnih pisem rodoljubov, ustreljenih med drugo svetovno vojno = On the contents of suicide notes and the farewell letters of patriots, executed during the Second World War. V: *Etnološki in antropološki vidiki preučevanja smrti: mednarodni simpozij, 5.-8. november 1998* = *Ethnological and anthropological approaches to the study of death: international symposium 5th-8th November 1998*, (Etnolog, ISSN 0354-0316, letn. 9(60), št. 1). Ljubljana: Slovenski etnografski muzej: = Slovene Ethnographic Museum. 1999, str. 219-230.