

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Teoretične osnove kognitivno vedenjskega pristopa
Course title:	Theoretical Foundations of Cognitive Behavioral Approach

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

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

TOKVP / TFCBA

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
40		20			120	6

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:

Vsebina je predmet razdeljen na dva glavna sklopa:

1. Zgodovinski razvoj kognitivno vedenjskega pristopa (utemeljitelji kognitivno vedenjskega pristopa, filozofski in družbeni vidiki, vplivi drugih pristopov, razvoj pristopa in perspektive).
2. Teorija osebnosti in teorija psihosocialnega razvoja kognitivno vedenjskega pristopa (temeljne teorije osebnosti, razvoj osebnosti prek življenja).

Content (Syllabus outline):

The subject is divided into two main sections:

1. Historical development of the cognitive behavioral approach (founders of the cognitive behavioral approach, philosophical and social aspects, impacts of other psychotherapeutic approaches, development of approach and its perspective).
2. The theory of personality and psychosocial development of cognitive behavioral approach (basic theories of personality, personality development through life span).

Temeljni literatura in viri / Readings:

WILLIAMS, J. Mark G., et al. *The Mindful Way through Depression: Freeing Yourself from Chronic Unhappiness*. Second edition, The Guilford Press, 2025.

KABAT-ZINN, Jon. *Wherever You Go, There You Are Mindfulness Meditation in Everyday Life: A Guide to Your Place in the Universe and an Inquiry into Who and What You Are*. 30th anniversary edition, revised Edition, Hachette Go, 2023.

WENSEL, Amy (ed.). *Handbook of Cognitive Behavioral Therapy*. Vol. 1, Overview and Approaches. American Psychological Association, 2021.

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.

SCHULTZ, Duane P., SCHULTZ Sydney E. *Personality Theories*. 11th Ed. Boston: Cengage Learning, 2015.

FREEMAN, Arthur, ur. *Encyclopedia of CBT*. New York: Springer, 2005.

FULGOSI, Ante. *Psihologija ličnosti. Teorije in istraživanja*. IV. izdanje. Zagreb: Školska knjiga, 1987.

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

NEWMAN, Barbara M., NEWMAN Philip R. *Development Through Life. A Psychosocial Approach*. 11th Ed. Wadsworth: Cengage Learning, 2012.

ROBERTSON, Donald. *The Philosophy of CBT. Stoic Philosophy as Rational and Cognitive Psychotherapy*. London: Karnac Books Ltd, 2010.

Cilji in kompetence:

Cilj predmeta je poglobljeno spoznavanje teoretičnih osnov kognitivno vedenjskega pristopa. Poudarek je na zgodovinskem razvoju pristopa, razvojnih teorijah in teorijah osebnosti.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- sposobnost poglobljene kritične analize, sinteze in predvidevanja rešitev ter posledic
- sposobnost povezovanja znanja in obvladovanja kompleksnosti, s katero se srečujejo pri strokovnem delu
- 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
- zmožnost avtonomno uporabljati vire za učenje z demonstracijo spretnosti upravljanja in integriranja informacij

Objectives and competences:

The aim of the course is an in-depth understanding of theoretical foundations of cognitive behavioral approach. The emphasis is on the historical development of the approach, developmental theories and theories of personality.

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 connect knowledge and manage complexity faced in professional work
- 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 autonomously use resources for learning by demonstrating management skills and integration of information

Predvideni študijski rezultati:

- demonstrirati znanje, razumevanje in uporabo temeljnih konceptov kognitivno vedenjskega pristopa
- razumeti in poznati kontekste iz katerih izhaja kognitivno vedenjski pristop
- kritičnega mišljenja in refleksije pri ovrednotenju posameznih teorij, ki so značilne za kognitivno vedenjski pristop
- razumevanja človekovega vedenja in doživljanja na podlagi poznavanja otrokovega razvoja in temeljnih teorij osebnosti v kognitivno vedenjskem pristopu

Intended learning outcomes:

- to demonstrate the knowledge, understanding and application of basic concepts of cognitive behavioral approach
- the knowledge and understanding of contexts from which cognitive behavioral approach originates
- critical thinking and reflection in the evaluation of specific theories, typical of the selected cognitive behavioral approach
- understanding of human behavior and experiencing based on knowledge of child development and basic theories of personality in cognitive behavioral approach

- povezati teorijo z osebnim izkustvom in svetovalnim delom
- integrirati različne razvojne teorije in teorije osebnosti v izbranem pristopu

- to connect the theory with personal experience and counselling work
- to integrate various development theories and theories of personality in the selected approach

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, 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)

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, interventions 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)

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Ustni izpit.	70	Oral exam.
Esej.	30	Essay.
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, 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. 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*, 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.

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.

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.

http://www.fuds.si/sites/default/files/rr_elektronska_3_stevilka_2015.pdf.