

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

<b>Predmet:</b>	Struktura in postopki psihosocialnega svetovanja
<b>Course title:</b>	Structure and Procedures of Psychosocial Counselling

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 First	Drugi Second

**Vrsta predmeta / Course type**

Obvezni / Obligatory

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

SPPS / SPPC

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
40		40			100	6

**Nosilec predmeta / Lecturer:**doc. dr. Nataša Dernovšček Hafner/ Assist. Prof. Nataša  
Dernovšček Hafner, Ph.D.**Jeziki /  
Languages:****Predavanja /** Slovensko / Slovenian, Angleško / English**Lectures:****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.Opravljeni predmeta Teoretične osnove  
kognitivno vedenjskega pristopa in Osnove  
psihosocialnega svetovanja.**Prerequisites:**Prerequisite for the subject is the enrollment in  
the 1st year of master study.Finished courses Theoretical Foundations of  
Cognitive Behavioral Approach and  
Fundamentals of Psychosocial Counselling.

**Vsebina:**

Vsebinsko je predmet razdeljen na dva glavna sklopa:

1. Strukturo svetovalnega pogovora (faze svetovalnega pogovora in njihove značilnosti, vloga klienta in svetovalca v posamezni fazi, načrtovanje svetovalnega pogovora),
2. Postopke svetovalnega pogovora (ocenjevanje, konceptualizacija primera, vzpostavitev in vzdrževanje svetovalnega delovnega odnosa, motivacijski intervju, uporaba osnovnih veščin in tehnik, zaključevanje svetovalnega pogovora).

Vsebine se obravnavajo glede na kognitivno vedenjski pristop.

**Content (Syllabus outline):**

The subject is divided into two main sections:

1. The structure of the counselling interview (the stages of the counselling interview and their characteristics, the role of the client and the counsellor in each phase, planning of the counselling interview),
2. Counselling interview procedures (assessment, case conceptualization, establishment and maintenance of a counselling working relationship, motivational interview, use of basic skills and techniques, completion of the counselling interview).

The content is addressed according to the cognitive behavioural approach.

**Temeljni literatura in viri / Readings:**

Izbor iz: / Selection from:

BRYAN, Craig J. *Brief Cognitive-Behavioral Therapy for Suicide Prevention*, 2022.

BECK, Judith S. *CBT. Basics and Beyond. 3rd Ed.* New York: The Guildford Press, 2021.

WENSEL, Amy (ed.). *Handbook of Cognitive Behavioral Therapy. Vol. 2, Applications.* American Psychological Association, 2021.

SKINNER, Vanessa, and Nick Wrycraft. *Cbt Fundamentals: Theory and Cases.* McGraw-Hill Education, 2014.

COREY, Gerald. *Theory & Practice of Group Counseling. 8th Ed.* Belmont: Brooks/Cole, 2012.

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

FELTHAM Colin, DRYDEN Windy. *Brief Counselling. A Practical Integrative Approach. 2nd Ed.* Open University Press, 2006.

GERARD, Egan. *The Skilled Helper. 9th Ed.* Belmont: Brooks/Cole, 2010.

HAWKINS, Peter, SHOHET Robin. *Supervision in the Helping Professions.* New York: Open University Press, 2006.

NELSON-JONES, Richard. *Practical Counselling and Helping Skills. 5th Ed.* London: Sage, 2005.

SHARF, Richard S. *Theories of Psychotherapy and Counseling. Concepts and Cases. 5th Ed.* Belmont: Brooks/Cole, 2012.

SOMMERS-FLANAGAN, John, SOMMERS-FLANAGAN Rita. *Counseling and Psychotherapy Theories in Context and Practice.* New Jersey: Wiley & Sons, Inc, 2004.

### **Cilji in kompetence:**

Cilj predmeta je teoretično in praktično učenje postopkov procesa psihosocialnega svetovanja, spoznavanje strukture svetovalnega procesa in razumevanje vloge in nalog klienta in svetovalca v procesu psihosocialnega svetovanja.

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,
- etična refleksija in zavezanost profesionalni etiki, prevzemanje osebne in družbene odgovornosti, povezane z uporabo osvojenih znanj,
- zmožnost formulirati in uporabiti model psihosocialne pomoči v skladu z izbranim svetovalnim pristopom,
- sposobnost soustvariti svetovalni odnos, izvesti ustrezno svetovalno intervenco in obvladati ustrezno zaključevanje svetovalnega procesa
- sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo

### **Objectives and competences:**

The objective of the course is theoretical and practical learning of the psychosocial counselling process procedures, understanding the structure of the counselling process and understanding the role and tasks of the client and counsellor in the psychosocial counselling process.

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

- 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
- the ability to formulate and to use the model of psychosocial help in line with selected counselling approach
- ability to co-create counselling relationship, to carry out appropriate counselling interventions and to master proper termination of counselling process
- the ability to research, reflect and control their personal involvement in the processes of psychosocial help, which they co-create and run

**Predvideni študijski rezultati:**

- učinkovito vzpostavljajte svetovalnega delovnega odnosa,
- aplikacija temeljnih postopkov svetovalnega procesa na delo s klienti
- možnost analize lastnih reakcij in doživljanja, ki jih imajo v odnosu s klienti
- osvojitev osnovne vrste intervencij in tehnik v kognitivno vedenjskem pristopu
- možnost izdelave konceptualizacije primera in načrtovanja svetovalnega procesa
- demonstracija osnovnih tehnik svetovalnega procesa pri delu s klienti

**Intended learning outcomes:**

- effective establishment of the counselling working relationship
- application of fundamental methods of counselling process when working with clients
- to analyse their own reactions and experience in the relationship with clients
- to master the various types of intervention and techniques in cognitive behavioural approach
- the ability of case conceptualisation and planning counselling process
- demonstration of basic techniques of counselling process when working with clients

**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, 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)

**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)

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Ocenjevanje demonstracije pridobljenih veščin preko izdelave svetovalnega protokola in analize lastne izkušnje.	40	Assessment of the demonstration of acquired skills through the creation of a counseling protocol and analysis of one's own experience.
Pisni izpit.	60	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:

DERNOVŠČEK HAFNER, Nataša. Supervizijski proces skozi prizmo supervizijskih funkcij = Supervision through the prism of its function. *Kairos: slovenska revija za psihoterapijo*, 2022, letn. 16, št. 3/4, str. 123-144

DERNOVŠČEK HAFNER, Nataša, DRAKSLER, Katja, DODIČ-FIKFAK, Metoda. Differences in depression and sick leave due to stress at work among unemployed workers, reemployed workers, and survivors after company restructuring. *Research in social change*, 2024, vol. 16, issue 1, str. 27-46.

DERNOVŠČEK HAFNER, Nataša. Kako do psihološke pomoči zaposlenim v UKC Ljubljana. *Glasnik KIMDPŠ*, 2022, leto 12, št. 1, str. 26.

DERNOVŠČEK HAFNER, Nataša, URDIH LAZAR, Tanja. Improving influenza vaccination coverage at the University Medical Centre Ljubljana with workplace health promotion project = Izboljšanje precepljenosti proti sezonski gripi v UKC Ljubljana s projektom promocije zdravja pri delu. *Psihološka obzorja: slovenska znanstveno-strokovna psihološka revija*. [Spletna izd.]. 2021, letn. 30, str. 182-187.

ČEH, Matej, DERNOVŠČEK HAFNER, Nataša. Socialna izolacija in osamljenost v času COVID-19. *Glasnik KIMDPŠ*, 2020, leto 10, št. 2, str. 31-37.

DERNOVŠČEK HAFNER, Nataša, ŠPRAH, Lilijana. Povezanost psihoedukativnega pristopa in ravni pismenosti o anksioznih motnjah = The relationship between a psychoeducational approach and literacy levels in anxiety disorders. V: RAJKOVIČ, Uroš (ur.), BATAGELJ, Borut (ur.). *Vzgoja in izobraževanje v informacijski družbi*, 2024.

DERNOVŠČEK HAFNER, Nataša. Duševno zdravje starejših - depresija kot prezrta motnja. V: MEZINEC, Andreja (ur.), et al. *Duševno zdravje in destigmatizacija starejših: zbornik prispevkov srečanja*: [spletno srečanje, 17. oktober, 2024]. Elektronska izd. Ljubljana: Nacionalni inštitut za javno zdravje, 2025, str. 21-23.

DERNOVŠČEK HAFNER, Nataša. Psychological support for hospital workers at the University Medical Center Ljubljana during the COVID-19 pandemic. V: *Charting new territories in health psychology: abstracts: 36th Annual Conference of the Europe Health Psychology Society, 23-27 August, 2022, Bratislava, Slovakia*. Bratislava: EHPS, 2022, str. 758.

DERNOVŠČEK HAFNER, Nataša, MILOŠEVIĆ, Martina. *V stiski ne obupaj! Rešitev poiščemo skupaj!: psihološka pomoč za zaposlene v UKC Ljubljana*. Ljubljana: Univerzitetni klinični center Ljubljana, Klinični inštitut za medicino dela, prometa in športa, 2022, str. 16.

DERNOVŠČEK HAFNER, Nataša. Motnje razpoloženja so med nami. Jih prepoznate?: program OMRA: predavanje na strokovnem posvetu Društva šolskih svetovalnih delavcev Slovenije "*Soustvarjanje preventive v vzgoji in izobraževanju*", Portorož, 30. sept. 2024.

DERNOVŠČEK HAFNER, Nataša. Izkušnje z implementacijo supervizije v zdravstvu: predavanje v okviru izobraževanja mentorjev študentom Zdravstvene fakultete UL: *Samorefleksija, supervizija in poklicna refleksija v zdravstvu*, Zdravstvena fakulteta, Ljubljana, 14. sept. 2023.

DERNOVŠČEK HAFNER, Nataša, ŠPRAH, Lilijana. Psychosocial risks of farmers and farmworkers and their vulnerability to excessive stress, absenteeism, presenteeism, and turnover: predavanje na BeSafe International Farm Safety and Farmer Health Conference 2023: *Understanding farm safety and farmer health behaviours*, Teagasc, Ashtown Research Centre, Dublin (Irska), 23.-25. avg. 2023.