

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Splošna psihologija 1
Course title: General psychology 1

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč, prva	/	1.	1.
Psychosocial counseling, first	/	1st	1st

Vrsta predmeta / Course type

Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
60		15			105	6

Nosilec predmeta / Lecturer:

doc. dr. Vojko Kavčič

**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 študija.

Prerequisites:

Prerequisite for the subject is the enrollment in the 1st year of study.

Vsebina:

Content (Syllabus outline):

Vsebinsko je predmet razdeljen na dva glavna sklopa:

1. Splošna psihologija:
 - zgodovina psihologije in razvoj znanstvene psihologije
 - metode psihologije
 - temelji duševnega delovanja
 - temeljne smeri v psihologiji (eksperimentalna psihologija, behaviorizem, psihoanaliza, humanistična psihologija, kognitivna psihologija)
2. Kognitivna psihologija:
 - zaznavanje (zaznavanje kot aktivni proces- gestaltni zakoni zaznavanja, selektivna pozornost)
 - psihologija spomina (klasične raziskave spomina, sodobni kognitivni pristopi, nevropsihologija spomina, eksplicitni and implicitni spomin)
 - teorije učenja (klasično in instrumentalno pogojevanje, kognitivni behaviorizem, učenje po modelu, kognitivne vrste učenja)
 - mišljenje in reševanje problemov (pregled zgodovinskih paradigm- zlasti gestalt teorije, sodobni modeli mišljenja)
 - teorije inteligentnosti

The subject is divided into two main sections:

1. General Psychology:
 - History of Psychology and the development of scientific psychology
 - Psychological Methods
 - Bases of mental functioning
 - The basic approaches in psychology (experimental psychology, behaviorism, psychoanalysis, humanistic psychology, cognitive psychology)
2. Cognitive psychology:
 - Perception (perception as an active processes gestalt laws of perception, selective attention)
 - Psychology of memory (classical studies of memory, contemporary cognitive approaches, neuropsychology of memory, explicit and implicit memory)
 - Theories of Learning (classical and instrumental conditioning, cognitive behaviorism, model learning, cognitive learning types)
 - Thought and problem solving (review of historical paradigms- particular gestalt theory, modern models of thought)
 - Theory of intelligence

Temeljni literatura in viri / Readings:

STANGOR, CHARLES (2010). Introduction to Psychology. Flat World Knowledge

IVEY ALLEN E., ANDREA MICHAEL J. D, AND BRADFORD IVEY Mary (2012). Theories of Counseling and Psychotherapy, 7th Edition *A Multicultural Perspective, 2nd chapter*

GRAWE, KLAUS (2007). Neuropsychotherapy: How the neurosciences inform effective psychotherapy. Counseling and psychotherapy investigating practice from scientific, historical, and cultural perspectives. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. Xxiv str. 476.

GLEITMAN, HENRY, GROSS, JAMES IN REISBERG, DANIEL (2011). Psychology (8th ed.). New York, US: WW

Cilji in kompetence:**Cilj:**

Študentje razvijajo razlikovanja temeljnih psiholoških paradig in osvojijo temeljna znanja o tistih vidikih duševnega delovanja, ki so ključni za razumevanje posameznikove osebnosti in psihosocialne pomoči. Seznanijo se s pogledom na človeka iz vidika življenjskih razvojnih obdobj in razmišljajo o pomenu razvojne perspektive v psihosocialni pomoči.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- poznavanje in razumevanje osnovnih konceptov in metod, seznanjenost z novostmi na področju študija,
- sposobnost uporabe znanja v praksi in reševanja problemov,
- poznavanje in razumevanje osnovnih konceptov in metod v okviru področja socialne pomoči, psihologije, medicine oziroma psihiatrije ter statistike in znanstvene metodologije
- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin.

Objectives and competences:**Objectives:**

Students develop the skill of distinction of fundamental psychological paradigms and acquire basic knowledge on those aspects of mental functioning, which are key to understanding individual personality and psychosocial help.

Students get acquainted with a view of human from the perspective of developmental periods and reflect on the importance of developmental perspective in psychosocial support.

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

- Knowledge and understanding of the basic concepts and methods, familiarity with innovations in the field of study,
- The ability to apply knowledge in practice and problem solving,
- Understanding of the basic concepts and methods within the scope of social help, psychology, medicine and psychiatry as well as statistics and scientific methodology
- The ability to autonomously use resources for learning specific contents.

Predvideni študijski rezultati:**Študenti:**

- poznajo zgodovino in predmet psihologije,
- poznajo, ločijo in primerjajo glavne smeri v psihologiji,
- kritično ovrednotijo posamezne smeri v psihologiji,
- pokažejo seznanjenost in zmožnost razumevanja in vrednotenja raziskovalnih metod,
- razumejo, kako poteka proces zaznavanja in spominjanja
- poznajo teorije učenja in mišljenja in jih znajo kritično ovrednotiti
- znajo povezati znanje iz teorij zaznavanja, učenja, spomina in

Intended learning outcomes:**students:**

- Know the history and subject of psychology,
- Know, distinct and compare the main approaches in psychology,
- Critically evaluate specific psychological approach,
- Demonstrate their knowledge and ability to understand and evaluate research methods,
- Understand the process of perception and memory
- Know and critically evaluate theories of learning and thinking,
- Are able to integrate knowledge from theories of perception, learning,

<p>mišljenja z nastajanjem in vzdrževanjem psiholoških težav in simptomov</p> <ul style="list-style-type: none"> - aplicirajo teorijo na področje svetovalnega dela (oziroma psihoterapije), - zavedajo se etičnih vprašanj in dilem.

<p>memory and thinking with the formation and maintenance of the psychological problems and symptoms</p> <ul style="list-style-type: none"> - Apply the theory to the field of counseling (or psychotherapy) - Are aware of the ethical issues and dilemmas.
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> - Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov); - Seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, - diskusija, sporočanje povratne informacije, socialne igre); - Eksperimentalne vaje, ki temeljijo na izkušnjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, sodelovalno učenje); - Individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj);
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Learning and teaching methods:

<ul style="list-style-type: none"> - Lectures with students' active participation (lecture, discussion, questions, examples, problem solving exercises) - Tutorials with assignment (self-reflection, project work, team work, methods of critical thinking, discussion, feedback, practice) - Experimental exercises that are based on experiential, collaborative and problem-based learning (individual independent learning, discussion, interpretation, observation, teamwork, case study methods of critical reading and writing, role playing, cooperative learning, portfolio, evaluation, self-assessment); - Individual and group consultations (discussion, additional explanation, dealing with specific questions)

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Pisni izpit	60 %	Exam
Seminar in predstavitev	40%	Seminar work and its presentation
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading - in accordance with the Rules of verifying and assessing knowledge.

Reference nosilca / Lecturer's references:

<p>KAVCIC, Voyko, ZALAR, Bojan, GIORDANI, Bruno. The relationship between baseline EEG spectra power and memory performance in older African Americans endorsing cognitive concerns in a community setting. International journal of psychophysiology, ISSN 0167-8760. [Print ed.], Nov.</p>
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2016, vol. 109, str.116-123, ilustr.

<http://www.sciencedirect.com/science/article/pii/S0167876016306936>, doi:

10.1016/j.ijpsycho.2016.09.001. [COBISS.SI-ID 32914393], [JCR, SNIP, WoS do 30. 12. 2016: št. citatov (TC): 0, čistih citatov (CI): 0, Scopus do 26. 11. 2016: št. citatov (TC): 0, čistih citatov (CI): 0]

KAVCIC, Voyko, TRIPLETT, Regina L., DAS, Anasuya, MARTIN, Tim, HUXLIN, Krystal R. Role of inter-hemispheric transfer in generating visual evoked potentials in V1-damaged brain hemispheres. *Neuropsychologia*, ISSN 0028-3932. [Print ed.], feb. 2015, vol. 68, str. 82-93, ilustr.

<http://www.sciencedirect.com/science/journal/00283932/68>, doi:

10.1016/j.neuropsychologia.2015.01.003. [COBISS.SI-ID 1537208004], [JCR, SNIP, WoS do 24. 9. 2017: št. citatov (TC): 4, čistih citatov (CI): 4, Scopus do 28. 9. 2017: št. citatov (TC): 4, čistih citatov (CI): 4]

KAVCIC, Voyko, MARTIN, Tim, ZALAR, Bojan. Aging effects on visual evoked potentials (VEPs) for motion direction discrimination. *International journal of psychophysiology*, ISSN 0167-8760. [Print ed.], Jul. 2013, vol. 89, iss. 1, str. 78-87, ilustr.

<http://www.sciencedirect.com/science/article/pii/S0167876013001499>, doi:

10.1016/j.ijpsycho.2013.05.012. [COBISS.SI-ID 30760921], [JCR, SNIP, WoS do 22. 1. 2017: št. citatov (TC): 4, čistih citatov (CI): 1, Scopus do 31. 8. 2017: št. citatov (TC): 5, čistih citatov (CI): 2]

KAVCIC, Voyko, SCHEID, Eileen. Attentional blink in patients with multiple sclerosis.

Neuropsychologia, ISSN 0028-3932. [Print ed.], 2011, vol. 49, št. 3, str. 454-460, doi:

10.1016/j.neuropsychologia.2010.10.032. [COBISS.SI-ID 27834329], [JCR, SNIP, WoS do 15. 1. 2017: št. citatov (TC): 2, čistih citatov (CI): 2, Scopus do 24. 1. 2017: št. citatov (TC): 2, čistih citatov (CI): 2]

KAVCIC, Voyko, ZHONG, J., YOSHIURA, T., DOTY, R.W. Frontal cortex, laterality, and memory : encoding versus retrieval. *Acta Neurobiologiae Experimentalis*, ISSN 0065-1400, 2003, letn. 63, št. 4, str. 337-350. [COBISS.SI-ID 23753689], [JCR, SNIP, WoS do 13. 5. 2015: št. citatov (TC): 5, čistih citatov (CI): 5, Scopus do 16. 9. 2017: št. citatov (TC): 7, čistih citatov (CI): 7]

KAVCIC, Voyko, DUFFY, Charles J. Attentional dynamics and visual perception: mechanisms of spatial disorientation in Alzheimer's disease. *Brain : journal of neurology*, ISSN 0006-8950, 2003, letn. 126, št. Pt 5, str. 1173-1181. [COBISS.SI-ID 23754201], [JCR, SNIP, WoS do 12. 11. 2017: št. citatov (TC): 46, čistih citatov (CI): 42, Scopus do 16. 8. 2017: št. citatov (TC): 60, čistih citatov (CI): 56]

ZALAR, Bojan, MARTIN, Tim, KAVCIC, Voyko. Cortical configuration by stimulus onset visual evoked potentials (SO-VEPs) predicts performance on a motion direction discrimination task. *International journal of psychophysiology*, ISSN 0167-8760. [Print ed.], Jun. 2015, vol. 96, iss. 3, str. 125-133. <http://www.sciencedirect.com/science/article/pii/S016787601500152X>, doi: 10.1016/j.ijpsycho.2015.04.004. [COBISS.SI-ID 31947225], [JCR, SNIP, WoS do 28. 5. 2017: št. citatov (TC): 4, čistih citatov (CI): 4, Scopus do 29. 4. 2017: št. citatov (TC): 4, čistih citatov (CI): 4]

GOSWAMI, Nandu, KAVCIC, Voyko, MARUŠIČ, Uroš, ŠIMUNIČ, Boštjan, RÖSSLER, Andreas, HINGHOFER-SZALKAY, Helmut, PIŠOT, Rado. Effect of computerized cognitive training with virtual

spatial navigation task during bed rest immobilization and recovery on vascular function : a pilot study. *Clinical interventions in aging*, ISSN 1178-1998. [Online ed.], feb. 2015, vol. 10, str. 453-459, tabele.]

KLOJČNIK, Monika, KAVCIC, Voyko, BAKRAČEVIČ VUKMAN, Karin. Relationship of depression with executive functions and visuospatial memory in elderly. *The international journal of aging & human development*, ISSN 0091-4150, 2017, vol. 85, no. 4, str. 490-503, doi: 10.1177/0091415017712186. [COBISS.SI-ID 23152136], [JCR, SNIP]

PASSARO, Angelina, SOAVI, Cecilia, MARUŠIČ, Uroš, REJC, Enrico, SANZ, Juana Maria, MORIERI, Mario Luca, DALLA NORA, Edoardo, KAVCIC, Voyko, NARICI, Marco Vincenzo, REGGIANI, Carlo, BIOLO, Gianni, ZULIANI, Giovanni, LAZZER, Stefano, PIŠOT, Rado. Computerized cognitive training and brain derived neurotrophic factor during bed rest : mechanisms to protect individual during acute stress. *Aging*, ISSN 1945-4589, 2017, vol. 9, no. 2, str. 393-407, graf. prikazi, tabele. <http://dx.doi.org/10.18632/aging.101166>, doi: 10.18632/aging.101166. [COBISS.SI-ID 1539107524]