

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Praksa 3
Course title:	Tuition 3

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč , druga	Program nima smeri.	2	3.
Psychosocial counseling, second	The programme has no fields.	2nd	3rd

Vrsta predmeta / Course type Obvezen / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		24		81	300	14

Nosilec predmeta / Lecturer: Doc. dr. Janez Mlakar

Jeziki / Languages:

Predavanja / Lectures:	slovensko, angleško / Slovenian, English
Vaje / Tutorial:	slovensko, angleško / Slovenian, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Izpolnjeni pogoji za vpis v 2.letnik magistrskega študija. Opravljena Praksa 1-2.

Prerequisites:

The conditions for enrollment into the 2nd year MA. Finished course Tuition 1-2.

Vsebina: _____

Content (Syllabus outline): _____

Vsebinsko je predmet razdeljen na pet glavnih sklopov:

- Praksa v psihiatričnih ustanovah in drugih ustanovah za psihosocialno pomoč in supervizija prakse v okviru tutorske skupine: Študentke in študenti pripravijo poročila o svoji dejavnosti (različne naloge, določene v priročniku za prakso) in vtisih v ustanovi in jih predstavijo. 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, poglobljanje razumevanja sprotne študijske snovi idr.
- Praksa pri psihoterapevtih izbranega psihoterapevtskega pristopa v svetovalnici fakultete: študent praktikant je v vlogi udeleženega opazovalca in postopno koterapevta.
- Samostojno terapevtsko delo pod supervizijo v okviru izbranega psihoterapevtskega pristopa
- Supervizija prakse v ustanovah in samostojnega terapevtskega dela v okviru tutorske skupine pod vodstvom praktika izbranega psihoterapevtskega pristopa
- Individualna osebna izkušnja zunaj fakultete pri učnem terapevtu izbranega psihoterapevtskega pristopa

The course is divided into five main sections:

- Practice in psychiatric institutions and other institutions for psychosocial support 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. 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.
- Practice with practitioners of the selected psychotherapeutic approach within the Faculty Counselling institute: student educant is participating as an observer and gradually as cotherapist.
- Individual therapeutic work under supervision in the selected psychotherapeutic approach.
- Supervision practice in institutions and individual therapeutic work within tutoring group led by a practitioner of the selected psychotherapeutic approach.
- Individual personal experience outside the faculty with the guidance of the teaching therapist of the selected psychotherapeutic approach.

Temeljni literatura in viri / Readings:

Australian Institute of Professional Counsellors. 2010. Counsellor Skill Assessment Workbook. Fortitude Valley: J & S Garret Pty Ltd.

Beck S., Judith. 2011. Cognitive Behavior Therapy. Basic and Beyond. New York: The Guilford Press.

Berman S., Pearl in Susan N. Shopland. 2005. Interviewing and Diagnostic Exercises for Clinical and Counseling Skills Building. New Jersey: Lawrence Erlbaum Associates, Inc.

Chapman A., Robin. ur. 2006. The Clinical Use of Hypnosis in Cognitive Behavior Therapy. New York: Springer Publishing Company, Inc.

Crane, Rebecca. 2009. Mindfulness – Based Cognitive Therapy. Hove: Routledge.

Fall A., Kevin. 2013. Group Counseling. Proces and Technique. New York: Routledge.

Hawkins, Peter in Robin Shohet. 2012. Supervision in the helping professions. Glasgow: Bell & Bain Ltd.

Jacobs E., Ed, Robert L. Masson, Riley L. Harvill in Christine J. Schimmel. 2012. Group Counseling. Strategies and Skills. 7th Ed. Belmont: Brooks/Cole.

<http://psychology.tools>

Cilji in kompetence:

Cilj: Tutorsko skupino, v kateri sodeluje študent, vodi izkušeni psihoterapevt, praktik izbranega psihoterapevtskega pristopa, sicer pa je glavni pomen tega konteksta, da je varno mesto medosebne in učne podpore za poglobljanje, preverjanje in ocenjevanje osvojenega znanja, študentovega terapevtskega dela in za supervizijo praktičnih izkušenj opazovanja praktikovega terapevtskega dela. Študent v sprotnih konzultacijah s praktikom pogloblja refleksijo svojih osebnih izkušenj in interpretacij opaženega. Študent tudi nadaljuje z osebno izkušnjo, a za razliko od prve stopnje, individualno zunaj fakultete.

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

Objectives and competences:

Objective: Tutor group in which students participate it is led by experienced psychotherapist, practitioner of the selected psychotherapeutic approach, 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 therapeutic work and for supervision of practical experience of observation of the practitioners therapeutic work. Student in real-time consultations with practitioners deepen reflection on their personal experiences and interpretations of the seen. The student also continues with personal experience, but differently as on graduation study, this is on an individual level outside the faculty.

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

- development of communication skills, management (cooperation, coordination, management, co-creation) communication in an international environment, with experts in other fields,
- The ability to apply knowledge in

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

practice and original, 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 information integration
- The ability to research, reflect and control their personal involvement in the processes of psychosocial aid which they co-create and run

Predvideni študijski rezultati:

- demonstrirati splošno raven razumevanja teoretičnih in kliničnih načel svoje modalitete in jih postaviti v odnos do splošnih načel,
- avtonomno uporabljati vire za učenje konkretnih vsebin,
- uporabljati kritično refleksijo in redno supervizijo za svoj študijski in osebni razvoj,
- vključiti se v dejavnosti za osebno rast in razvoj,
- zavedanja, da je kontinuiran osebni razvoj del profesionalnosti,
- kooperativnega sodelovanja 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.

Intended learning outcomes:

- Demonstrate the general level of understanding of the theoretical and clinical principles of the selected approach and put them in relation to the general principles,
- Autonomously use resources for learning specific content,
- Use critical reflection and regular 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.

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Metode poučevanja in učenja:

- Praksa v psihiatričnih ustanovah in drugih ustanovah za psihosocialno pomoč in supervizija prakse v okviru tutorske skupine.
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- Samostojno terapevtsko delo pod supervizijo v okviru izbranega psihoterapevtskega pristopa
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Learning and teaching methods:

- Practice in psychiatric institutions and other institutions for psychosocial support and their supervision in the context of tutoring groups.
- Practice with practitioners of the selected psychotherapeutic approach in the faculty Counselling institute: student educant is participating as an observer and gradually as cotherapist.
- Individual therapeutic work under supervision within the chosen psychotherapeutic approach
- Supervision of the practice in institutions and individual therapeutic work within the tutoring group led by a practitioner of the selected psychotherapeutic approach
- Individual personal experience outside the faculty with therapist of the selected psychotherapeutic approach.

Delež (v %) /
Weight (in %)

Načini ocenjevanja:

- Ocena poročila o praksi, sodelovanje mentorja - psihoterapevta izbranega terapevtskega pristopa – pri preverjanju in ocenjevanju osvojenih praktičnih kompetenc študenta.
 - Ocena študentovega sodelovanja v tutorski skupini.
- Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.

60 %

40 %

Assessment:

- Evaluation report on the practical work, cooperation of mentor - psychotherapist of the selected therapeutic approach – with the examination and evaluation of the gained practical competencies of students
- Assessment of the student's participation in the tutorial group
- Grading - in accordance with the Rules of verifying and assessing knowledge.

Reference nosilca / Lecturer's references:

1. KASTELIČ, Andrej, MLAKAR, Janez, PREGELJ, Peter. Preliminary data on validity of the drug addiction treatment efficacy questionnaire. *Psychiatria Danubina*, ISSN 0353-5053, 2013, vol. 25, no. 3, str. 261-265. [COBISS.SI-ID [30882521](#)], [JCR, SNIP, WoS do 3. 9. 2014: št. citatov (TC): 0, čistih citatov (CI): 0, Scopus do 26. 11. 2014: št. citatov (TC): 0, čistih citatov (CI): 0]
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3. RAKUŠA, Martin, GRANDA, Gal, KOGOJ, Aleš, MLAKAR, Janez, VODUŠEK, David B. Mini-mental state examination : standardization and validation for the elderly Slovenian population. *European journal of neurology*, ISSN 1351-5101, 2006, letn. 13, str. 141-145. [COBISS.SI-ID [21239001](#)], [JCR, SNIP, WoS do 10. 2. 2015: št. citatov (TC): 11, čistih citatov (CI): 10, Scopus do 10. 1. 2015: št. citatov (TC): 14, čistih citatov (CI): 12]
4. AVBERŠEK, Andreja, BLATNIK, Olga, JENSTERLE, Jože, MLAKAR, Janez, VODUŠEK, David B. Uspešnost preizkusa risanja ure pri nedementnih slovenskih starostnikih z različno izobrazbo = Clock-drawing test in non-demented Slovene elderly people with different levels of education. *Zdravniški vestnik*, ISSN 1318-0347. [Tiskana izd.], april 2005, letn. 74, št. 4, str. 221-225. [COBISS.SI-ID [19253977](#)]
5. KOGOJ, Aleš, MLAKAR, Janez, JENSTERLE, Jože, VODUŠEK, David B. Development of verbal and non-verbal functions after an early brain trauma. *Neurology, psychiatry & brain research*, ISSN 0941-9500, 2004, letn. 11, str. 127-132. [COBISS.SI-ID [19194329](#)], [JCR, SNIP, WoS do 7. 6. 2006: št. citatov (TC): 0, čistih citatov (CI): 0, Scopus do 2. 2. 2011: št. citatov (TC): 0, čistih citatov (CI): 0]
6. GRANDA, Gal, MLAKAR, Janez, VODUŠEK, David B. Kratek preizkus spoznavnih sposobnosti - umerjanje pri preiskovancih, starih od 55 do 75 let (I) = The Slovene version of mini mental state examination - standardization on volunteers from 55 to 75 years old (I). *Zdravniški vestnik*, ISSN 1318-0347. [Tiskana izd.], oktober 2003, letn. 72, št. 10, str. 575-581. [COBISS.SI-ID [17095385](#)]
7. JENSTERLE, Jože, MLAKAR, Janez, VODUŠEK, David B., FRITH, Chris D. Disorganisation in schizophrenia need not result from a failure to inhibit dominant response tendencies. *Cognitive neuropsychiatry*, ISSN 1354-6805, May 2000, letn. 5, št. 2, str. 105-121. [COBISS.SI-ID [11364313](#)], [SNIP, Scopus do 21. 3. 2014: št. citatov (TC): 9, čistih citatov (CI): 8]
8. LIČINA, Milan, MLAKAR, Janez, TRTNIK-SNOJ, Mihaela. Dolgoletna zasledovalna študija zdravstvenega in psihičnega stanja žensk v rodnem obdobju. *Viceversa*, ISSN 1318-5764, 1996, št. 15, str. 55-65. [COBISS.SI-ID [5119961](#)]
9. MLAKAR, Janez, JENSTERLE, Jože, FRITH, C... D. Central monitoring deficiency and schizophrenic symptoms. *Psychological medicine*, ISSN 0033-2917, 1994, let. 24, št. 3, str. 557-564. [COBISS.SI-ID [2348505](#)], [JCR, SNIP, WoS do 23. 2. 2016: št. citatov (TC): 76, čistih citatov (CI): 76, Scopus do 23. 10. 2016: št. citatov (TC): 96, čistih citatov (CI): 95]
10. LIČINA, Milan, JENSTERLE, Jože, MLAKAR, Janez, ČUK, Miran, CERAR, Matko-Vasili. Incidenca poporodne depresivnosti v povezavi s psihosocialnimi dejavniki = Incidence of puerperal depression related to psychosocial factors. *Zdravstveni vestnik*, ISSN 0350-0063, 1987, letn. 56, št. 10, str. 369-372. [COBISS.SI-ID [3081177](#)], [WoS do 17. 1. 2013: št. citatov (TC): 2, čistih citatov (CI): 2]
11. MLAKAR, Janez. Kognitivno nevropsihološko raziskovanje psihiatrične simptomatike. *Viceversa*, ISSN 1318-5764, september 2000, št. 30, str. 59-64. [COBISS.SI-ID [12611801](#)]
12. MLAKAR, Janez, LIČINA, Milan, JENSTERLE, Jože, TRTNIK-SNOJ, Mihaela, STANIČ, Janja, ŠTRUS, Franci, ZALAR, Bojan, PATERNOSTER, Mira. Psihosocialni dejavniki poporodne depresivnosti. *Zdravstveni vestnik*, ISSN 0350-0063, 1991, letn. 60, št. 3, str. 129-130. [COBISS.SI-ID [23052034](#)], [WoS do 14. 10. 2015: št. citatov (TC): 2, čistih citatov (CI): 2]
13. JENSTERLE, Jože, LIČINA, Milan, MLAKAR, Janez. Depresivnost v poporodnem obdobju = Depression in the

postpartum period. *Zdravstveni vestnik*, ISSN 0350-0063, 1987, letn. 56, št. 6, str. 247-249. [COBISS.SI-ID [3008985](#)],
[WoS do 17. 1. 2013: št. citatov (TC): 2, čistih citatov (CI): 2]

14. JENSTERLE, Jože, MLAKAR, Janez. RO-P strokovno izpopolnjevanje : primer: psihodiagnostična obravnava
borderline psihopatologije. *Bilten*, 1984, št. 2, str. 46-56. [COBISS.SI-ID [14158041](#)]