

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Znanje in veščine za ravnanje 2
Course title: Knowledge and treatment skills 2

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč	/	3.	5.
Psychosocial counseling	/	3rd	5th

Vrsta predmeta / Course type

Obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

ZVR 2

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
45	0	90	0	0	135	9

Nosilec predmeta / Lecturer:

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Assistant Professor

**Jeziki /
Languages:**

**Predavanja /
Lectures:** Slovensko / Slovenian
Vaje / Tutorial: Slovensko / Slovenian

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

Vpis v tretji letnik.
Opravljen predmet Znanje in veščine za
ravnanje 1.

Prerequisites:

Enrolment into the third year of study.
Positive assignment from the course Knowledge
and treatment skills 2.

Vsebina:

Content (Syllabus outline):

Opredelevanje in učinkovitost psihoterapevtske intervencije ter različne praktične vloge.

Namen psihoterapevtskih intervencij, 6 kategorij:

- predpisovalne (direktivna in svetovalna navodila; predpisovalno-katalitične intervencije kot npr. pogajanje; predpisovanje eksperimentalnega obnašanja; domače naloge; demonstracija idr.)
- informativne (delovne; telesna diagnoza in prognoza; osebne interpretacije; psihosocialna napoved; pogoji vzgoje in izobraževanja; dajanje pomembnih ter povratnih informacij idr.)
- konfrontacijske (soočanje in ozaveščanje z dogovarjanjem; negativne ter izobraževalne povratne informacije; direktno vprašanje; sprememba načina izražanja; od »kaj« h »kako«; od »takrat in tam« k »tu in zdaj« idr.)
- očiščevalne oz. osvobajajoče (katarzične) intervencije (od analize k dogodku; dobesedni opisi; razlaga v sedanjem času; psihodrama; sprememba nivoja oz. reda; hipnotična regresija; preiskovanje; zamišljena resničnost idr.) in spreminjajoče (transmutacijske) (usmerjen simbolični ponovni pregled; delo z osebnim mitom; restrukturiranje sistema prepričanj; spoznavno prestrukturiranje dogodka in samozaznave; arhetipne predstave, rituali, delo na telesu idr.)
- katalitične (zemljevid življenjskega stila; vzpostavljanje samousmerjenega učenja; biti »tu in zdaj«; biti »tam sedaj«; osvobodjena pozornost, odprta in zaprta vprašanja, parafraziranje idr.)
- podporne (suportivne) intervencije (izražanje občutka ljubezni, skrbi, zaskrbljenosti;
- vrednotenje; dotik; dobrodošlica;

Definition and effectiveness of psychotherapeutic interventions and various practitioners roles.

The purpose of psychotherapeutic intervention, 6 categories:

- Prescriptive (directive and counselling guidance; prescriptive-catalytic interventions such as eg. negotiation; prescribing experimental behavior, homework, demo, etc.).
- Informative (labor, physical diagnosis and prognosis; personal interpretation; psychosocial prediction; conditions of education; providing important information and feedback etc.).
- Confrontational (confrontation and awareness by agreement; negative and educational feedback; direct question; changing the way of expression; from "what" to "how"; from the "then and there" to "here and now", etc.)
- Purifying or liberating (cathartic) interventions (from analysis to the event, a literal description; explanation at the present time; psychodrama; changing the level or. order; hypnotic regression; investigation; imaginary reality, etc.) and changing (transmutational) (directed symbolic re-examination; working with personal myth, restructuring the system of beliefs, cognitive restructuring of the event and self-perceptions; archetypic perceptions, rituals, body work etc.).
- Catalytic (lifestyle map; building self-induced learning to be "here and now", to be "out there now"; liberated attention, open and closed-ended questions, paraphrasing, etc.).
- Supportive interventions (the expression of a sense of love, care, concern;
- Evaluation; touch; welcome; an apology; self-esteem, etc.).

Harmful interventions

opravičilo; samospoštovanje idr.)

Škodljive intervence

Terapevtski dogovor

Oblike psihosocialnih intervenc:

- oblike psihosocialnih intervenc, ki mejijo na področje psihoterapevtskega dela (pomoč pri pogojnem izpustu, zakonsko in družinsko svetovanje itd.)
- rehabilitacija posameznih skupin (alkoholiki, ostareli)
- pregled psihosocialnih tehnik in metod (krizna intervencija, dinamika skupin za samopomoč)
- predstavitev oblik psihosocialnih intervenc, ki po navadi niso blizu psihoterapevtskega področja, modeli preventive

Skupinski procesi in skupinska dinamika

- Razvojne faze skupine
- Opredelitve, klinična pomembnost, učinkovitost, posebnosti in prednosti skupinske terapije
- Terapevtski dejavniki: vplivanje upanja, univerzalnost, posredovanje podatkov, altruizem, razvoj socializacijskih tehnik, oponašalno vedenje, katarza, korektivna rekapitulacija primarne družinske skupine, eksistencialni dejavniki, skupinska kohezivnost, medosebno učenje
- Psihoterapevtska skupina: ustvarjanje konteksta in skupine
- Vrste, razvojne faze, vloge v skupini
- Reševanje običajnih problemov v skupinski psihoterapiji
- Tehnike skupinskega psihoterapevta: delo »tukaj in zdaj«, transfer in razvidnost, posebne tehnike in pripomočki (terapevtovi pisni povzetki srečanj, video posnetki, strukturirane vaje)

Skupine hospitaliziranih/nehospitaliziranih

Therapeutic agreement

Forms of psychosocial intervention:

- Forms of psychosocial intervention, adjacent to the field of psychotherapy work (assistance with parole, marriage and family counseling etc.).
- Rehabilitation of specific groups (alcoholics, the elderly)
- Review of psychosocial techniques and methods (crisis intervention, the dynamics of self-help groups)
- Presentation of the forms of psychosocial interventions, which are not usually close to the field of psychotherapy, models of prevention

Group processes and group dynamics

- The development stages of the group
- Definitions, clinical relevance, effectiveness, features and advantages of group therapy
- Therapeutic factors: giving hope, universality, data transmission, altruism, development of socialization techniques imitative behavior, catharsis, corrective recapitulation of the primary family group, existential factors, group cohesiveness, interpersonal learning
- Psychotherapeutic group: the creation of context and group
- Group types, developmental stages, and roles of the group
- Solving common problems in group psychotherapy
- Techniques of group psychotherapist: work "here and now", transfer and transparency, the specific techniques and utilities (therapists written summaries of meetings, videos, structured exercises)

Group hospitalized / nonhospitaliziranih patients or client

Crisis interventions:

pacientov oz. klientov

Krizne intervence:

- definicija in značilnosti psihosocialnih kriz;
- različni krizni modeli;
- razmejitve psihosocialnih kriz od drugih stanj;
- ocena potencialne nevarnosti kriz, metodika kriznih intervencij (indikacija, smernice, vodenje pogovora, odnosni aspekti itd.);
- krizna intervencija pri zlorabi in nasilju oz. grožnji z nasiljem;
- intervencija pri suicidalnih krizah;
- krizna intervencija pri izgubi in krizah žalovanja

- Definition and characteristics of psychosocial crises;
- Different models of crisis;
- Differentiation of psychosocial crises from other states;
- Assessment of potential threats, crisis intervention methodology (indication, guidance, guiding the conversation, relational aspects, etc.).
- Crisis intervention with abuse and violence or. threats of violence;
- Intervention with suicide crises;
- Crisis interventions with loss and grief crises

Temeljni literatura in viri / Readings:

Čačinovič Vogrinčič, Gabi (1992) *Psihodinamski procesi v družinski skupnosti*. Ljubljana: Advance.

Tekavčič Grad, Onja (ur.) (2004) *Pogovor z ljudmi v duševni stiski*. Priročnik za svetovanje. Ljubljana: ZRC.

Podgornik, Nevenka (2014) *Psihične krize sodobnega človeka. Sociološko-antropološka perspektiva in vpogled v psihoterapevtsko prakso*. Trnava: Univerza Sv. Cirila in Metoda.

Čačinovič Vogrinčič, Gabi (2000) Vzpostavljanje in ohranjanje svetovalnega odnosa: postmoderno v terapiji in svetovanju. *Psihološka obzorja*, 9, 2, 81–86.

Primason, Richard (2004) *Choice parenting. A more connecting, less controlling way to manage any child behavior problem*. New York: iUniverse, Inc.

Glasser, William (2003) *Counseling with Choice Theory*. New York: HarperCollins Publishers.

Glasser, William (2006) *Duševno zdravje – problem javnega zdravja: nova vloga svetovalcev in psihoterapevtov*. Ljubljana: Društvo za realitetno terapijo Slovenije.

Žanko, N. (1996) *Intervencije u psihoterapiji*. Zagreb: Sipar.

Vinogradov, S. in Yalom, I. D. (1989) *Group Psychotherapy*. Washington: American Psychiatric Press, Inc.

Yalom I. D. (1970) *The Theory and Practice of Group Psychotherapy*. New York, London: Basic Books, Inc. Publishers.

Cilji in kompetence:

Cilj: Študent se seznanja z osnovnimi vrstami psihoterapevtskih intervenc, s katerimi praktik odgovori na klientove psihosocialne potrebe, da bi ga podprl v procesu uresničevanja želenih sprememb. Ob spoznavanju temeljnih konceptov in intervenčnih postopkov študent te tudi izkustveno, praktično preizkusi in se uri v njihovi profesionalni ter etični uporabi.

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, seznanjenost z novostmi na področju študija
- sposobnost uporabe znanja in metod psihosocialnega svetovanja v konkretnih situacijah neposrednega dela s klienti,
- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov
- zmožnost prevzemanja etične in profesionalne odgovornosti biti svetovalec

Objectives and competences:

Objective: Students get acquainted with the basic types of psychotherapeutic intervention with which the practitioner reacts to the client's psychosocial needs, in order to support the process of achieving the desired changes. Besides learning about the basic concepts and intervention procedures student also experientially and practically train their professional and ethical use.

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

- Knowledge and understanding of basic concepts and methods, familiarity with innovations in the field of study
- The ability to apply knowledge in practice and problem solving
- Understanding of basic concepts and methods, familiarity with innovations in the field of study
- Ability to use knowledge and methods of psycho-social counseling in specific situations of direct work with clients,
- The ability of argumentative and respectful discussion and problem solving
- The ability to take the ethical and professional responsibilities of being a consultant

Objective:

Cilj:

Študenti spoznajo najpomembnejše osnove, kako se teorija skupinske dinamike uporablja pri praktičnem delu s klienti. Izbira tehnik je po eni strani določena glede na razumevanje teorije, po drugi strani pa glede na močne strani terapevtove osebnosti. Študentje spoznajo osnovne teorije o skupinskih procesih.

Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:

- poznavanje in razumevanje osnovnih konceptov in metod, seznanjenost z novostmi na področju študija,
- razvoj komunikacijskih sposobnosti in spretnosti, posebej komunikacije v mednarodnem okolju,
- poznavanje in razumevanje splošnih teoretičnih in kliničnih načel vseh psihoterapevtskih modalitet in specifičnih za izbrano modaliteto,
- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin,
- poznavanje skupinske dinamike v primeru dela s skupino in/ali koterapevti,
- zmožnost zavedanja in upoštevanja konteksta psihoterapevtske situacije, njegovih meja in sposobnost prilagoditve z ustreznim pristopom

Študent se seznanja in praktično izuri v učinkovitem vodenju psihoterapevtskega oz. svetovalnega pogovora, svoje poznavanje in rabo psihosocialnih intervenc pa dopolni še s kriznimi intervencam.

Predvideni študijski rezultati:

Od študentov se pričakuje, da bodo zmožni:

- uporabljati temeljno raven teoretičnega znanja za razvijanje hipotez in generativnih odzivov na klinične situacije,

Students learn the most important basics of how the theory of group dynamics applies to practical work with clients. Selection of the techniques is on one hand determined by the understanding of the theory and on the other hand, by the strengths of the therapist personality. Students learn the basic theories of group processes.

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

- Understanding of basic concepts and methods, familiarity with innovations in the field of study,
- The development of communication skills, especially communication in an international environment,
- Knowledge and understanding of general theoretical and clinical principles of psychotherapeutic modalities and specific of the selected modality,
- The ability to autonomously use resources for learning specific content,
- Knowledge of group dynamics when working with a group and/or cotherapists,
- Ability of being aware and taking into account the context of psychotherapeutic situation, its limitations and capability to adapt to the appropriate approach

Students get acquainted and practically trained in effective psychotherapeutic and counselling conversation, their knowledge about the use of psychosocial intervention upgrade with knowledge about crisis interventions.

Intended learning outcomes:

Students are expected to be able to:

- Apply the basic level of theoretical knowledge for developing hypotheses and generative responses to the clinical situation,

- oblikovati in uporabiti ustrezne procese v psihoterapevtskem oz. svetovalnem delu,
- delati ustrezne intervencije in obvladati ustrezno zaključevanje procesa,
- kritično in konsistentno reflektirati svoje funkcioniranje v procesu psihoterapevtskega in svetovalnega dela za izboljšavo svoje prakse,
- raziskovati osebno vpletenost in demonstrirati refleksijo osebne vpletenosti v postopke psihoterapije, v katerih sodelujejo,
- zaupno in spoštljivo ravnati v konfliktnih situacijah s klienti, kar vključuje tudi možnost ustreznega odnosa do klientov, ki posegajo v meje, so nespoštljivi, jezni itd.,
- izkazati zavedanje konteksta psihoterapevtske situacije in se temu prilagoditi z ustreznim pristopom,
- zavedati se etične in profesionalne odgovornosti biti psihosocialni svetovalac,
- demonstrirati poznavanje in razumevanje posameznih za psihoterapijo in svetovanje relevantnih področij psihologije, medicine oziroma psihiatrije,
- oblikovati in uporabiti ustrezne procese v psihoterapevtskem oz. svetovalnem delu,
- avtonomno uporabljati vire za učenje konkretnih vsebin,
- v primeru dela s skupino delati učinkovito s skupino in/ali koterapevti.
- demonstrirati zavedanje, kaj v določenem kontekstu ni mogoče, zavedanje problemov meja, vključujoč zaupnosti, v specifičnih situacijah,
- zavedati se in obvladovati implikacije etičnih vprašanj in dilem,
- konstruktivno sodelovati z drugimi v procesu soustvarjanja možnih (želenih) rešitev

- To develop and apply the appropriate processes in psychotherapeutic and counselling work,
- Do appropriate intervention and being able to appropriate finish the process,
- Critically and consistently reflect their functioning in the process of psychotherapeutic and counselling work to improve their practices,
- Explore the personal involvement and demonstrate reflection of personal involvement in the processes of psychotherapy in which they participate,
- Confidential and respectful deal with conflict situations with clients, including the possibility of appropriate attitude towards clients, which interfere with the limitations, show disrespect, anger, etc.,
- Demonstrate an awareness of context of psychotherapeutic situation and to adapt the used approach
- Be aware of the ethical and professional responsibility of being a psychosocial counsellor,
- Demonstrate knowledge and understanding of specific, for psychotherapy and counseling relevant fields of psychology, medicine and psychiatry,
- To develop and apply the appropriate processes in psychotherapeutic and counselling work,
- Autonomously use resources for learning specific content,
- In the case of working with the group to work effectively with a group and / or cotherapists.
- Demonstrate awareness of what are the limitations in a given context, awareness of the problems of setting limits, including confidentiality, in specific situations,
- Be aware of and manage the implications of ethical issues and

- vzpostaviti in delati z odnosom v psihoterapevtskem delu, skladnim z njihovo modaliteto,
- demonstrirati ustrezno spretnost in izkazati zadostno učinkovitost vodenja psihoterapevtskega oz. svetovalnega pogovora,
- delati ustrezne (krizne) intervence in obvladati ustrezno zaključevanje procesa,
- avtonomno uporabljati vire za učenje konkretnih vsebin,
- kritično vrednotiti implikacije problemov kulture, rase, spola, seksualnih orientacij, starosti za svetovalno delo, kritično in konsistentno reflektirati svoje funkcioniranje v procesu psihoterapevtskega oz. svetovalnega dela

- dilemmas
- Constructively cooperate with others in the process of co-creation potential (desired) solution
 - Establish and work with the appropriate attitude which is consistent with their psychotherapeutic modality,
 - Demonstrate the appropriate skills and provide proof of the effectiveness of guidance in psychotherapy and counseling,
 - Perform (crisis) intervention and know about the appropriate finishing process,
 - Autonomously use resources for learning specific content,
 - Critically evaluate the implications of the problems of culture, race, gender, sexual orientation, age for counselling work, critically and consistently reflect their function in the process of psychotherapy or counseling.

Metode poučevanja in učenja:

predavanja, diskusije, demonstracije, delo v malih skupinah, vaje s poudarkom na problemskem in izkustvenem učenju (npr. igra vlog), projektno, terensko delo

Learning and teaching methods:

Lectures, discussions, demonstrations, work in small groups, exercises with an emphasis on problem-based and experiential learning (eg. role-playing game), project and field work

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

Pisni izpit.	60%	Written exam.
Projektna naloga s poročili z vaj ter predstavitev naloge.	40%	Project Assignment with reports of exercises and presentation of the work.
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading is in accordance with the Faculty's evaluation Ordinance

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Reference nosilca / Lecturer's references:

PODGORNIK, Nevenka. *Psihične krize sodobnega človeka. Sociološko-antropološka perspektiva in vpogled v psihoterapevtsko prakso*. Trnava: Univerza Sv. Cirila in Metoda, 2014

PODGORNIK, Nevenka. *Kriva je Eva : androcentrična konstrukcija stvarnosti in manifestiranje psihičnih kriz žensk*. Ljubljana: Vega, 2012.

PODGORNIK, Nevenka. Depression : a socio-cultural way of manifesting women's psychological crises. *Anthropol. noteb.* [Tiskana izd.], 2012, year 18, no. 2, str. 55-67

PODGORNIK, Nevenka. Reality psychotherapeutic process with a person that has mental disorders. *Research in social change*, sept. 2012, no. 4, iss. 3, str. 187-216

PODGORNIK, Nevenka. A Psychotherapeutic treatment of psychosomatic problems. *Innovative issues and approaches in social sciences*, 2014, vol. 7, no. 3, str. 148-166.

PODGORNIK, Nevenka. Terapevtsko-svetovalni proces z osebo, zasvojeno s spolnostjo = A counselling process with a person addicted to sex. *Kairos*, 2012, letn. 6, št. 1-2, str. 67-84

PODGORNIK, Nevenka. Mental health as a public social problem. *Global journal of human social sciences*, 2014, vol. 14, issu. 1, str. 22-31

PODGORNIK, Nevenka. Psihologija osebne svobode sodobnega človeka. *Anthropos*, 2010, letn. 42, št. 3/4, str. 153-167.

PODGORNIK, Nevenka. Terapevtsko svetovalni proces z otrokom in mladostnikom s težavami v odraščanju in njegovimi starši. *Educa*, jun./jul. 2011, letn. 20, [št.] 2/3, str. 62-74.

PODGORNIK, Nevenka. Prikaz obravnave težav v duševnem zdravju z realitetnim svetovalno-terapevtskim pristopom : študija primera = A presentation of a treatment of psychological problem with reality therapy : case study. *Kairos*, 2011, letn. 5, št. 1/2, str. 59-73.