

ŠTUDIJSKI PROGRAM 2. STOPNJE
PSIHOLOGIJA:
UČNI NAČRTI PREDMETOV V
ŠTUDIJSKEM LETU 2019-20

MASTER STUDY PROGRAMME IN
PSYCHOLOGY:
SYLLABI OF THE COURSES, STUDY
YEAR 2019-20



PREDMETI:

Klinična psihologija in psihoterapija otrok in mladostnikov.....	4
Metode in tehnike psihoterapije in psihološkega svetovanja.....	8
Družina v stresni situaciji.....	14
Kognitivna nevroznanost psihopatologije.....	18
Šolsko psihološko svetovanje.....	22
Diagnostika v vzgoji in izobraževanju.....	26
Otrok v družini in vrtcu.....	30
Psihološke intervencije v vzgoji in izobraževanju.....	36
Karierni razvoj zaposlenih.....	40
Psihologija organizacijske dinamike.....	44
Okoljska psihologija.....	47
Ekonomska psihologija.....	51
Diferencialna psihologija.....	58
Uporabna psihometrija.....	63
Psihosocialni odnosi v šoli.....	67
Didaktika psihologije.....	72
Kliničnopsihološka diagnostika.....	77
Razvojnopsihološke teorije.....	82
Uporabna kognitivna psihologija.....	86
Svetovanje in psihoterapija.....	90
Kadrovska psihologija.....	94
Psihološki vidiki psihopatologije.....	98
Organizacijska psihologija.....	102
Magistrsko delo.....	106
Psihološka študijska praksa.....	110



COURSES:

Clinical Child and Adolescent Psychology and Psychotherapy.....	4
Methods and Techniques in Psychotherapy and Psychological Counselling	8
Family and Stress.....	14
Cognitive Neuroscience of Psychopathology	18
School Psychological Counseling.....	22
Educational Diagnostic	26
Child in the Family and Preschool	30
Psychological Interventions in Education.....	36
Employees' Career Development.....	40
Psychology of Organizational Dynamic	44
Environmental Psychology	47
Economic Psychology	51
Differential Psychology.....	58
Applied Psychometrics	63
Psycho-social Relationships in School	67
Didactics of Psychology	72
Clinical-psychological Diagnostics	77
Theories of Developmental Psychology	82
Applied Cognitive Psychology	86
Counselling and Psychotherapy	90
Personnel Psychology.....	94
Psychological Aspects of Psychopatology	98
Organizational Psychology	102
Master's Thesis.....	106
Psychological Internship.....	110



UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Klinična psihologija in psihoterapija otrok in mladostnikov
Course title:	Clinical Child and Adolescent Psychology and Psychotherapy

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	30				52	3

Nosilec predmeta / Lecturer: izr. prof. dr. Robert Masten

Jeziki / Languages: Predavanja / Lectures: Slovenščina
Vaje / Tutorial:

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

(a) Vpis v 2. letnik mag. študija psihologije
 (b) Vključitev v modul Klinična psihologija in psihoterapija
 Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

(a) Enrollment into the 2st year of 2nd cycle of psychology study programme and enrollment into module »Clinical psychology and psychotherapy«.
 (b) Passing an individual assignment and 80 % attendance at seminar work is a condition for access to a final examination.

Vsebina:

Splošni principi in specifičnosti psihopatologije in obravnave pri otrocih in adolescent, npr. Homo/heterotipična variabilnost, transakcijska perspektiva, součinkovanje dednosti in okolja, razvojno-psihopatološka perspektiva, ekvi/multifinalnost, ontogenetski procesni model, motnje pozunanjanja/ponotranjanja, dejavniki tveganja in zaščitni dejavniki; prevalence motenj v otroštvu; posebnosti diagnostike in obravnave, opis posameznih motenj v otroštvu in v adolescenci in evidence o z dokazi podprti pripadajoči obravnavi (motnje pozornosti s hiperaktivnostjo, vedenjske in čustvene motnje in opozicionalno-kljubovalna motnja, anksioznost in depresivnost, pediatrična bipolarna motnja, motnje avtističnega spektra, druge motnje in stanja); RDoC; uporabna vedenjska analiza;

Content (Syllabus outline):

General principles in child and adolescent psychopathology, i.e. homotypic/heterotypic continuity, gene-environment interdependence; developmental psychopathology perspective, principles of equi/multifinality, ontogenetic process model, disorders of externalization/internalization; transactional perspectivity, vulnerability/protective factors; prevalence of mental disorders in youth; specifics of psychodiagnostics and treatment; description of specific disorders and evidence based treatments (ADHD, conduct disorders, oppositional defiant disorder, autistic spectrum disorders, depressive disorders, pediatric bipolar disorder, anxiety disorders, other disorders and conditions; the Research domain criteria (RDoC); Applied behavior analyses;

Temeljni literatura in viri / Readings:

Theodore P. Beauchaine, T.P. in Hayden E. P. (2016). Child and Adolescent Disorders. V Norcross, J.C., VandenBos, G.R. in Freedheim, D.K. (Ur.). *APA Handbook of Clinical Psychology: Vol. 4. Psychopathology and Health*. (135 - 158). Washington DC: American Psychological Association.

Carr, A. Clinical Child Psychology (2016). V: Norcross, J.C., VandenBos, G.R. in Freedheim, D.K. (Ur.). *APA Handbook of Clinical Psychology: Vol. 1. Roots and Branches*. (59 - 75). Washington DC: American Psychological Association

Kazak, A.E., Sood, E. in Roberts, M.C. (2016). Pediatric Psychology. V Norcross, J.C., VandenBos, G.R. in Freedheim, D.K. (Ur.). *APA Handbook of Clinical Psychology: Vol. 1. Roots and Branches*. (81 - 106). Washington DC: American Psychological Association.

John E. Lochman, Caroline Boxmeyer, and Nicole Powell (2016). Adolescent Clinical Psychology. V: Norcross, J.C., VandenBos, G.R. in Freedheim, D.K. (Ur.). *APA Handbook of Clinical Psychology: Vol. 1. Roots and Branches*. (107 - 121). Washington DC: American Psychological Association.

Tanner, J.T. in Arnett, J.J. (2016). Emerging Adult Clinical Psychology. V: Norcross, J.C., VandenBos, G.R. in Freedheim, D.K. (Ur.). *APA Handbook of Clinical Psychology: Vol. 1. Roots and Branches*. (127 - 135). Washington DC: American Psychological Association.

6.

Janjušević, P. (2013). Posebnosti psihološkega ocenjevanja otrok in mladostnikov. V

Masten, R., & Smrdu, M. (ur.). *Klinična psihologija*. Ljubljana: Znanstvena založba Filozofske fakultete. Strani 314 – 338

Cilji in kompetence:

Cilji:

Seznani študente s principi in vsebinami pato/salutogeneze psiholoških problemov pri otrocih in mladostnikih

Kompetence:

Poznavanje in razumevanje principov nastanka, vzdrževanja in obravnave problemov na področju duševnosti pri otrocih in mladostnikih;

Objectives and competences:

Objective:

To inform students on principles and contents of pato/salutogenesis of psychological problems in children and adolescents.

Competencies:

Understanding mental health problems of childhood and adolescence; basic understanding of principles of saluto/pathogenesis of mental health problems and basic understanding and knowledge of treatment of mental health problems in children and adolescents.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poznavanje in ločevanje razvojno pogojenih procesov in stanj od patogenetskih procesov in stanj; osnovno poznavanje obravnave in terapije duševnih težav pri otrocih in mladostnikih; razumevanje in ločevanje teh procesov glede na druge populacije; razumejo specifičnosti obravnave otrok in mladostnikov;

Uporaba:

Uporaba znanja in razumevanja težav na področju duševnosti pri otrocih in mladostnikih pri presojanju ustreznosti prepoznavanja teh težav in obravnave težav;

Refleksija:

Študentje se zavedajo omejitev svojega znanja o psiholoških problemih v otroštvu

Intended learning outcomes:

Knowledge and understanding:

Knowledge and understanding of developmental and psychopathological processes; basic understanding of treatment principles; differentiating understanding of disorders and conditions in relation to other populations;

Application:

Application of knowledge and understanding in evaluation of treatment.

Reflection:

Awareness of limitation of knowledge and its application. Understanding of processes in the context of other areas of psychology. Transferable skills – not tied to just one subject:
General evaluation of

<p>in v mladostništvu. Umestijo znanje v kontekst drugih področij psihologije. Prenosljive spretnosti – niso vezane le na en predmet: Zmožnost presoje glede specifičnosti/splošnosti vsebin in procesov; prenos znanja na druge predmete in področja; poznavanje podobnosti in različnosti glede terminologije</p>	<p>specifics/generalisation to other populations; transfer of terminology</p>
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Metode poučevanja in učenja:

Seminarsko in projektno delo

Learning and teaching methods:

Seminar work and project work presentation, study of basic and facultative literature;

Načini ocenjevanja:

Izpit, seminarsko in projektno delo
(a) Pisni izpit, seminar work
(b) 6 do 10 (pozitivno)/ 5 (negativno)

Delež (v %) /
Weight (in %)

100% exam/
seminar is a
prerequisite
for the exam

Assessment:

Type (examination, oral, coursework, project):
(a) Written exam and seminar project; positively rated seminar project is mandatory for access to written examination
(b) 6 - 10 (positive)/5 (negative)

Reference nosilca / Lecturer's references:

Masten, R., Šafarič, S., Jug in V., Petzold, H. G. (2010). "Familienklimata" bei Alkoholikern und ihre Bedeutung für Integrativ-Systemische Interventionen in der Arbeit mit Familien. *Integrative Therapie*, 36(2/3), 287-316.

Masten, R., Šafarič, S., Jug in V., Petzold, H. G. (2010). "Familienklimata" bei Alkoholikern und ihre Bedeutung für Integrativ-Systemische Interventionen in der Arbeit mit Familien. *Integrative Therapie*, 36(2/3).

Masten, R., Tušak, M., Zalar, B., Zihlerl, S. (2009). Stress, coping and social support in three groups of university students. *Psychiatria Danubina*, 21(1), 41–48.

Masten, R. (2009). Experiencing meaning in life and existential frustration among Slovenian high school students. *Pedagoška obzorja*, 24(3/4), 200 - 210.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Metode in tehnike psihoterapije in psihološkega svetovanja
Course title:	Methods and Techniques in Psychotherapy and Psychological Counselling

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15				52	3

Nosilec predmeta / Lecturer: izr. prof. dr. Gregor Žvelc, spec. klin. psih.

Jeziki / Languages:

Predavanja / Lectures:	Slovenščina
Vaje / Tutorial:	Slovenščina

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

Prerequisites:

(a) Vpis v 2. letnik mag. študija psihologije
(b) Vključitev v modul Klinična psihologija in psihoterapija
Za razvoj kompetenc v okviru seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

(a) Enrollment in the 2nd year of MSc in Psychology study programme.
(b) Enrollment in module Clinical psychology and psychotherapy
80% attendance at seminars is mandatory. In case of insufficient attendance student can not apply for the exam.

Vsebina:

- Raziskave skupnih faktorjev v psihoterapiji in principi terapevtske spremembe.
- Diagnostična ocena in načrtovanje psihoterapije in svetovanja.
- Vzpostavitev terapevtske delovne aliance.
- Prva srečanja s klienti.
- Dogovori v psihoterapiji in svetovanju.
- Faze psihoterapije in svetovanja.
- Metode dela v terapevtskem odnosu.
- Uглаševanje, empatična odzivnost in prisotnost terapevta.
- Delo z motnjami v terapevtski aliansi.
- Tehnike povpraševanja.
- Kognitivne in vedenjske tehnike.
- Tehnike usmerjene na emocije in telo.
- Delo s kreativnimi mediji in pozitivnimi viri.
- Delo s transferjem in kontratransferjem.
- Novejše empirično veljavne tehnike v psihoterapiji.
- Čuječnost in psihoterapija.
- Zaključevanje psihoterapije/svetovanja in evalvacija.
- Osnove supervizije in mentorstva.

Content (Syllabus outline):

- Research of common factors in psychotherapy and principles of therapeutic change.
- Diagnostic assessment and planning of psychotherapy and counselling.
- Establishing therapeutic alliance.
- First meeting with clients.
- Contracts in psychotherapy and counselling.
- Phases of psychotherapy and counselling.
- Methods of working in psychotherapeutic relationship.
- Attunement, empathic responsiveness and presence of therapist.
- Working with ruptures of therapeutic alliance.
- Techniques of inquiry.
- Cognitive and behavioral techniques.
- Techniques focused on emotions and body.
- Use of creative media and positive resources.
- Working with transference and countertransference.
- New empirical validated techniques in psychotherapy.
- Mindfulness and psychotherapy.
- Ending of psychotherapy/counselling and evaluation.
- Fundamentals of supervision and mentorship.

Temeljni literatura in viri / Readings:

- Hayes, S. C., Strosahl, K. D. in Wilson, K. G. (2012). *Acceptance and commitment therapy: the process and practice of mindful change, 2nd edition* New York: The Guilford Press.
- Lapworth, P., Sills in Fish, S. (2001). *Integration in Counselling & Psychotherapy. Developing a Personal Approach*. London: Sage Publication. Str. 1 – 45.
- Erskine, R. G., Moursund, J. P., & Trautmann, R. L. (1999). *Beyond Empathy. A Therapy of Contact-in-Relationship*. Philadelphia: Brunner/Mazel.
- Woolfe, R., Strawbridge, S., Douglas, B. in Dryden, W. (2009). *Handbook of Counselling Psychology (3rd Edition)*. London: Sage. Str. 1 – 44.

Cilji in kompetence:

Predmet predstavlja nadgradnjo predmeta Svetovanje in Psihoterapija, ki poteka v prvem letniku magistrskega študija.

Cilji:

Spoznavanje poteka psihološke obravnave od prvih srečanj do zaključevanja. Načrtovanje psihološke obravnave. Učenje empatičnega odzivanja in vzpostavljanja terapevtskega/svetovalnega odnosa. Učenje temeljnih metod in tehnik psihoterapije in psihološkega svetovanja. Spoznavanje samega sebe in samorefleksija v kontekstu medosebnega odnosa.

Kompetence:

Razvoj kapacitete za vzpostavljanje terapevtskega in svetovalnega odnosa. Sposobnost samorefleksije pri svetovalnem in terapevtskem delu. Razvoj temeljnih veščin in kompetenc za psihološko obravnavo: empatija, poslušanje, opazovanje, povpraševanje in vzpostavljanje dogovora. Poznavanje in uporaba temeljnih intervenc in tehnik psihološkega svetovanja in psihoterapije. Kompetence so omejene na nivo generične psihoterapije oz. svetovanja.

Objectives and competences:**Objective:**

The subject is upgrade of subject Counselling and psychotherapy, which is taking place in 1st year of MsC study.

Goals:

Acquaintance with psychological treatment from first to last session. Planning of psychological treatment. Learning of empathic responding and establishing therapeutic/counselling alliance. Learning of fundamental methods and techniques of psychotherapy and psychological counselling. Self-knowledge and self-reflection in the context of interpersonal relationship.

Competencies:

Development of capacity for establishing therapeutic and counselling relationship. Ability for self-reflection during counselling and therapy. Development of basic skills for psychological treatment: empathy, listening, observing, inquiry and establishing contract. Use of basic intervention and techniques of psychological counselling and psychotherapy. Competencies are limited to level of generic psychotherapy/counselling.

Predvideni študijski rezultati:

Znanje in razumevanje:

- Študenti-ke spoznajo in razumejo praktične vidike psihoterapije in psihološkega svetovanja od prvih srečanj s klienti do zaključevanja obravnave. Spoznajo skupne faktorje psihoterapije in svetovanja in iz njih izhajajoče metode in tehnike. Razumejo pomembnost terapevtskega odnosa in terapevtske alianse za izid psihoterapije. Spoznajo temeljne tehnike in intervence v psihoterapiji in psihološkem svetovanju. Razumejo meje med psihoterapijo, psihološkim svetovanjem in sorodnimi področji. Seznanijo se z najnovejšimi spoznanji na področju psihoterapije in svetovanja.

Uporaba:

- Pridobljena znanja so uporabna pri psihološkem svetovanju na različnih področjih psihologije in študente pripravljajo na praktično delo po zaključenem magistrskem študiju. Znanja so uporabna pri izvedbi različnih programov psihološke pomoči otrokom, mladostnikom in odraslim ter ljudem s psihičnimi težavami.
- Pridobljena znanja iz psihoterapije so omejena na področje generične psihoterapije in pripravljajo študente na nadaljnje specialistično usposabljanje.

Refleksija:

- Študenti razvijajo samorefleksijo v lastne vzorce vedenja in doživljanja, ki so nujna za svetovalno in terapevtsko delo. Pomemben cilj je tudi razvoj samorefleksije in samoopazovanja v kontekstu medosebnega odnosa. Študenti se

Intended learning outcomes:

Knowledge and understanding:

- Students get acquainted with and understand practical aspects of psychotherapy and psychological counselling from first to last session. They get to know common factors of psychotherapy and counselling and related methods and techniques. They understand importance of therapeutic relationship and alliance for outcome of psychotherapy. They get acquainted with techniques and interventions in psychotherapy and psychological counselling. They understand boundaries between psychotherapy, psychological counselling and related fields. They get acquainted with newest knowledge in the field of psychotherapy and counselling.

Application:

- Acquired skills and knowledge are useful for psychological counselling in different fields of psychology and prepare students for practical work after MsC study. They can also be useful in different programmes of psychological help for children, youth, adults and people with different psychological problems.
- Acquired knowledge of psychotherapy is limited to generic psychotherapy and prepare students for further specialisation in psychotherapy.

Reflection:

- Students develop self-reflection in their own patterns of behaviour and experience, which is necessary for counselling and psychotherapy work. Important goal is also developing self-reflection and self-observation in context of interpersonal relationship.

<p>zavedajo omejitev svojega znanja in kompetenc z vidika svetovanja in psihoterapije.</p> <p>Prenosljive spretnosti – niso vezane le na en predmet:</p> <ul style="list-style-type: none"> • Pridobljena znanja in kompetence so prenosljiva na vsa področja, ki se nanašajo na načrtovanje in izvedbo psihološke obravnave. 	<p>Students are aware of limitation of their knowledge and competencies from viewpoint of counselling and psychotherapy.</p> <p>Transferable skills – not tied to just one subject:</p> <ul style="list-style-type: none"> • Acquired knowledge and competencies are transferable to all areas which are concerned with planning and execution of psychological help.
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Metode poučevanja in učenja:

predavanja, seminar, izkustveno učenje, igra vlog, analiza videoposnetkov

Learning and teaching methods:

lectures, seminar, experiential learning, role play, analysis of videotapes

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Izpit, seminarsko in projektno delo	100% izpit, opravljen seminar je pogoj za pristop k izpitu/100% exam, completed seminar work is mandatory for taking the exam	Type (examination, oral, coursework, project):

Reference nosilca / Lecturer's references:

Erjavec, N. in Žvelc, G. (2018). Psychopathology and parent-child relationships in illicit drugs users. *Anthropological researches and studies*, 8, 63 – 74.

Modic, K. U. in Žvelc, G. (2015). Helpful aspects of therapeutic relationship in integrative psychotherapy. *International Journal of Integrative Psychotherapy*, 6, 1-25.

Žvelc, G. (2010). Object and subject relations in adulthood--towards an integrative model of interpersonal relationships. *Psychiatria Danubina*, 22, 498–508.

Žvelc, G. (2011). *Razvojne teorije v psihoterapiji: integrativni model medosebnih odnosov.*

Ljubljana: Založba IPSA.
Žvelc, G., Černetič, M., & Košak, M. (2011). Mindfulness-based transactional analysis. *Transactional Analysis Journal*, 41, 241–254.
Žvelc, G. (2012). Mindful Processing in Psychotherapy – Facilitating Natural Healing Process within Attuned Therapeutic Relationship. *International Journal of Integrative Psychotherapy*, 3(1), 42–58.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Družina v stresni situaciji
Course title:	Family and Stress

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	30				52	3

Nosilec predmeta / Lecturer: izr. prof. dr. Matija Svetina

Jeziki / Languages:

Predavanja / Lectures:

Vaje / Tutorial:

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

(a) vpis v 2. letnik magistrskega študija psihologije
(b) vključenost v modul

Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

(a) Enrollment in the 2nd year of MsC in Psychology study programme.
(b) Enrollment in module Clinical psychology and psychotherapy

80% attendance at seminars is mandatory. In case of insufficient attendance student can not apply for the exam.

Vsebina:

Teorije in modeli družine, ocenjevanje in razvoj družinskih odnosov, vlog in struktur, rizični in varovalni dejavniki adaptacije družinske strukture v posebnih življenjskih situacijah: družina s kroničnim bolnikom, soočanje z boleznijo, smrtjo in telesnimi poškodbami, žalovanje, ločitev, hospitalizacija, prometnimi nesrečami, sodiščem, prilagajanje na tuje okolje, družina v vojni in naravnih nesrečah, družna z odvisnostjo od alkohola in drog, fizična, čustvena in spolna zloraba v družini, posvojitve in rejništvo, nasilje v družini.

Content (Syllabus outline):

Theories and models of families, assessment of the development of family relationships, roles and structures, risk and protective factors of the adjustment of family structures in specific life situations: family with a chronic patient, coping with illness, death and injuries, grieving, divorce, hospitalization, car accidents, courts, adaptation to a foreign environment, family in wars in natural disasters, family with drug and alcohol addiction, physical, emotional in sexual abuse in the family, adoption, foster care, domestic violence.

Temeljni literatura in viri / Readings:

Carr, A. (2005). *The handbook of child and adolescent clinical psychology: A contextual approach*. New York: Taylor & Francis. (str. 2-64, 847-931)
 Peterson, G. W., Bush, K. R. (ur) (2013). *Handbook of marriage and the family*. New York: Springer.
 Segrin, C., Flora, J. (2005). *Family communication*. London: Lawrence Erlbaum Associates.
 White, J. M., Klein, D. M. (2002). *Family theories*. London: Sage. (str. 121-139, 275-303, 449-594)

Cilji in kompetence:

Cilji: seznanitev z nekaterimi najpogostejšimi stresnimi situacijami, s katerimi se sooča družina; poznavanje zaščitnih dejavnikov in dejavnikov tveganja ter tipičnih odzivov družinskih struktur v takšnih situacijah. Seznanitev z najpomembnejšimi tehnikami za ocenjevanje družinske dinamike in strukture.
 Kompetence: Študentje poznajo specifičnosti posameznih stresnih situacij in razumejo odzivanje družinske strukture v različnih kontekstih. Znajo oceniti relevantne vidike družinskega funkcioniranja v različnih kontekstih in o njih strokovno poročati.

Objectives and competences:

Objective: To get acquainted with some of the most common stressful situations facing the family; knowledge of protective and risk factors and typical responses of family structures in such situations. To get acquainted with the most important techniques for assessing family dynamics and structure.
 Competencies: Students are familiar with the specifics of individual stress situations and understand the response of family structures in different contexts. They know how to evaluate and report on relevant aspects of family functioning in different contexts.

Predvideni študijski rezultati:

- Znanje in razumevanje: Študentke in študentje poznajo in razumejo najpogostejše situacije, ki od družinske strukture zahtevajo posebne oblike prilagajanja. Poznajo specifičnosti posameznih situacij in razumejo odzivanje družinskih članov v takih situacijah v razvojnopsihološkem kontekstu.
- Uporaba: Znajo prepoznati razvojno prilagojeno in patološko odzivanje družinske strukture v stresnih razmerah, znajo oceniti verjetno odzivanje v določeni situaciji glede na razvojnopsihološki in socialno specifični kontekst, na ustrezen način znajo podati o tem mnenje tretjim osebam.
- Refleksija: Študentke in študentje se zavedajo omejitev svojega poznavanja in razumevanja adaptacijskih procesov družinskih struktur v kritičnih razmerah. Zavedajo se omejitev, ki so povezane z različnimi tehnikami zbiranja podatkov o družinah v različnih izrednih kontekstih.
- Prenosljive spretnosti – niso vezane le na en predmet: Študentke in študentje znajo poiskati ustrezne strokovne vire, razvijajo kritično mišljenje pri interpretaciji podatkov glede obnašanja družinskega sistema v različnih situacijah in različnih kontekstih.

Intended learning outcomes:

- Knowledge and understanding: Students know and understand the most common situations that require special forms of adjustment from the family structure. They know the specifics of individual situations and understand the response of family members to such situations in a developmental and psychological context.
- Application: They are able to recognize the developmentally adapted and pathological response of the family structure in stressful situations, they are able to assess the likely response in a given situation in relation to the developmental psychologically and socially specific context, and to give an appropriate opinion to third parties.
- Reflection: Students are aware of the limitations of their knowledge and understanding of adaptive processes of family structures in critical situations. They are aware of the limitations associated with different family data collection techniques in different extraordinary contexts.
- Transferable skills - not tied to one subject: Students are able to find appropriate professional resources, develop critical thinking in interpreting data on the behavior of the family system in different situations and different contexts.

Metode poučevanja in učenja:

Seminar in projektno delo

Learning and teaching methods:

Seminars and project work

Načini ocenjevanja:

Seminarska oz. projektna naloga je pogoj za izpit

Delež (v %) /

Weight (in %) **Assessment:**

**100%
izpit/exam**

Seminar or project work is the pre-condition to enter the exam.

Reference nosilca / Lecturer's references:

Svetina, M (2014). Resilience in the context of Erikson's theory of human development. *Current psychology*, 33 (3), 393-404.

Svetina, M., Nastran, K (2012). Family relationships and post-traumatic growth in breast cancer patients. *Psychiatria Danubina*, 24 (3), 298-306.

Svetina, M., Zabret, E. in Bajec, B. (2011). Perception of family functioning: Parental vs. non-parental perspective. *Suvremena psihologija*, 19 (4), 55-66.

Svetina, M. (2011). Modeli sprememb v spoznavnem razvoju. V: L. Marjanovič Umek in M. Zupančič (ur.). *Razvojna psihologija: izbrane teme* (str. 157-172). Ljubljana: ZIFF.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kognitivna nevroznanost psihopatologije
Course title:	Cognitive Neuroscience of Psychopathology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15				52	3

Nosilec predmeta / Lecturer: red. prof. dr. Grega Repovš

Jeziki / Languages: Predavanja / Lectures: Slovenščina / Angleščina

Vaje / Tutorial:

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

(a) vpis v 2. letnik magistrskega študija psihologije
 (b) vključenost v modul

Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

(a) Enrollment in the 2nd year of MsC in Psychology study programme.
 (b) Enrollment in module Clinical psychology and psychotherapy

80% attendance at seminars is mandatory. In case of insufficient attendance student cannot apply for the exam.

Vsebina:

Osnove kognitivne nevropsihologije in nevropsihiatrije; orodja in pristopi raziskovanja kognitivnih in nevrobioloških osnov psihopatologije; motnje zaznavanja in pozornosti, motnje govora in jezika, motnje spomina, motnje doživljanja in mišljenja, motnje osebnosti, motnje čustvovanja, motnje izvršilnih funkcij; pristopi in oblike zdravljenja.

Content (Syllabus outline):

Fundamentals of cognitive neuropsychology and neuropsychiatry; tools and approaches for exploring the cognitive and neurobiological bases of psychopathology; disorders of perception and attention, disorders of speech and language, disorders of memory, disorders of experience and thinking, disorders of personality, disorders of emotions, disorders of executive functions; approaches to and forms of treatment.

Temeljni literatura in viri / Readings:

Vsebine za predmet so dostopne v izbranih poglavjih sledečih virov.
Broome, M., Bortolotti, L. (2009). *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives*. Oxford: Oxford University Press.
Frith, C. (1992). *Cognitive Neuropsychology of Schizophrenia*. Hove: Lawrence Erlbaum.
Halligan, P.W., Marshall, J.C. (2013). *Method In Madness: Case Studies In Cognitive Neuropsychiatry*. New York: Psychology Press.
Cummings, J.L., Trimble, M.R. (2002). *Concise Guide to Neuropsychiatry and Behavioral Neurology, 2nd ed.* London: American Psychiatric Publishing.

Cilji in kompetence:

Cilji: Seznaniti se s kognitivno-nevrobiološkimi osnovami psihopatologije, poznati in razumeti mehanizme nastanka ter možne poti obravnave različnih oblik psihopatologije; se spoznati z najpomembnejšimi raziskovalnimi in diagnostičnimi pristopi in orodji.
Kompetence: Študentje prepoznajo različne oblike psihopatologije, jo znajo navezati na delovanje relevantnih kognitivnih in možganskih podsistemov, te informacije upoštevati pri načrtovanju diagnostike in obravnave ter o njih strokovno poročati v okviru multidisciplinarnega tima.

Objectives and competences:

Objective: To become acquainted with the cognitive-neurobiological bases of psychopathology, to know and understand the mechanisms of origin and possible ways of dealing with different forms of psychopathology; get acquainted with the most important research and diagnostic approaches and tools.
Competencies: Students recognize different forms of psychopathology, can relate it to the functioning of relevant cognitive and brain subsystems, take this information into account when planning diagnostics and treatment, and report them professionally within a multidisciplinary team.

Predvideni študijski rezultati:

- Znanje in razumevanje: Študentke in študentje razumejo, kako motnje v delovanju možganov in posledično v delovanju kognitivnega sistema vodijo do motenj zaznavanja, pozornosti, mišljenja, čustvovanja, doživljanja in vedenja, ki označujejo psihopatologijo nevroloških in psihiatričnih bolezni.
- Uporaba: Simptome psihopatologije znajo povezati z ustreznimi kognitivnimi in možganskimi podsistemi ter na tej osnovi usmerjati podrobnejšo psihodiagnostiko, načrtovati obravnavo ter spoznanja ustrezno posredovati tretjim osebam.
- Refleksija: Študentke in študentje se zavedajo pomembnosti obravnave psihopatologije z vidika delovanja možganov in kognitivnega sistema ter potrebe po multidisciplinarnem pristopu k njeni obravnavi. Zavedajo se omejitev svojega in obstoječega znanja ter razpoložljivih instrumentov.
- Prenosljive spretnosti – niso vezane le na en predmet: Študentke in študentje znajo poiskati ustrezne strokovne vire, razvijajo širši pogled na izvore, pojavnosti in obravnavo psihopatologije, sposobni so interdisciplinarnega razmišljanja in sodelovanja.

Intended learning outcomes:

- Knowledge and understanding: Students understand how brain disorders and consequently disorders in the functioning of the cognitive system lead to disorders of perception, attention, thinking, emotion, experience and behavior that characterize the psychopathology of neurological and psychiatric diseases.
- Application: They are able to relate the symptoms of psychopathology to the relevant cognitive and brain subsystems and, on that basis, to direct more detailed psychodiagnostics, to plan the treatment and to pass on the findings accordingly to third parties.
- Reflection: Students are aware of the importance of addressing psychopathology in terms of brain function and cognitive system and the need for a multidisciplinary approach to addressing it. They are aware of the limitations of their own and existing knowledge and the available instruments.
- Transferable skills - not tied to just one subject: Students are able to find relevant professional resources, develop a broader view of the origins, appearances and treatment of psychopathology, are capable of interdisciplinary thinking and collaboration.

Metode poučevanja in učenja:

Predavanja, seminar in projektno delo
 50 % izpit
 50 % seminar

Learning and teaching methods:

Lectures, seminars and project work
 50% exam
 50 % seminar

Delež (v %) /

Načini ocenjevanja:

Weight (in %) **Assessment:**

Izpit, seminarsko in projektno delo

Exam, seminar and project work

Reference nosilca / Lecturer's references:

Cole, M.W., Repovš, G., Anticevic A. (2014). The Frontoparietal Control System: A Central Role in Mental Health. *Neuroscientist*, 20(6), 652-64.
 Anticevic, A., Repovš, G., Krystal, J.H. & Barch, D.M. (2012). A broken filter: prefrontal functional connectivity abnormalities in schizophrenia during working memory interference. *Schizophr. res.* 141(1), 8-14.
 Repovš, G., Csernansky, J.G., Barch, D.M. (2011). Brain network connectivity in individuals with schizophrenia and their siblings. *Biol Psychiatry*, 69(10), 967-973.
 Cole, M.W., Anticevic, A., Repovš, G., and Barch, D. (2011). Variable global dysconnectivity and individual differences in schizophrenia. *Biol Psychiatry*, 70(1), 43-50.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Šolsko psihološko svetovanje
Course title: School Psychological Counseling

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type

Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	20				52	3

Nosilec predmeta / Lecturer:

Prof. dr. Sonja Pečjak

Jeziki / Languages:

Predavanja / Lectures: Slovenski/Slovene
Seminar: Slovenski/Slovene

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

Študent je vpisan v 2. letnik.
Vključitev v modul "Psihologija na področju vzgoje in izobraževanja«.

Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

Enrolment in year 2.
Inclusion in the module: "Psychology in the field of education".

80% attendance at seminars is mandatory. In case of insufficient attendance, student cannot apply for the exam.

Vsebina:

- Opredelitev in osnovni teoretski pristopi pri šolskem psihološkem svetovanju.
- Vrste šolskega psihološkega svetovanja in posvetovanje.
- Modeli šolskega psihološkega svetovanja (svetovanje pri odločanju; kratko, na rešitev usmerjeno svetovanje).
- Spretnosti pri vodenju svetovalnega (spretnosti usmerjanja pozornosti, poslušanja in vplivanja, konfrontiranja).
- Etični vidiki šolskega psihološkega svetovanja.
- Učinkovitost svetovalne pomoči v šolskem kontekstu – evalvacija in samoevalvacija.

Content (Syllabus outline):

- Definition and basic theoretical approaches to school psychological counselling.
- Types of school psychological counselling and consultation.
- Counselling models (decision making counselling; brief, solution oriented counselling...).
- Counselling skills (attention focusing skills, listening, influencing and confrontation skills).
- Ethical aspects of psychological school counselling.
- The effectiveness of counselling in school context – evaluation and self-evaluation.

Temeljni literatura in viri / Readings:

- Nelson-Jones, R. (2005). *Counselling skills*. London: Sage Publications, 61- 262.
- Pečjak, S. in Košir, K. (2017). *Šolsko psihološko svetovanje*. Ljubljana: Znanstvena založba Filozofske fakultete.

Cilji in kompetence:

Cilji: Študent spozna:

- različne teoretske pristope,
- vrste in modele šolskega psihološkega svetovanja;
- etična načela šolskega svetovanja in evalvacije lastnega dela;
- se izuri v vodenju svetovalnega pogovora in uporabi mikrospretnosti vodenja pogovora.

Kompetence:

Študent zna:

- izbrati specifičen model svetovanja, glede na svetovanca/e in problemsko situacijo;
- praktično uporabiti mikrospretnosti za vodenje svetovalnega pogovora;
- pri delu upoštevati etična načela šolskega svetovanja in samoreflektirati lastno delo.

Objectives and competences:

Objective: A student meets/understands:

- Different theoretical approaches;
- Types and models of school psychological counseling;
- Ethical issues of school counseling and self-evaluation;
- Trains in managing counseling interview and in the use of micro-skills in conducting the interview.

Competencies:

A student can:

- Choose a specific counseling model according to the client and problem situation;
- Use micro-skills for conducting counseling interview;
- Take into account ethical principles of school counseling and self-evaluate his/her work.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent:

- pozna različne teoretske pristope, vrste in modele šolskega psihološkega svetovanja;
- pozna temeljne mikrospretnosti za vodenje svetovalnega pogovora;
- pozna etična načela vodenja svetovalnega pogovora in načine (samo)evalviranja lastnega dela.

Uporaba:

- pri vodenju svetovalnega pogovora uporablja spretnosti usmerjanja pozornosti, poslušanja in vplivanja;
- pri delu upošteva etična načela šolskega svetovanja;
- sodeluje pri ustvarjanju pogojev za kvalitetnejše vzgojno-izobraževalno delo učencev in učiteljev.

Refleksija:

- evalvira učinkovitost svetovalnega dela.

Prenosljive spretnosti – niso vezane le na en predmet:

- izpeljava psihološkega svetovalnega pogovora.

Intended learning outcomes:

Knowledge and understanding:

A student:

- knows different theoretical approaches, types and models of school counseling;
- knows the basic micro-skills for managing counseling interview;
- knows the ethical principles of managing the counseling interview and ways of (self)evaluating his/her work.

Application:

- in conducting the counseling interview, he/she uses the skills of attention focusing, listening, influencing and confrontation skills);
- considers the ethical principles of school counseling;
- cooperates in creating the conditions for more quality educational environment for students and teachers.

Reflection:

- evaluates the effectiveness of counseling.

Transferable skills – not tied to just one subject:

- conducting a school counseling interview.

Metode poučevanja in učenja:

Predavanja, simulacije, igre vlog.

Learning and teaching methods:

Lectures, simulations, role playing.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Ustni izpit 2 seminarski nalogi ocenjevalna lestvica : 6-10 (pozitivno) in 5 (negativno)	Izpit 30 % Seminarski nalogi 70%	Type (examination, oral, coursework, project): Oral exam – 30 % 2 seminar papers – 70 %. The assessment scale: 6–10 (positive), 5 (negative).

Reference nosilca / Lecturer's references:

<p>Nosilka in izvajalka: red. prof. dr. Sonja Pečjak</p> <p>Reference:</p> <ul style="list-style-type: none"> - Pečjak, S. in Košir, K. (2017). <i>Šolsko psihološko svetovanje</i>. Ljubljana: Znanstvena založba Filozofske fakultete - Pečjak, S., Žagar, D., in Bečaj, J. (2000). Psiholog - svetovalni delavec. <i>Šolsko svetovalno delo</i>, 5(3), 15-16. - Čačinovič-Vogrinčič, G., Bregar-Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., Dobnik, ..., Žvokelj, M. (1999). <i>Izhodišča kurikularne prenove svetovalne službe v gimnazijah, nižjih in srednjih poklicnih šolah ter strokovnih šolah in v dijaških domovih</i>. Ljubljana: Strokovni svet RS za splošno izobraževanje - Čačinovič-Vogrinčič, G., Bregar-Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., Dobnik, ..., Žvokelj, M. (1999). <i>Izhodišča kurikularne prenove svetovalne službe v osnovni šoli</i>. Ljubljana: Strokovni svet RS za splošno izobraževanje - Čačinovič-Vogrinčič, G., Bregar-Golobič, K., Bečaj, J., Pečjak, S., Resman, M., Bezić, T., Dobnik, ..., Žvokelj, M. (1999). <i>Izhodišča kurikularne prenove svetovalne službe v vrtcu</i>. Ljubljana: Strokovni svet RS za splošno izobraževanje
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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Diagnostika v vzgoji in izobraževanju
Course title:	Educational Diagnostic

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			52	3

Nosilec predmeta / Lecturer: Prof. dr. Sonja Pečjak

Jeziki / Languages:

Predavanja / Lectures:	Slovenski/Slovene
Vaje / Tutorial:	Slovenski/Slovene

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

Študent je vpisan v 2. letnik.
Vključitev v modul "Psihologija na področju vzgoje in izobraževanja".

Za razvoj kompetenc v okviru vaj je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

Enrolment in year 2.
Inclusion in the module: "Psychology in the field of education".

80% attendance at tutorials is mandatory. In case of insufficient attendance, student cannot apply for the exam.

Vsebina:

- Šolsko psihološko ocenjevanje; opazovanje v šolskih situacijah;
- Ugotavljanje temeljnih kognitivnih kompetenc v začetnem obdobju šolanja.
- Vedenjska analiza.
- Študija primera.
- Diagnostika na področju karijerne orientacije v osnovni in srednji šoli.

Content (Syllabus outline):

- School psychological evaluation; observation of school situations;
- Determining the basic cognitive competences in the beginning of schooling;
- Behavioural analysis;
- Case study;
- Diagnostics of career orientation in primary and secondary school.

Temeljni literatura in viri / Readings:

- Cohen, L., Manion, L. in Morrison, K. (2011). *Research methods in education*. New York: Routledge, str. 289-302.
- Hawkins, R. O., Barnett, D. W., Morrison, J. Q. in Musti Rao, S. (2010). Choosing targets for assessment and intervention. Improving important students' outcomes. V: G. Gimpel Peacock, R. A. Ervin, E. J. Daly III in K. W. Merrell (ur.). *Practical Handbook of School psychology. Effective practices for the 21st Century* (str. 13-30). London: The Guilford Press.
- Marjanovič Umek, L., Fekonja Peklaj, U., in Pečjak, S. (2011). *Govor in branje otrok: ocenjevanje in spodbujanje*. Ljubljana: Center za psihodiagnostična sredstva.
- Pečjak, S., Magajna, L., Podlesek, A., in Potočnik, N. (2011). *Bralni test*. Ljubljana: Center za psihodiagnostična sredstva.
- Pečjak, S., Magajna, L., in Podlesek, A. (2011). *Ocenjevalna shema bralnih zmožnosti učencev 1.-3. razreda: OSBZ*. Ljubljana: Center za psihodiagnostična sredstva.
- Scharf, R. S. (2009). Applying career development theory to counseling. Australia: Thomson Books/Cole, str. 143–202.
- Vargas, J. S. (2013). *Behaviour analysis for effective teaching*. New York: Routledge, str. 20-32, 94-144.
- Whitcomb, S. A. in Merrell, K. W. (2013). *Behavioral, social, and emotional assessment of children and adolescents*. New York: Routledge, str.15-22; 97-126.

Cilji in kompetence:

Cilji:
Študenti spoznajo področja vrednotenja v izobraževanju in ocenjevalne postopke za posamezna področja.

Kompetence:
Študenti poznajo pomembna področja vrednotenja v izobraževanju, seznanijo se z ocenjevalnimi postopki in jih znajo uporabljati. Rezultate ustrezno

Objectives and competences:

Objectives:
Students understand the field of evaluation in education and assessment procedures for individual fields.

Competencies:
Students meet the important processes of educational evaluation, understand and know how to use the assessment procedures. They are able to appropriately

interpretirajo in jih uporabijo pri pomoči učencem in svetovanju učiteljem.

interpret the results and use them to help students and in consulting the teachers.

Predvideni študijski rezultati:

Znanje in razumevanje:

- študent pozna področja vrednotenja in ocenjevalne postopke v vzgoji in izobraževanju.

Uporaba:

- študent zna uporabljati ustrezne ocenjevalne postopke;
- zna interpretirati dobljene rezultate in jih uporabiti pri svetovanju otrokom, učencem in učiteljem/vzgojiteljem.

Refleksija:

- kritično reflektira svoje delo pri diagnosticiranju in prenosu informacij otrokom/učencem in vzgojiteljem/učiteljem.

Prenosljive spretnosti – niso vezane le na en predmet:

- sodelovanje z vzgojitelji/učitelji pri spoznavanju učencev.

Intended learning outcomes:

Knowledge and understanding:

- a student knows the fields of evaluating and assessment procedures in educational settings.

Application:

- a student can use appropriate assessing procedures;
- a student is able to interpret the results and use them to consult children, students and teachers.

Reflection:

- a student critically reflects his/her work in diagnosing and transferring information to children/students and teachers.

Transferable skills – not tied to just one subject:

- cooperation with teachers in getting to know the students.

Metode poučevanja in učenja:

Predavanja in vaje.

Learning and teaching methods:

Lectures and tutorials.

Načini ocenjevanja:

Ustni izpit
 Portfolio (poročila iz vaj in projektna naloga)

Delež (v %) /
 Weight (in %)

Izpit/Exam
50%
Portfolio
50%

Assessment:

Type (examination, oral, coursework, project):
 Oral exam
 Portfolio (reports from tutorials, project assignment)

Reference nosilca / Lecturer's references:

- Čerče, M. in Pečjak, S. (2007). Vloga osebnostnih in motivacijskih dejavnikov pri poklicnem odločanju. *Psihološka obzorja*, 16(4), 27-42.
- Marjanovič Umek, L., Fekonja Peklaj, U., in Pečjak, S. (2011). *Govor in branje otrok : ocenjevanje in spodbujanje*. Ljubljana: Center za psihodiagnostična sredstva.
- Pečjak, S., Magajna, L., Podlesek, A., in Potočnik, N. (2011). *Bralni test*. Ljubljana: Center za psihodiagnostična sredstva.
- Pečjak, S., Magajna, L., in Podlesek, A. (2011). *Ocenjevalna shema bralnih zmožnosti učencev 1.-3. razreda : OSBZ*. Ljubljana: Center za psihodiagnostična sredstva.
- Zagoričnik, M. in Pečjak, S. (2007). Težave slovenskih srednješolcev pri odločanju o nadaljnem izobraževanju. *Psihološka obzorja*, 16(4), 7-26.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Otrok v družini in vrtcu
Course title:	Child in the Family and Preschool

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	20				52	3

Nosilec predmeta / Lecturer: Nosilka: izr. prof. dr. Urška Fekonja

Jeziki / Languages: **Predavanja / Lectures:** Slovenski
Vaje / Tutorial:

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

(a) vpis v 2. letnik magistrskega študija psihologije,
(b) vključitev v modul Psihologija na področju vzgoje in izobraževanja

Za razvoj kompetenc v okviru seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

(a) Enrolment in year 2.
(b) Inclusion in the module: "Psychology in the field of education".

80% attendance at seminars is mandatory. In case of insufficient attendance, student cannot apply for the exam.

Vsebina:

Otroci v različnih oblikah družin (npr. nuklearne, enostarševske, združene, mavrične družine) in različnih kulturnih in socialnih okoljih.
Pomen starševstva za otrokov razvoj in učenje (starševski slogi v povezavi z otrokovim razvojem; implicitne teorije in stereotipi staršev v različnih kulturnih okoljih in njihov vpliv na ravnanje z otrokom).
Pomen socialnega in kulturnega kapitala družine za otrokov razvoj in učenje.
Sodelovanje družine in vrtca.
Usmerjanje otrok s posebnimi potrebami v vrtce in njihovo vključevanje v vrstniško skupino; nadarjeni otroci v vrtcu.
Implicitne teorije vzgojiteljic.
Pogovor z otrokom ob upoštevanju otrokovih razvojnih značilnosti.

Content (Syllabus outline):

Children in different types of families (eg. nuclear, single-parent, united, rainbow families) and various cultural and social environments.

The importance of parenting for child development and learning (parenting styles in relation to child development; parental implicit theories and stereotypes in different cultural environments and their effect on parental behavior towards a child).

The importance of social and cultural capital of the family for child development and learning. Cooperation between the family and preschool. Including children with special needs into preschool and their peer group; gifted children in preschool.

Preschool teachers' implicit theories.

Interview with a child, based on his/her developmental characteristics.

Temeljni literatura in viri / Readings:

Golombok, S. (2015). *Modern families. Parents and children in new family forms*. Cambridge: Cambridge University Press.
Gottfried, A. W., Gottfried, A. E., Bathurst, K., Wright, G. in Parramore, M. M. (2003). Socioeconomic status in children's development & family environment: Infancy through adolescence. V: M. H. Bornstein in R. H. Bradley (ur.), *Socioeconomic status, parenting, and child development* (str. 209 - 231). London: Lawrence Erlbaum Associates, Publishers.
Marjanovič Umek, L., Fekonja Peklaj, U., Hočevar, A. in Lepičnik-Vodopivec, J. (2011). Vrtci. V: J. Krek in M. Metljak (ur.). *Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji* (str. 63-106). Ljubljana: Zavod RS za šolstvo.
Marjanovič Umek, L., Fekonja Peklaj, U., Sočan, G. in Tašner, V. (2015). A socio-cultural perspective on children's early language: a family study. *European Early Childhood Education Research Journal*, 23(1), 69-85.
Marjanovič Umek, L., Zupančič, M., Fekonja Peklaj, Kavčič, T. in Podlesek, A. (2004). Dejavnosti v vrtcu: kako jih ocenjujejo starši? *Sodobna pedagogika*, 55(3), 74-95.

Cilji in kompetence:

Cilji: naučiti študentke/študente razlikovati med različnimi oblikami družine in razumeti pomen proksimalnih in distalnih dejavnikov družinskega okolja in starševstva za otrokov razvoj in učenje; razumeti vpliv širšega kulturnega in socialnega okolja na otrokov aktualni in kasnejši razvoj; razumeti vpliv implicitnih teorij in prepričanj staršev, ki prihajajo iz različnih kulturnih in socialnih okolij ter vzgojiteljev v vrtcu na njihovo ravnanje z otrokom; razviti kritično razmišljanje o ustreznih načinih vključevanja otrok s posebnimi potrebami v vrtec ter o nadarjenih otrocih v vrtcu; razumeti pomen sodelovanja med vrtcem in starši; prepoznati pomen razvojnih značilnosti otroka v določenem razvojnem obdobju za vodenje strokovnega pogovora z otrokom.

Kompetence: Študentke/študentje poznajo različne oblike družin, različne vloge starševstva ter njihovo vlogo v otrokovem razvoju; prepoznajo ustrezne in neustrezne vidike starševstva, razumejo pomen različnih kulturnih in socialnih dejavnikov za otrokov aktualni in kasnejši razvoj; razumejo pomen implicitnih teorij staršev in vzgojiteljic za njihovo ravnanje z otrokom ter poznajo načine preprečevanja neustreznih pojmovanj o otrokovem razvoju; upoštevajoč znanja o otrokovem razvoju znajo voditi strokovni pogovor z otrokom; razumejo pomen vključevanja otrok s posebnimi potrebami v vrtec ter znajo svetovati v zvezi z delom z otroki s posebnimi potrebami v vrtcu.

Objectives and competences:

Goals: to teach students to distinguish between different types of families and to understand the role of proximal and distal factors of family environment and parenting for child development and learning; to understand the influence of the broader cultural and social environment on child's current and later development; to understand the effect of implicit theories and beliefs of parents deriving from different cultural and social backgrounds as well as the preschool teachers and the effect they have on their behavior towards a child; to develop critical thinking about appropriate ways of including children with special needs into preschool and about the gifted children in preschool; to understand the importance of cooperation between preschool and parents; to recognize the significance of the developmental characteristics of a child during a particular developmental period in order to conduct an interview with the child.

Competences: students know different types of families, different parenting styles and their role in child development; they recognize appropriate and inadequate aspects of parenting, understand the importance of different cultural and social factors for child's current and later development; understand the importance of implicit theories of parents and preschool teachers for their behavior towards a child and know how to influence inappropriate beliefs about child development; on the basis of their knowledge about child's development, they can carry out an interview with a child; they understand the importance of including children with special needs into preschool, and can advise on working with children with special needs in preschool.

Predvideni študijski rezultati:

Znanje in razumevanje:

- Študentke/študentje znajo prepoznati kritične in varovalne dejavnike družine in širšega kulturnega in socialnega okolja, v katerem otrok živi, za otrokov razvoj; poznajo različne preventivne in intervencijske programe za otroke, ki prihajajo iz neugodnega družinskega in širšega socialnega okolja; znanje o otrokovem razvoju znajo uporabiti pri svetovanju v zvezi z ustreznimi načini vključevanja otrok s posebnimi potrebami v vrtec; razumejo pomen implicitnih teorij in prepričanj staršev in vzgojiteljev vrtcu ter razumejo pomen ozaveščanja le-teh; znajo voditi pogovor z različno starimi otroki ter pri tem upoštevati znanje o njihovih razvojnih značilnostih.

Uporaba:

- Študentke/študentje znajo identificirati kritične in varovalne dejavnike družinskega in širšega socialnega okolja ter svoje znanje uporabiti pri svetovanju staršem v zvezi z njihovim starševstvom; v realnih primerih znajo identificirati problem, ga oceniti s primernimi tehnikami, ga kritično interpretirati, ter o njem podati strokovno mnenje; poznajo različne preventivne in intervencijske programe za otroke, ki prihajajo iz manj ugodnega družinskega in socialnega okolja; znajo svetovati pri vključevanju otrok s posebnimi potrebami v vrtec in ustreznih načinov dela z njimi in njihovimi starši; znajo voditi pogovor z različno starimi otroki ob upoštevanju njihovih razvojnih značilnosti.

Refleksija:

Intended learning outcomes:

Knowledge and understanding:

- Students can recognize the critical and protective factors of the family and the wider cultural and social environment in which the child lives, for child development; they know various preventive and intervention programs for children who derive from an unfavorable family and wider social environment; they can use their knowledge about child development in counseling about appropriate ways of involving children with special needs into preschool; they understand the role of implicit theories and beliefs of parents and preschool teachers and understand the importance of their awareness; they can carry out interviews with children of various ages while taking into account the knowledge about their developmental characteristics.

Application:

- Students can identify the critical and protective factors of the family and the wider social environment and use their knowledge to advise parents on their parenting; they can identify an actual problem, evaluate it with appropriate techniques, critically interpret it, and give their expert opinion; they know various preventive and intervention programs for children who derive from a less favorable family and social environment; they can advise on the inclusion of children with special needs into preschool and the appropriate ways of working with them and their parents; they can carry out an interview with children of different ages, taking into account their developmental characteristics.

- Študentke/študentje razumejo povezanosti med značilnostmi družinskega okolja ter kulturnim in socialnim kapitalom otrokove družine z otrokovim aktualnim in kasnejšim razvojem; znajo primerjati in kritično ovrednotiti empirične ugotovitve raziskav o učinku različnih oblik družine na otrokov razvoj; skozi lastno refleksijo se zavedajo tudi svojih prepričanj in implicitnih teorij o otrokovem razvoju prav tako pa tudi razumejo pomen preprečevanja neustreznih prepričanj staršev in vzgojiteljev za otrokov razvoj in učenje v družini in vrtcu; z vidika psihološke stroke razumejo pomen in poznajo ustrezne načine vključevanja otrok s posebnimi potrebami v vrtec; znajo voditi pogovor z različno starimi otroki ter se s pomočjo kritične refleksije v procesu pogovora prilagajati značilnostim otrokovega mišljenja.

Prenosljive spretnosti – niso vezane le na en predmet:

- Študentke/študentje znajo timsko obravnavati otroka v družini in vrtcu. Sposobni so poiskati relevantno domačo in tujo literaturo s področja psihologije družine; znajo identificirati problem, ga oceniti s primernimi tehnikami, podatke kritično interpretirati, ter o njih podati ustno in pisno poročilo; razvoj kritične strokovne analize in sinteze.

Reflexion:

- Students understand the relations between the characteristics of the family environment and the cultural and social capital of child's family and the child's current and later development; they can compare and critically evaluate the empirical findings of research on the effect of different types of families on child development; through their own reflection, they are also aware of their beliefs and implicit theories about child development, as well as understand the importance of preventing the inappropriate beliefs of parents and preschool teachers for child development and learning in the family and preschool; from the view of psychology, they understand the importance of and know the appropriate ways of involving children with special needs into preschool; they can carry out an interview with children of different ages and by means of critical reflection adapt to the characteristics of child's thinking in the process of conversation.

Transferable skills – not tied to just one subject:

- Students can treat a child within a team of professionals, both in the family and preschool. They are able to find relevant domestic and foreign literature in the field of family psychology; they can identify the problem, evaluate it using appropriate techniques, critically interpret the data, and provide an oral and written report; the development of critical expert analysis and synthesis.

Metode poučevanja in učenja:

Predavanja, seminarsko delo.

Learning and teaching methods:

Lectures, seminar work.

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, seminarska naloga):
Ustni izpit
Seminarska naloga
ocenjevalna lestvica : 6-10
(pozitivno) in 5 (negativno)

Delež (v %) /
Weight (in %)

Izpit: 50%
Seminarska naloga: 50%

Assessment:

Type (examination, oral, coursework):
Oral exam
Seminar paper
The assessment scale: 6–10
(positive), 5 (negative).

Reference nosilca / Lecturer's references:

Fekonja Peklaj, U., Marjanovič Umek, L. in Sočan, G. (2015). Home environment as a predictor of child's language: a mediating role of family literacy activities and symbolic play. *Psihološka obzorja*, 24, 1-12.

Marjanovič Umek, L., Fekonja, U., Kavčič, T. in Poljanšek, A. (2002.). *Kakovost v vrtcih*. Ljubljana: Znanstveni inštitut Filozofske fakultete.

Marjanovič Umek, L., Fekonja Peklaj, U., Hočevar, A. in Lepičnik-Vodopivec, J. (2011). Vrtci. V: J. Krek in M. Metljak (ur.), *Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji* (str. 63-106). Ljubljana: Zavod RS za šolstvo.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psihološke intervencije v vzgoji in izobraževanju
Course title:	Psychological Interventions in Education

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15				52	3

Nosilec predmeta / Lecturer: Prof. dr. Cirila Peklaj

Jeziki / Languages: **Predavanja / Lectures:** Slovenski/ slovene
Vaje / Tutorial:

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

Študent je vpisan v 2. letnik.
Vključitev v modul "Psihologija na področju vzgoje in izobraževanja".

Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

Enrolment in the second year of study programme.
Enrolment in study module »Psychology in the field of education«.
80% attendance at exercises/seminars is mandatory for the development of competencies. In the case of insufficient attendance student cannot apply for exam.

Vsebina:

Predvidene vsebine:

- Intervencije za učitelje in učence za: spoprijemanje s stresom, mobingom, »težavnimi razredi«, spodbujanje socialnih spretnosti (oz. pozitivnega vedenja, ki podpira učenje);
- Vloga psihologa pri kriznih situacijah v šoli (npr. pri nenadnih smrtih– samomorih, nesrečah, izgubah...) – pomoč učencem, učiteljem, staršem in vodstvu šole;
- Psihološke intervencije na osnovi analize kognitivnih primanjkljajev in močnih področij pri učencih s specifičnimi učnimi težavami (izvršilne funkcije, pozornost, spomin);
- Supervizija pri delu s šolskim kolektivom in kot orodje profesionalnega razvoja šolskega psihologa.

Content (Syllabus outline):

- Interventions for teachers and students regarding: coping with stress, mobbing, »difficult classes«, promoting social skills (i.e. positive behaviour that supports learning);
- The role of psychologist in the crises situations in the school (e.g. sudden deaths – suicide, accidents, losses,...) – support for students, teachers, parents and administrators;
- Psychological interventions based on analysis of cognitive deficits and strong areas in students with learning difficulties (executive functions, attention, memory);
- Supervision in the work with school collective and as a tool for their professional development.

Temeljni literatura in viri / Readings:

- Brock (2012). *Best Practices in School Crisis Prevention and Intervention*. Bethesda: NASP Publications, str. 305 – 337.
- Hartney, E. (2008). *Stress management for teachers*. London: Continuum International Publishing Group, str. 89–102.
- Hayes, C. (2006). *Stress relief for teachers. The »coping triangle«*. London: Routledge, str. 4–38,76–109.
- Košak Babuder, M. (ur.), Velikonja, M. (ur.) (2011). *Učenci z učnimi težavami, Pomoč in podpora*. 1. natis. Ljubljana: Pedagoška fakulteta, str. 158–195.
- Magajna, L. (2014). Analiza šibkih in močnih področij v okviru kompleksne evalvacije primanjkljajev na posameznih področjih učenja. V: Košak Babuder, M. (ur.), et al. *Otroci in mladostniki s specifičnimi učnimi težavami - podpora pri uresničevanju njihovih potencialov : zbornik prispevkov*. Ljubljana: Društvo Bravo, društvo za pomoč otrokom in mladostnikom s specifičnimi učnimi težavami, str. 112–120.
- Rogers, B. (2012). *The essential guide to managing teacher stress*. Harlow, England: Pearson Education Ltd., str. 145–184.
- Žorga, Sonja (2002). Razvojno-edukativni model supervizije. V S. Žorga (ur.), *Metode in oblike supervizije*. Ljubljana: Pedagoška fakulteta, str. 15–48.

Cilji in kompetence:

Cilji:

Študenti se seznanijo s intervencijami, s katerimi lahko zmanjšujemo doživljanje stresa v šoli in povečamo blagostanje učencev, učiteljev in drugih deležnikov (npr. intervencije ob kriznih situacijah v šoli, pri doživljanju trpinčenja, pri soočanju vedenjskimi problemi v razredu, za podpiranje pozitivnega vedenja v razredu, za opolnomočenje učencev s specifičnimi učnimi težavami).

Kompetence:

Študenti prepoznajo različne situacije v šoli, ki povzročajo stres, poznajo vzroke in posledice stresa pri učiteljih, pri učencih in drugih deležnikih ter poznajo in znajo izvajati ukrepe za njegovo preprečevanje, odpravljanje ter povečevanje blagostanja učencev, drugih v šoli ter svojega lastnega.

Objectives and competences:

Objectives:

Students become familiar with interventions for reducing stress in the school and for increasing students, teachers, as well as well-being of other stakeholders (e.g. interventions in crises in the school, in mobbing, in coping with misbehaviour and for supporting positive behavior in the class, for empowerment of students with specific learning difficulties).

Competencies:

Students recognize different situations in the class that can cause stress; they know its causes and consequences in students, teachers and other stakeholders. They know actions for prevention and reduction of stress and for increasing well-being of students, other stakeholders in the school, as well as their own stress.

Predvideni študijski rezultati:

Znanje in razumevanje:

- vzrokov in posledic stresa pri učiteljih in pri učencih ter strategij spoprijemanja s stresom,
- kriznih situacij in svoje vloge v njihovem obvladovanju v šoli
- intervencij na osnovi analize kognitivnih primenljivostev (izvršilne funkcije, spomin, pozornost) za pomoč učencem s specifičnimi učnimi težavami.
- supervizije kot metode za delo z učitelji in na svojem profesionalnem razvoju.

Uporaba:

- prepoznavanje stresnih in kriznih situacij pri učiteljih in pri učencih,
- načrtovanje in izvajanje intervencij za njihovo preprečevanje in

Intended learning outcomes:

Knowledge and understanding of:

- causes and consequences of stress in students and teachers, as well as strategies for coping with it,
- crisis situations and their own role in coping with them in the school,
- interventions based on analysis of cognitive disabilities (executive functions, memory, attention) for helping students with specific learning disabilities,
- supervision as a tool for work with teachers as well as for own professional development.

Application:

- recognition of stress and crisis situations in teachers and students,
- planning and executing interventions for their prevention and for increasing of well-being of all participants in the

<p>povečevanje blagostanja vseh udeležencev izobraževalnega procesa.</p> <p>Refleksija:</p> <ul style="list-style-type: none"> • spremljanje in evalvacija učinkovitosti uporabljenih intervencij. <p>Prenosljive spretnosti – niso vezane le na en predmet:</p> <ul style="list-style-type: none"> • sodelovanje pri ustvarjanju učnega okolja, ki učencem in učiteljem omogoča dobro počutje in optimalno uspešnost. 	<p>educational process.</p> <p>Reflection:</p> <ul style="list-style-type: none"> • monitoring and evaluation of successfulness of used interventions. <p>Transferable skills – not tied to just one subject:</p> <ul style="list-style-type: none"> • cooperation in the development of learning environment that ensure students' and teachers' well-being and optimal success.
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Metode poučevanja in učenja:

Predavanja in seminarji

Learning and teaching methods:

Lectures and seminars.

Načini ocenjevanja:

Portfolio (naloge iz posameznih delov predmeta) in ustni zagovor portfolia.

Delež (v %) /
Weight (in %)

**Portfolio in
ustni
zagovor
portfolia
100%**

Assessment:

Type (examination, oral, coursework, project):
Portfolio (tasks from different parts of subject) and its oral defence.

Reference nosilca / Lecturer's references:

Prof. dr. Cirila Peklaj:

Peklaj, C. in Pečjak, S. (2015). Psihosocialni odnosi v šoli. Ljubljana: znanstvena založba Filozofske fakultete Univerze v Ljubljani, Filozofska fakulteta, UL.

Peklaj, C., Podlesek, A., Pečjak, S. (2014). Gender, previous knowledge, personality traits and subject-specific motivation as predictors of student's math grade in upper-secondary school. *European journal of psychology of education*, <http://link.springer.com/article/10.1007/s10212-014-0239-0>, doi: [10.1007/s10212-014-0239-0](https://doi.org/10.1007/s10212-014-0239-0)

Peklaj, C., Kalin, J., Pečjak, S., Valenčič Zuljan, M., Puklek Levpušček, M. (2012). Perceptions of teachers' goals in classroom, students' motivation and their maladaptive behaviour as predictors of high school math achievement. *Studia psychologica*, 54(4), 329-344.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Karierni razvoj zaposlenih
Course title:	Employees' Career Development

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2.	3
Psychology, 2nd Cycle (MA)		2nd	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	20				52	3

Nosilec predmeta / Lecturer: izr. prof. dr. Eva Boštjančič

Jeziki / Languages: **Predavanja / Lectures:** slovenski, možnost izvedbe v angleškem jeziku / In Slovene, possibly in English
Vaje / Tutorial:

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

- a. Vpis v 2. letnik magistrskega študija psihologije.
- b. Predmet je del izbirnega strokovnega modula Psihologija zaposlenih, organizacij in sistemov.
- c. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

- a. Enrollment into the 2nd year of masters study in psychology
- b. The course is part of the selection specialist module Psychology of employees, organizations, and systems.
- c. 80% attendance at exercises/seminars is mandatory. In case of insufficient attendance student can not apply for the colloquium /exam.

Vsebina:

- a. Notranje komuniciranje v organizaciji
- b. Coaching
- c. Brezposelnost
- d. Vodenje s cilji in druge uporabne teorije vodenja
- e. Izobraževanje
- f. Igrifikacija in druge sodobne metode
- g. Usklajevanje poklicnega in drugih življenjskih področij

Content (Syllabus outline):

- a. Internal communication in organizations
- b. Coaching
- c. Unemployment
- d. Management by objectives and other theories of leadership
- e. Education
- f. Igrification and other modern approaches
- g. Work-life balance

Temeljni literatura in viri / Readings:

Izbrana poglavja iz:

- Palmer, S. in Whybrow, A. (ured.) (2008). *Handbook of coaching psychology: a guide for practitioners*. New York: Routledge.
- Hodgkinson, G. P. in Ford, J. K. (2010). *International review of industrial and organizational psychology*, 25. zvezek. Malden (MA): Wiley-Blackwell.
- Furnham, A. (2005). *The psychology of behaviour at work: the individual in the organization*, 2. izdaja. New York: Psychology Press.

Cilji in kompetence:

Cilji:

Nadgradnja osnovnih teoretičnih pojmov s področja kadrovske psihologije, seznanitev z najnovejšimi spoznanji in povezava znanja ter veščin s prakso na področju posameznika v organizaciji.

Kompetence:

Študent zna prepoznati in analizirati potrebe zaposlenih. Samostojno izbere ustrezen svetovalni pristop. Sezani se z različnimi metodami za razvoj zaposlenih.

Objectives and competences:

Objective:

Upgrading basic theoretical concepts in the field of personnel psychology, getting acquainted with newer findings and connection with praxis in dealing with an individual in organizations

Competencies:

The student is able to identify and analyze the needs of employees. Independently selects the appropriate consultative approach. They get acquainted with the various methods for employee development.

Predvideni študijski rezultati:

Znanje in razumevanje:

- Poznavanje aktualnih spoznanj in pristopov za delo s posameznikom v organizaciji. Poznavanje diagnostičnih in intervencijskih

Intended learning outcomes:

Knowledge and understanding:

- Knowing contemporary knowledge and approaches in work with an individual in organizations. Being able to diagnose and intervene with at

spretnosti na področju posameznika v organizaciji.

Uporaba:

- Uporaba diagnostičnih, razvojnih in intervencijskih spretnosti pri delu s posameznikom v organizaciji.

Refleksija:

- Kritičen pogled na aktualno na vlogo posameznika v organizaciji. Razmislek o razkoraku med teoretičnimi spoznanji ter ravnanjem v praksi. Razmislek o etičnem vidiku dela z ljudmi v organizaciji.

Prenosljive spretnosti – niso vezane le na en predmet:

- Študent pridobi oziroma poglobi spretnosti na področjih: komuniciranje; socialne spretnosti; delo v timu; iskanje, selekcija in uporaba različnih informacijskih virov iz domače in tuje literature, informacijskih baz in svetovnega spleta; oblikovanje pisnega poročila z uporabnimi zaključki; sistematičen pristop k reševanju praktičnih problemov; uporaba računalniških orodij.

an individual level in organizations.

Application:

- Using diagnostic, development and intervention skills in working with individuals in the organization.

Reflection:

- A critical look at the current role of the individual in the organization. Reflection on the gap between theories and practice. Reflecting on the ethical aspects of working with people in the organization.

Transferable skills - not tied to just one subject:

- Student acquires and supplements skills in the following areas: communication, social skills, teamwork, search, selection and use of different information sources from domestic and foreign literature, databases and the Internet; creation of a written report with useful conclusions; systematic approach to solving practical problems, the use of computer tools.

Metode poučevanja in učenja:

Predavanja in seminar

Learning and teaching methods:

Lectures and seminar

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)
Pisni izpit
Seminarska naloga

Delež (v %) /
Weight (in %)

60%
40%

Assessment:

Type (examination, oral, coursework, project):
Written exam
Seminar work

Reference nosilca / Lecturer's references:

Boštjančič, E. in Koračin, N. (2014). Returning to work after suffering from burnout syndrome : perceived changes in personality, views, values, and behaviors connected

with work. *Psihologija*, 47(1), 131–147.

Boštjančič, E. in Vidmar, M. (2011). Karierna pričakovanja študentov psihologije. *Psihološka obzorja*, 20(1), 63–78.

Boštjančič, E. (2010) Ali lahko govorimo o organizacijski pripadnosti študentov fakulteti?. *Psihološka obzorja*, 19(3), 19–34.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psihologija organizacijske dinamike
Course title:	Psychology of Organizational Dynamic

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2.	3
Psychology, 2nd Cycle (MA)		2nd	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	20				52	3

Nosilec predmeta / Lecturer: Izr. prof. dr. Eva Boštjančič

Jeziki / Languages: **Predavanja / Lectures:** slovenski, možnost izvedbe v angleškem jeziku / In Slovene, possibly in English
Vaje / Tutorial:

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

- a. vpis v 2. letnik magistrskega študija psihologije
- b. Predmet je del izbirnega strokovnega modula Psihologija zaposlenih, organizacij in sistemov.
- c. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

- a. Enrollment into the 2nd year of masters study in psychology
- b. The course is part of the selection specialist module Psychology of employees, organizations, and systems.
- c. 80% attendance at exercises/seminars is mandatory. In case of insufficient attendance student can not apply for the colloquium /exam.

Vsebina:

- a. Nagrajevanje
- b. Skrb za blagostanje zaposlenih
- c. Organizacija kot del širšega družbenega in ekonomskega sistema
- d. Socialni kontekst kot determinanta organizacijskega vedenja
- e. Rizične skupine v organizacijah: vključevanje in preprečevanje diskriminacije

Content (Syllabus outline):

- a. Rewarding
- b. Well-being
- c. Organisation as an open system in societal and economic environment
- d. Social context as a determinant of organisational behaviour
- e. Risk groups in organisations: inclusion and discrimination prevention

Temeljni literatura in viri / Readings:

Izbrana poglavja iz:

- Cartwright, S. in Cooper, C. L. (ured.) (2009). *The Oxford handbook of organizational well-being*. Oxford: Oxford University Press.
- Thompson, P. in McHugh, D. (2009). *Work organisations: a critical approach*, 4. izdaja. New York: Palgrave Macmillan.
- Dermol, V., Babnik, K., Trunk Širca, N. (2015). Intergenerational programming: An imperative for today's workplace. V: Rakowska, Anna (ur.), Babnik, K. (ur.). *Human resources management challenges : Learning & development*. Electronic ed. Bangkok; Celje; Lublin: ToKnowPress, str. 155-176.

Cilji in kompetence:

Cilj:

Nadgradnja spoznanj o razvoju in dinamiki delovnih skupin. Predstavitev teoretičnih osnov, metod ter pristopov za analiziranje, ocenjevanje in spreminjanje delovnih skupin.

Kompetence:

Študent osvoji kompetence analiziranja, razumevanja in ukrepanja pri svetovanju različnim delovnim skupinam v organizacijah.

Objectives and competences:

Objectives:

Student gets additional knowledge about the working group's dynamic and development. The additional theoretical concepts, methods and approaches to analyse, evaluate and change are presented.

Competences:

Student becomes able to analyse, understand and consult in organizations when working with different working groups.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poznavanje in razumevanje procesov motiviranja, komuniciranja, socialnega vplivanja in analiziranja različnih delovnih skupin. Nadgradnja znanja iz predmeta

Intended learning outcomes:

Knowledge and understanding:

Knowledge and understanding processes of motivating, social influence, communicating and analysing different working groups. Student upgrades the knowledge gained in

Organizacijska psihologija.

Uporaba:

Uporaba diagnostičnih in intervencijskih spretnosti za različne pristope pri delu z delovnimi skupinami.

Refleksija:

Kritično ovrednotenje skladnosti med teoretičnimi načeli in uporabo stroke v praksi. Razmislek o etičnem vidiku delovnih skupin v različnih delovnih okoljih.

Prenosljive spretnosti – niso vezane le na en predmet:

Študent pridobi oziroma poglobi spretnosti na področjih: komuniciranje; socialne spretnosti; delo v timu; iskanje, selekcija in uporaba različnih informacijskih virov iz domače in tuje literature, informacijskih baz in svetovnega spleta; oblikovanje pisnega poročila z uporabnimi zaključki; sistematičen pristop k reševanju praktičnih problemov.

the course of Organizational Psychology.

Application:

Using diagnostic and intervention skills for different approaches when working with a group.

Reflection:

Critical evaluation of the theoretical principles and the use of the profession in practice. Reflecting on the ethical aspects of working groups in different working environments.

Transferable skills - not tied to just one subject:

Student acquires and supplements skills in the following areas: communication, social skills, teamwork, search, selection and use of different information sources from domestic and foreign literature, databases and the Internet; creation of a written report with useful conclusions; systematic approach to solving practical problems.

Metode poučevanja in učenja:

Predavanja in seminar

Learning and teaching methods:

Lectures and seminar

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)
Pisni izpit
Seminarska naloga

Delež (v %) /

Weight (in %) **Assessment:**

60%

40%

Type (examination, oral, coursework, project):
Written exam
Seminar work

Reference nosilca / Lecturer's references:

Boštjančič, E. in Koračin, N. (2014). Returning to work after suffering from burnout syndrome: perceived changes in personality, views, values, and behaviors connected with work. *Psihologija*, 47(1), 131–147.

Boštjančič, E. in Vidmar, M. (2011). Karierna pričakovanja študentov psihologije. *Psihološka obzorja*, 20(1), 63–78.

Boštjančič, E. (2010) Ali lahko govorimo o organizacijski pripadnosti študentov fakulteti?. *Psihološka obzorja*, 19(3), 19–34.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Okoljska psihologija
Course title:	Environmental Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	20				52	3

Nosilec predmeta / Lecturer: prof. dr. Matija Svetina

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

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

- a. Vpis v 2. letnik magistrskega študija psihologije.
- b. Predmet je del izbirnega strokovnega modula Psihologija zaposlenih, organizacij in sistemov.
- c. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

- a. Enrollment into the 2nd year of masters study in psychology
- b. The course is part of the selection specialist module Psychology of employees, organizations, and systems.
- c. 80% attendance at practicum /seminars is mandatory. In case of insufficient attendance, student can not attend the colloquium /exam.

Vsebina:

Uvod v okoljsko psihologijo; teorije in modeli okolja; raziskovalne metode okoljske psihologije; orientacija v okolju in zaznavni zemljevidi; čutne kakovosti okolja (hrup, smrad, klima, temperatura, svetloba); simbolni vidiki okolja in prostora; osebni prostor; teritorialnost in ozemeljsko vedenje; gneča; potovanje in promet; značilnosti različnih vrst okolja (urbano in neurbano okolje, soseste in mesto, naravna okolja, delovno okolje, rekreacijsko in sprostitevno okolje, bivalno, virtualno, poslovno okolje); značilnosti javnih prostorov (šola, vrtec, bolnišnica, otroška igrišča, čakalnice, trgovine, gledališča, galerije in muzeji, parki, ceste, javni promet, stadioni, hoteli, zapori); ekologija in trajnostni razvoj; onesnaževanje okolja; okolje in kvaliteta življenja; estetski vidiki okolja; etični vidiki okolja. Zahtevnejše multivariatne metode modeliranja odnosov v različnih tipih okolja (strukturno in večnivojsko modeliranje).

Content (Syllabus outline):

Introduction to environmental psychology; theories and models of environment; methods in environmental psychology; orientation and cognitive maps; sensory qualities (noise, stench, air condition, temperature, light); symbolic aspects of the environment and space; personal space; territoriality and territorial behavior; crowd; travel and traffic; characteristics of different types of environment (urban and non-urban environment, neighborhood and city, natural environment, working environment, recreational and relaxation environment, residential, virtual, business environment); the characteristics of public spaces (school, kindergarten, hospital, playgrounds, lounges, shops, theaters, galleries and museums, parks, roads, public transport, stadiums, hotels, prisons); ecology and sustainable development; environmental pollution; environment and quality of life; aesthetic aspects of the environment; ethical aspects of the environment. Advanced multivariate methods for modeling relationships in different types of environment (structural and multi-level modeling).

Temeljni literatura in viri / Readings:

Gifford, R. (2007). *Environmental psychology: Principles and practice*. Boston: Allyn & Bacon.
Bechtel, R. B. & Churchman, A. (2002). *Handbook of environmental psychology*. New York: John Wiley & Sons Inc. (str. 16-74, 118-193)
Kline, R.B. (2005). *Principles and practice of structural equation modeling (2nd ed.)*. New York: The Guilford press. (str. 3-233, 313-337)
Raudenbush, S.W in Bryk, A.S. (2002). *Hierarchical linear models: Applications and data analysis methods (2nd ed.)*. Thousand Oaks: Sage. (str. 3-95)

Cilji in kompetence:

Cilji: seznaniti študente z osnovnimi psihološkimi znanji odnosov med človekom in njegovim okoljem, ekološkimi dejavniki delovnega in bivalnega okolja in njihovimi povezavami z zdravjem, počutjem in delovnim učinkom, ter raziskovalnimi pristopi za njihovo modeliranje. Študenti spoznajo aplikacije metod strukturnega in večnivojskega modeliranja v raziskovanju okolja.

Kompetence: Študentje pridobijo znanja o psiholoških temeljih vedenja ljudi v okolju. Usposobljeni so za strokovno presojo vplivov različnih dejavnikov okolja in različnih okoljskih kontekstov na človekovo obnašanje; usposobljeni so za raziskovanje in strokovno poročanje na tem področju. Na osnovni ravni se naučijo uporabljati ter interpretirati in presojati rezultate metod za analizo modelov multivariatnih odnosov za spremenljivke na različnih merskih ravneh. Pri tem si pomagajo s sodobno programsko opremo.

Objectives and competences:

Objective: to acquaint students with basic psychological knowledge of relations between man and environment, ecological factors of working and living environment; environment related to health, well-being and work experience; research approaches for modeling. Students learn about applications of methods of structural and multi-level modeling in the research.

Competencies: Students acquire knowledge about the psychological foundations of people's behavior in the environment. They are familiar for a professional assessment of the impacts of various environmental factors and different environmental contexts on human behavior; students are familiar with the research and expert reporting in this field. At the basic level, they learn to use and discuss the results of methods for analyzing models of multivariate relations for variables at different measurement levels. Students become familiar with current software.

Predvideni študijski rezultati:

Znanje in razumevanje: Študentje poznajo in razumejo temeljne pojme s področja psihologije delovnega in bivalnega okolja, problemov trajnostnega razvoja, poznajo značilnosti specifičnih življenjskih okolij, različnih okoljskih kontekstov ter njihovega raziskovanja. Poznajo in razumejo glavne tipe multivariatnih modelov pri večnivojskem in strukturnem modeliranju. Poznajo ustrezno programsko opremo za posamezno metodo.

Uporaba: Študentje znajo smiselno uporabiti psihološka znanja in metode pri načrtovanju in razreševanju okoljskih problemov. Znajo oceniti verjetne vplive različnih dejavnikov okolja na počutje in delo. Znajo smiselno uporabiti obravnavane metode modeliranja, izbrati

Intended learning outcomes:

Knowledge and understanding: Students learn and understand basic concepts in the field of psychology of working and living environment, problems of sustainable development, acknowledge the characteristics of specific living environments, different environmental contexts and their research. They know and understand the main types of multivariate models in multi-level and structural modeling. They are familiar with the appropriate software.

Application: Students can use psychological knowledge and methods in planning and solving environmental problems. They know how to assess the impacts of different environmental factors on human welfare.

ustrezno programsko opremo, izvesti analize in poročati drugim raziskovalcem o rezultatih na razumljiv način.

Refleksija: Študentje razvijejo kritično mišljenje pri interpretaciji podatkov glede presojanja verjetnih povezav med človekom in različnimi vidiki okolja in okoljskimi konteksti, so občutljivi za etična in estetska vprašanja teh odnosov.

Prenosljive spretnosti – niso vezane le na en predmet: Študentje imajo celovit vpogled na odnose med človekom in okoljem. Znajo formulirati relevantna vprašanja in poiskati ustrezne strokovne in znanstvene vire in jih s svojim znanjem smiselno uporabiti v različnih kontekstih.

They know how to use the advanced analytical methods, select the appropriate software, perform analyses and write a report.

Reflection: Students are able of critical thinking in interpreting data on different aspects of the environment and environmental contexts; students are sensitive to the ethical and aesthetic issues of these problems.

Transferable skills – not tied to just one subject: Students have a comprehensive insight into the relationship between human and the environment. They can formulate relevant questions and find suitable scientific based resources and use these resources in different contexts.

Metode poučevanja in učenja:

Seminar in projektno delo

Learning and teaching methods:

Seminar and project work.

Načini ocenjevanja:

Seminarska oz. projektna naloga je pogoj za izpit.

Delež (v %) /

Weight (in %)

Assessment:

Seminar / project is a prerequisite for the exam.

100% izpit

Reference nosilca / Lecturer's references:

Svetina, M. (2014). Resilience in the context of Erikson's theory of human development. *Current Psychology*, 33(3), 393–404.

Svetina, M., Istenič Starčič, A., Juvančič, M., Novljan, T., Šubič Kovač, M., Verovšek, Š., Zupančič-Strojan, T. (2014). Beliefs about the environment : moving from the egocentric towards the ecocentric perspective. *The international journal of sustainable development and world ecology*, 21(6), 540–545.

Svetina, M., Istenič Starčič, A., Juvančič, M., Novljan, T., Šubič Kovač, M., Verovšek, Š., Zupančič-Strojan, T. (2013). How children come to understand sustainable development : A contribution to educational agenda. *Sustainable development*, 21(4), 260–269.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Ekonomska psihologija
Course title:	Economic Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2.	3.
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Izbirni / elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	15				52	3

Nosilec predmeta / Lecturer: Prof. ddr. Velko S. Rus

Jeziki / Languages: **Predavanja / Lectures:** Slovensko, angleško, francosko
Slovene, English, French
Vaje / Tutorial:

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

Redni študentski status (3. semester 2. stopnje).

Prerequisites:

Regular student status (the 3rd semester of the 2nd cycle of study).

Vsebina:

- + Obravnavanje nekaterih izbranih temeljnih ekonomskih in marketinških pojmov, spremenljivk, modelov in področij.
- + Statistični, metrični (»diagnostični in prognostični«) in (empirično) raziskovalni (količinski & kakovostni) pristopi v ekonomski psihologiji in v marketingu.
- + Izbrani matematično – statistični pristopi in modeliranje v ekonomski psihologiji in marketingu.
- + Behavioralna ekonomija,
- + Ekonomija in: zdravje, javno zdravstvo in mentalno zdravje.
- + Ekonomija, delo, psiho-fiziologija, bio-ekonomika in »antropopsihoekologija«; nevroekonomija.
- + Delo, socialna psihologija dela (M. Argyle), multidisciplinarne kombinacije; odnos: (subjektivne) situacije, resursi (vsi trije tipi) in naloge.

- + Team, grupa, organizacija, institucija, ..., regija (AA, npr.), ...unije, globalizacija (mikro, mezzo, makro); management in managerski pristopi; komunikacija, interakcija in komunikologija.

- + Kreativnost in odkritja v ekonomiji–invenca, inovacije, inovativnost.
- + Fleksibilna avtomatizacija/ robotika in socialna robotika (poudarek na sociopsiholoških vidikih).
- + Intra- ter interdisciplinarni pristopi v ekonomski psihologiji.

Content (Syllabus outline):

- + Elaboration of some chosen basic notions, models, variables and areas from the field of economics/ economy and marketing.
- + Statistical, metrical (»diagnostic and prognostic«) and (empirical) research (quantitative and qualitative) approaches in economic psychology and marketing.
- + Chosen mathematical – statistical approaches and modelling in economic psychology and marketing.
- + Behavioral economics,
- + Economy and: health, public health and mental health.
- + Economy, the psychology of action, work (interdisciplinary), social psychophysiology, neuroeconomy, bioeconomy and »anthropopsyoecology«.
- + Work, social psychology of work (M. Argyle), multidisciplinary combinations; relations among (subjective) situations, resources (all three types) and tasks.
- + Team, group, organization, institution, ..., regions, globalization (micro, mezzo, macro); management and managerial approaches; communication, interaction and communicology.

- + Creativity and discoveries (in economy) – inventions, innovations, innovativeness.
- + Flexible automatization/ robotics and social robotics (accent on sociopsychological aspects).
- + Intra - & inter – disciplinary approaches in economic psychology.

Temeljni literatura in viri / Readings:

- + Akerlof, G. & Shiller, R. (2009). *The animal spirits: how human psychology drives the economy and why it matters for global capitalism*. NJ: Princeton.
- + Amabile, T. M. & Pillemer, J. (2011). *Perspectives of the social psychology of creativity* (v »*Journal of creative behavior*«, December 2011, (tudi) online); 25 strani (»obvezno« samo prvih nekaj uvodnih strani, npr. 4, zgolj informativno).
- + Andrighetto, L., Baldissari, C. & Volpato, C. (2017). (Still) modern times: objectification at work. *EJSP*, 47, 1, str. 25 – 35.
- + Argyle, M. (198). *The social psychology of work*. Penguin Books.
»The main sources of work stress« ter »Unemployment and retirement« (str. 263 do 315 (do izključno »Increasing Leisure« kot priporočeni poglavji, »obvezno« pa Appendix: The Japanese method of working, str. 328 -335).
- + Bajt, A. (1979). *Osnove ekonomske analize i politike*. Zagreb: Ekonomska biblioteka.
- + Bakhshi, H., Hargreaves, I. in Mateos, Garcia, J. (2013). *A manifesto for the creative economy*. Nesta., str. 26 – 35 (What is the creative economy?), str. 107 – 110 (A manifesto for the creative economy), online; 12 strani.
- + Benabou, R. & Tirole, J. (1999/ 2000). *Self – confidence: intrapersonal strategies*. (Online, lepo prosim, spoštujte copyright! -- Obvezno »samo« prvih nekaj strani, npr. prve tri strani, s poljubno izbranim zaključkom(zaradi »občutka«, kako se s socialno kognicijo ukvarjajo ekonomisti; »prej« do str. 36 (do izključno »Appendix«).
- + Benabou, R. & Tirole, J. (2006). *Incentives and pro – social behavior*. *AER – American Economic review - AEA (Amer. Econ. Assoc.)*, 96 (5), 1652 – 1678. (Nepozabiti na področja, s katerimi se intenzivno ukvarja nobelovec J. Tirole: Market power of regulation of large companies (industrial org., game theory, psychology and economics).
- + D Forbes Ley (1989). *The best seller*. London: Kogan Page.
- + Dittmar, H. (1992): *The social psychology of material possession. To have is to be. Harresster wheatsheaf – St. Martin's press.* (Poglavje 3. »The individual-centred approach:Material possessions as parts of the extended self (str. 41 – 49 (do izključno »Language acqisistion and possessive behaviour«).
- + Fairweather, G. W. & Davidson, W. S. (1986). *An introduction to community experimentation*. New York: McGraw-Hill Book Company (od str. 46 (»Social situation variables in social models«) do str. 53.
- +Faniko, K., Ellemers, N. & Derks, B. (2016). *Queen bees and alpha males: are successful women more competitive than successful men?* *EJSP*, 46, 7, str. 903 – 913.
- + Fiske, A. P. (1992). *The four elementary forms of sociality: framework for a unified theory of social relations*. *Psychological Review*, 99, 4, (»samo« str. 706 do 708 = »Market Pricing« (do izključno »Asocial and Null Relationships«).
- + Frank, R. & McGuire, T. (1999). *Economics and mental health*, online, str. 1 - 9 (do str. 10, do »Who is treated for mental illness«).
- + Frank, R. & McGuire, T. (2000). *Economics and mental health*. V: A. Culyer, J. P. Newhouse (ur.). *Handbook of health economics*, 1, p. 893 – 954.
- + Frey, B. S. in Stutzer, A. (2007; (2010)). *Economics and psychology: developments and issues*. V: B. S. Frey in A. Stutzer, ur. *Economics and psychology (a promising new cross – disciplinary field)*. The MIT Press, Cambridge, Massachusets (3 – 17);14 strani.
- + Friderick, S., Kahneman, D., Mochon, D. (2010). *Elaborating a simpler theory of*

- anchoring. *Journal of Consumer Psychology*, 20(1), 17 – 19.
- + Glimcher, P. W. in Fehr, E. (2014) *Introduction: a brief history of neuroeconomics*. V: P. W. Glimcher in E. Fehr, ur. *Neuroeconomics* (xvii – xxviii); 5 strani.
- + Heidemeier, H. (2017). *Are economic conditions related to nonnormative life satisfaction development ? Evaluating the relative impact of economic conditions, personality and subjective health*. *EJSP*, 47, 4, 383 – 399.
- + Hodgetts, R. M. & Luthans, F. (2000). *International management*. McGraw Hill (strani 106 – 233, 370 – 530).
- + Fantasia, R. in Stepan – Norris, J. (2007). *The labor movement in motion*. V D. A. Snow, S. A. Soule & H. Kriesi (str. 555 – 575). *Social movements*. Blackwell Publishing.
- + Kahneman, D. (2003). *A psychological perspective on economics*. *American Economic Review*, 93, 162 – 168.
- + Kardos, P. et al. (2017). *The effect of the belief in free market ideology on redressing corporate injustice? EJSP*, 46, 6, str. 672 – 686.
- + Kotler, P. (1986, 3rd ed.). *Principles of marketing*. Prentice hall. (Poglavje: *Designing products: New product development and product life – cycle strategies* (str. 335 – 357 - Ali enako poglavje v katerikoli kasnejši izdaji, ali katerikoli drugo poglavje: predavatelj omenjeno izdajo praviloma navaja nostalgичno, saj je bila v letih od 1987 do 1994 osnova za avtorjevo predavateljsko, raziskovalno, svetovalno in aplikativno delo v različnih slovenskih podjetjih).
- + Lempert, M. K. in Phelps, E. A. (2014). *Neuroeconomics of emotion and decision making*. V: P. W. Glimcher in E. Fehr, ur. *Neuroeconomics* (219 - 236); 17 strani.
- + Friderick, S., Kahneman, D., Mochon, D. (2010). *Elaborating a simpler theory of anchoring*. *Journal of Consumer Psychology*, 20(1), 17 – 19.
- + Leventhal, G. (1976). *The distribution of rewards and resources in groups and organizations*. V M. Zanna: *Advances in Experimental Social Psychology* (pp. 92 – 131), vol. 9.
- + McClintock, C. G., Kramer, R. M. in Keil, L. J. (1984). *Equity and social change in human relationship*. V M. Zanna: *Advances in Experimental Social Psychology* (pp. 184 – 228), vol. 17. (Alokacija resursov je ena najpomembnejših dejavnosti v pripravi kakršnekoli kompleksnejše akcijske strategije, zato mora biti zagotovljena alokacija bistvenih resursov (McClintock, Kramer in Keil 1984, str. 99).
- + Merhar, V. (2000). *Politična ekonomija*. Univerza v Ljubljani: Ekonomska fakulteta, 30 strani.
- + Michener, DeLamater (1999/ 4th edition). *Social psychology*. Harcourt Brace Colleague Publishers: *Group productivity and task Performance »samo«* str. 359 – 383 (do izključno »Polarization in decision involving tasks«).
- + Middlewood, D. & Lumby, J. (1998). *Human resource management in schools and colleges*. Paul Chapman Publishers (“samo str. 9 – 15).
- + Polič, M. (2007, ed.). *Ekonomija in vrednote*. Univerza v Ljubljani: Filozofska fakulteta. (Predvsem (»obvezno«) uvod s strani prof. dr. Janeka Muska na temo ekonomije in vrednot, po lastnem izboru prostovoljno še kakršnenokoli drug prispevek).
- + Roberto, C. in Kawachi, I. (2015). *Behavioral economics and public health*, Oxford university press, str. 1 – 26 (*An introduction to behavioral economics and public health*),

tudi kot ebook, poglavje tudi »online«; 26 strani.

+ Samuelson, P., Nordhaus, W. (2001). *Economics*. McGraw Hill; /katerokoli od novejših izdaj, katerokoli poglavje.

+ Strumpel, B. (1999). *Macroeconomic Processes and Societal Psychology*, v Himmelweit, H., Gaskell, G. (eds.), *Societal Psychology*, Sage.

+ Schermerhorn, J. R., Hunt, J. G. in Osborn, R. N. (2000). *Organizational behavior*. NY, Brisbane, Toronto. John Wiley & Sons. (poglavje 10: »Teamwork and high performance teams«, str. 205 – 209; poglavje 14: »Leadership transitions for high performance organizations, str. 299 do 305.

+ Thaler, H. Richard: *integrating economics with psychology Scientific Background on the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel 2017; The Committee for the Prize in Economic Sciences in Memory of Alfred Nobel* https://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2017/advanced-economicsciences2017.pdf

+ »The Journal of Mental Health Policy & Economics« (zlasti »volumes od 2012 do 2014«); online (izbor enega prispevka po lastni presoji); ?? strani.

+ Wallerstein, I. (1991/ 1995). *Unthinking social science*. Polity Press. (»Samo« str.256 – 264 = »A theory of economic history in place of economic theory ?(Do izključno »6. There are no distinctively economic phenomena, distinguishable from political and social phenomena:...).

+ Weatherford, J. (1997). *The history of money*. NY: Three rivers press. (Od str. 111 – 122 (poglavje: »The birth of the dollar«).

+ White, M. in Faggioni, M. *Organizational psychopaths – who are they and how to protect your organization from them ?(online).*

+ **Priporočene zanimive teme:**

- *Genomic medicine & the bioeconomy.*
- *Genomics, innovation & economic growth.*
- *Health economics, stress and work, fatigue and success, behavioural economics and mental health.*
- *Oglejte si tudi online: »The Journal of Mental Health Policy & Economics«.*

Cilji in kompetence:

Pridobiti določena temeljna znanja in veščine v zvezi z različnimi področji ekonomije, marketinga in psihologije, prepoznati in uporabiti tako »psihološko v ekonomskem«, kot »ekonomsko v psihološkem«, pridobiti zmožnost uvida, kako se za odnosi med »stvarmi skrivajo odnosi med ljudmi« (Dintinjana), zmožnost analize različnih psiholoških in izbranih interdisciplinarnih vidikov tako s področja socialne psihofiziologije in nevroznanosti,

Objectives and competences:

Basic goal is to obtain particular basic knowledge and skills connecting different areas of economy, marketing and psychology, to recognize and to apply so »psychological in economy«, as »economical in (social) psychology«, to obtain the capacity of insight, how »the relations among »things« »hide« relations among people« (Dintinjana), capacity to analyse different psychological and interdisciplinary aspects so from the area of

kot s področja ekonomije, organizacije, marketinga in managementa, tako z vidika problematike posameznika kot različno velikih skupin oz. družbe ter jih uporabiti na področju različnih tipov organizacij (delovnih, edukacijskih, zdravstvenih).

social psychophysiology and neuroscience, as from the areas of economy, organization, marketing and management, including individual, societal and (working, educational, health) organizational options.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poskus doseganja vseh učnih ciljev z vidika Bloomove taksonomije učnih ciljev in poskusi oblikovanja nivojskim ciljem ustrezne zvrsti znanj, vključno s kritičnim vrednotenjem že obstoječih vsebin, ki predstavljajo poskuse povezovanj različnih področij psihologije in ekonomije.

Uporaba:

Zmožnost uporabe različnih ekonomsko psiholoških, teoretično, metodološko, vsebinsko in raziskovalno pluralnih pristopov pri različnih aplikacijah na področju humanistike, družboslovja, zdravstvenih ved, športa in drugih disciplines.

Refleksija:

Metodologija, različne vsebine ter interdisciplinarnost različnih ekonomsko – psiholoških pristopov, upoštevanje kontekst izbranih humanističnih in družboslovnih znanj, njihova multiaspektna in multinivojska aplikacija, analiza, sinteza in kritično vrednotenje na področju temeljnih ekonomsko – psiholoških tematik, ekonomske psihologije kot usklajene celote različnih ekonomskih in psiholoških področij, ekonomije in psihologije.

Prenosljive spretnosti – niso vezane le na en predmet:

Podobno kot predhodno ter vključevanje v izbrane inter/multi/ transdisciplinarne koncepte s področja humanistike in družboslovja. Povezanost z

Intended learning outcomes:

Attempts to obtain all learning goals from Bloom's taxonomy; attempts to create different kinds of knowledge, consistent with the learning goal's level in Bloom's taxonomy, including critical evaluation of already existing contents, which represent the attempts of the integration of different areas of psychology and economy.

Application:

Capacity of the application of different economical psychological, theoretical, methodological and research pluralistic approaches connecting different applications on the areas of humanistic and social sciences, health sciences, sport and some other disciplines.

Reflexivity:

Methodology, different contents and interdisciplinarity of different economical – psychological approaches, taking into account the context of chosen humanistic and social knowledge, their multiaspect and multilevel application, analysis, synthesis and critical evaluation on the vast area of basic economical – psychological thematics, of economic psychology as consistent wholeness of different economical and psychological fields, of economy and of psychology.

Transferable skills:

Similarly as defined before, inclusion into chosen inter/multi/trans – disciplinary concepts from the area of humanistic and

drugimi psihološkimi in nepsihološkimi disciplinami, posebej s sociologijo, edukacijskimi znanostmi, antropologijo, lingvistiko, marketingom, zgodovino, kulturologijo in komunikologijo.

social sciences. Connection with other psychological and non – psychological disciplines, especially with sociology, educational sciences, anthropology, linguistics, marketing, history, cultorology and communicology.

Metode poučevanja in učenja:

Predavanja in seminar.
Prezentacije, interaktivno delo, delo v skupinah, samoizobraževanje, igre vlog.

Learning and teaching methods:

Lectures and seminars.
Presentations, interactive work, group work, self – education, role playing.

Delež (v %) /

Weight (in %) **Assessment:**

Načini ocenjevanja:

Izpit: Standardna ocenjevalna lestvica od 5 – 10, skladno s Statutom Univerze v Ljubljani. Izpitno obliko lahko študentje izbirajo sami (ustno ali pisno, po »defaultu« pisno). Študentke in študentje imajo pravico participacije pri ocenjevanju.

100% izpit

Type (examination, oral, coursework, project).
Standard scale of notes from 5 – 10, consistent with Statute of University of Ljubljana. Students may choose examination form (oral or written form, by default it's the written one).
Students have right to participate in estimation of their work/ knowledge.

Reference nosilca / Lecturer's references:

Rus, V. S. (2007). *Chosen social – psychological terms (notions) as basic notions of economic psychology. Values and economy, Proceedings of the 32nd IAREP conference, 2007, str. 605 - 609*
Rus – Makovec, M., Sernec, K., Zihel, S., Čebašek, Z., Tomori, M. in Rus, V. S (2007). *Relation between self/ family perceptions, alcohol and other dependencies syndrome and perceived financial status in the families, having member/s with particular dependency syndrome. Values and economy, Proceedings of the 32nd IAREP conference, 2007, str. 660 – 665.*
Rus, V. S. (2011a). *Socialna, societalna in socio-psihologija// psiho – sociologija. Ljubljana: Filozofska fakulteta, 2011 (1. in 2. del).*

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Diferencialna psihologija
Course title:	Differential Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	1
Psychology, 2nd Cycle (MA)		1	1

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	30				49	4

Nosilec predmeta / Lecturer: red. prof. dr. Darja Kobal Grum

Jeziki / Languages: **Predavanja / Lectures:** slovenski; del predmeta je možno predavati v angleškem jeziku
Vaje / Tutorial:

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

vpis v 1. letnik druge stopnje študija psihologije

Za razvoj kompetenc v okviru seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

Enrollment in the Psychology, 2nd Cycle (MA) study programme – 1st year
80% attendance at seminars is mandatory. In case of insufficient attendance student can not apply for the exam.

Vsebina:

Variabilnost v obnašanju in doživljanju
Izvori in dejavniki individualne in skupinske variabilnosti: evolucija, dednost, okolje in samodejavnost. Sovplivanje genov, socialnih vplivov in samodejavnosti na medosebne in skupinske razlike. Genetski, evolucijski in socialni (kulturni) izvori variance psihičnih in vedenjskih značilnosti. Mere centralnih tendenc in razpršenosti vedenjskih in psihičnih/osebnostnih lastnosti. Različnost, drugačnost, odklonskost. Problemi merjanja razlik. Vidiki variabilnosti: intervariabilnost in intravariabilnost.

Razlike med posamezniki
Znanstveno proučevanje interpersonalnih razlik. Razlike v osebnosti in osebnostnih lastnostih. Razlike na konativnem področju osebnosti: emocije, temperament, značaj, (temeljne) dimenzije in tipi osebnosti. Razlike na kognitivnem področju osebnosti: inteligentnost in druge sposobnosti. Razlike v motivih, interesih, stališčih, prepričanjih, idealih in vrednotah. Razlike v samopodobi in samospoštovanju.

Razlike med skupinami
Znanstveno raziskovanje skupinskih razlik. Najpomembnejše psihološke in vedenjske razlike med pomembnimi skupinami (spol, starost, socioekonomski sloj in druge socialne stratifikacije, nacionalnost, vera, kultura ...). Pomen poznavanja medosebnih in skupinskih razlik in drugačnosti v sodobnem življenju in družbi.

Content (Syllabus outline):

Variability in behaviour and feeling
Origins and factors of individual and group differences: evolution, heritability and self-engagement. Co-impacts of gens, social interactions and self-engagement on individual and group differences. Genetic, evolutionary and social (cultural) origins of variance of psychological and behavioral characteristics. Measures of central tendencies and dispersions of behavioral and personality characteristics. Diversity, difference, deviance. Problems of differences measures. Areas of variabilities: intervariability and intravariability.

Individual differences
Scientific research of individual differences. Personality differences. Differences in conative personality dimensions: emotions, temperament, character, (fundamental) personality dimensions and types. Differences in cognitive personality dimensions: intelligence and other abilities. Differences in motivation, interests, attitudes, beliefs, ideals and values. Differences in self-concept and self-esteem.

Group differences
Scientific research of group differences. The most significant group differences (gender, age, social-economic status and other social stratifications, nationality, religion, culture etc.). Knowledge of individual and group differences and diversities in contemporary life and society.

Temeljni literatura in viri / Readings:

Kobal Grum, D. (2017). *Samopodoba v diferencialni psihologiji*. Ljubljana: Znanstvena založba Filozofske fakultete. (izbrana poglavja).

Musek, J. (2010). Psihologija življenja, Inštitut za psihologijo osebnosti (str. 189-210, str. 210- 261, str. 273-281, str. 296-316)

Rothbart, M. K. (2012). "Advances in temperament: history, concepts and measures," in Handbook of Temperament, eds M. Zentner and R. L. Shiner (New York: Guilford), 3–20.

Penke, L., Denissen, J. J. A., & Miller, G. F. (2007). The evolutionary genetics of personality. *European Journal of Personality*, 21, 549-587.

Chamorro-Premuzic, T., von Stum, S., Furnham, A. (ur.). (2011). *The Wiley-Blackwell Handbook of Individual Differences*. Blackwell Publishing Ltd. (izbrana poglavja)

Kobal, D. (2000). Temeljni vidiki samopodobe. Ljubljana: Pedagoški inštitut. (izbrana poglavja)

Kobal Grum, D., Musek, J. (2009). *Perspektive motivacije*. Ljubljana: ZIFF. (izbrana poglavja)

Cilji in kompetence:

Cilji: Posredovanje najpomembnejšega temeljnega znanja o psiholoških razlikah med posamezniki in skupinami; povezovanje, kritično presojanje in uporaba teh informacij.

Po končanem programu dobijo študenti vpogled v to, s čim se ukvarja diferencialna psihologija, kakšne cilje in naloge si pri tem postavlja in kakšne metode pri tem uporablja. Študenti tudi pridobijo najpomembnejše razlagalne teorije in modele konativnih, kognitivnih, osebnostnih in vedenjskih razlik med posamezniki in skupinami.

Kompetence: Študent je zmožen razumeti, presojati in z ustreznimi merskimi instrumenti oceniti psihične (konativne, kognitivne, osebnostne) in vedenjske razlike med posamezniki in pomembnimi skupinami (zlasti med spolnimi, starostnimi, slojnimi, nacionalnimi, verskimi, kulturnimi skupinami). Zmožen je kritično presojati in razumeti pomen medosebne in skupinske različnosti v praktičnem življenju.

Objectives and competences:

OBJECTIVES: The transfer of the most important basic knowledge about individual and group psychological differences; linkage, critical assessment and use of that information.

After absolved subject the students are capable to understand the main problem, aims and tasks of differential psychology. They understand the methods of differential psychology. Students also gain insight into the most significant theories and models of conative, cognitive, personality and behavioural individual as well as group differences.

Competences: The students are capable of understanding, assessing and estimating by means of measuring instruments the psychological (conative, cognitive, personality) and behavioural both individual as well as group differences (namely those of gender, age, social economic status, nationality, religion, culture). They are able to critically assess and understand the significance and the role of these understandings of individual and group diversities in everyday life.

Predvideni študijski rezultati:**Znanje in razumevanje:**

Poznavanje koncepcij, modelov in teorij medosebne in skupinske različnosti, njihove empirične evidence in njihovega pomena za razumevanje človekove narave. Poznavanje načinov ocenjevanja in raziskovanja medosebnih in skupinskih razlik.

Uporaba:

Aplikacija spoznanj na razumevanje doživljanja in obnašanja samega sebe in drugih oseb.

Obvladovanje temeljnih principov in načinov ocenjevanja, raziskovanja in reševanja problemov na področju medosebne in skupinske različnosti v psihološki praksi.

Refleksija:

Znanstveno utemeljeno kritično presojanje lastne različnosti in podobnosti z drugimi.

Prenosljive spretnosti – niso vezane le na en predmet:

Usposobljenost za kritično in učinkovito uporabo virov, zbiranje in interpretacijo informacij, analize podatkov in izsledkov raziskovanja, komuniciranje strokovnih mišljenj in dognanj v ustni in pisni obliki.

Intended learning outcomes:**Knowledge and understanding:**

The understanding of conceptions, models and theories of individual and group diversities, their empirical evidence and their meaning for understanding of human nature. The understanding of ways of assessment and research of individual and group differences.

Application:

Knowledge application of understanding of feelings and behaviour of the self and others.

Mastery of basic principles and ways of assessment, research and problem solving of individual and group diversities in psychological practise.

Reflection: Scientifically justified critical assessments of personal diversity and similarity.

Transferable skills - not tied to just one subject

Skills in critical and effective use of sources, collection and interpretation of information, analyses of data and research findings, communication of expert opinions and findings in oral and written form.

Metode poučevanja in učenja:

predavanja, interaktivne diskusije, seminarsko delo v skupinskih in individualnih projektih.

Learning and teaching methods:

Lectures, interactive discussions, seminar work within team and individual projects.

Delež (v %) /

Weight (in %) **Assessment:**

Načini ocenjevanja:

<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <p>a) pisni izpit b) od 6-10 (pozitivno) oz. 5 (negativno)</p>	<p>100 %</p>	<p>Type (examination, oral, coursework, project): (a) oral /written examinations, mid-term examination, essays, seminar papers, projects, reports on concluded practical lessons; (b) 6-10 (positive), 5 (negative).</p>
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Reference nosilca / Lecturer's references:

Kobal Grum, D. (v tisku). *Samopodoba v diferencialni psihologiji*. Ljubljana: Znanstvena založba Filozofske fakultete.

Marčič, R. in Kobal Grum, D. (2016). Gender differences in the relationship between self-esteem varieties and aggressiveness. V F. Holloway (ur.). *Self-esteem : perspectives, influences and improvement strategies*, (Psychology of emotions, motivations and actions). New York: Nova Publishers, str. 75-106.

Ucman, S. in Kobal Grum, D. (2016). Improvement of self-esteem in persons with dependency on illicit drugs after clinical treatment. V F. Holloway (ur.). *Self-esteem : perspectives, influences and improvement strategies*, (Psychology of emotions, motivations and actions). New York: Nova Publishers, str. 231-272.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Uporabna psihometrija
Course title:	Applied Psychometrics

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	1
Psychology, 2nd Cycle (MA)		1	1

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
60	45				86	7

Nosilec predmeta / Lecturer: Nosilec / Lecturer: red. prof. dr. Valentin Bucik
Drugi izvajalci / Other teachers: izr. prof. dr. Anja Podlesek, izr. prof. dr. Gregor Sočan

Jeziki / Languages:
Predavanja / Lectures: slovenski, možnost izvedbe v angleškem jeziku / in Slovene, possibly in English
Seminar / Seminar: slovenščina, možnost izvedbe v angleškem jeziku / in Slovene, possibly in English

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

- (a) pogoj za vključitev v delo je vpis v 1. letnik druge stopnje študija psihologije in opravljen izpit iz Testne teorije;
- (b) uspešno opravljena seminarska naloga in seminarski projekt sta pogoj za pristop h končnemu izpitu

Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

- (a) The pre-condition for starting the course is enrollment into the 1st year of the 2nd Cycle psychology study programme and passed exam on Test theory.
- (b) completed and positively assessed seminar work and seminar project project are required to being admitted to the exam.

80% attendance at seminar is mandatory. In case of insufficient attendance student can not apply for the exam.

Vsebina:

Zgodovina psihološkega testiranja. Teorija merjenja v diferencialni psihologiji. Vrste testov in postopek testiranja. Sestavni deli in lastnosti kakovostnega testa. Prenos testne teorije v diagnostično in prognozično prakso. Področja uporabe psiholoških testov. Testi maksimalnega dosežka. Testi tipičnega dosežka. Projekcijski, klinični, presejalni in drugi posebni testi. Nevropsihološko testiranje, merjenje funkcionalnih lastnosti senzornih organov in nevrofiziološke metode. Pregled testov v našem prostoru. Pregled izbranih tujih testov. Priredba testa za drugo jezikovno-kulturno okolje. Kritike in alternative papir-svinčnik testiranju. Etični vidiki psihološkega testiranja. Psihološko testiranje v družbenem in ideološkem kontekstu. Izbrane aktualne teme psihološkega testiranja.

Content (Syllabus outline):

The history of psychological testing. Theory of Measurement in Differential Psychology. Types of tests and test procedure. Components and properties of the quality test. Transferring the test theory to diagnostic and prognostic practice. Areas of application of psychological tests. Maximum performance tests. Typical achievement tests. Projective, clinical, screening and other special tests. Neuropsychological testing, measurement of functional properties of sensory organs and neurophysiological methods. Review of tests in the local area. Overview of selected foreign tests. Preparation of the test for another linguistic and cultural environment. Critics of the paper-pencil testing and alternative possibilities. Ethical aspects of psychological testing. Psychological testing in a social and ideological context. Selected topics of psychological testing.

Temeljni literatura in viri / Readings:

American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational, & Psychological Testing (US). (2014). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Bucik, V. (1997). *Osnove psihološkega testiranja*. Ljubljana: FF. (str. 3-68, 175-237)

Downing, S.M. in Haladyna, T.M. (2006). *Handbook of test development*. Mahwah, NJ: LEA.

Kaplan, R.M. in Saccuzzo, D.P. (2001). *Psychological testing: Principles, applications, and issues*. Pacific Grove, CA: Wadsworth/Thomson Learning.

Kline, P. (2000). *Handbook of psychological testing*. London: Routledge. (str. 199-672)

Neill, C. (2016). *Ethics and psychology: Beyond codes of practice*. New York: Routledge.

Cilji in kompetence:

Cilj: usposobiti študenta za samostojno psihološko testiranje.
Kompetence: Slušatelj pozna sistematiko psiholoških testov in elemente kvalitetnega testa; samostojno izbira ustrezne teste; zaveda se nujnih pogojev izvedbe testiranja; uporablja testni priročnik pri aplikaciji in pri oceni kakovosti testa; drži se etičnih načel v psihološkem testiranju; testne dosežke na primeren način posreduje klientom in drugim uporabnikom.

Objectives and competences:

Objective: To equip a student with the advanced practical knowledge on psychological testing and assessment.
Competencies: Student is familiar with the systematics of psychological tests and with elements of a test of a good quality; independently selects the appropriate tests and is aware of the necessary conditions for carrying out testing; uses the test manual for the application of the test and for the assessment of the quality of the test; adheres to ethical principles in psychological testing; delivers the test achievements to the clients and other users in an appropriate way.

Predvideni študijski rezultati:

Znanje in razumevanje:
Poznavanje klasifikacije testov in področij uporabe ter pomembnih posameznih testov. Razumevanje osnovnih načel teorije merjenja in testne teorije ter logike psihološkega testa.

Uporaba:
Uporaba testne teorije v praktičnih situacijah in izbira optimalnih postopkov, samostojno izbiranje in vrednotenje merskih instrumentov, uporaba instrumentov v skladu z etičnimi načeli.

Refleksija:
Slušatelj je zmožen kritičnega premisleka o omejitvah uporabljene paradigme testiranja. Zaveda se etičnih dilem pri testiranju ter omejene natančnosti in posplošljivosti testnih rezultatov.

Prenosljive spretnosti – niso vezane le na en predmet:
Uporaba domače in tuje literature in

Intended learning outcomes:

Knowledge and understanding:
Knowledge of classification of tests and areas of test use as well as some particular tests. Understanding the basic principles of the theory of measurement and test theory and the logic of the psychological test.

Application:
Using of test theory in different practical situations and choosing the optimal measures; autonomous choosing and evaluating different measures of various psychological characteristics and using the tests according to professional ethical principles.

Reflection:
Critical evaluation of the practice of psychological testing being aware of limitations of the testing paradigm being used. The candidate is well aware about the ethical dilemmas in testing and limited precision and generalizability of the test results.

Transferable skills – not tied to just one

drugih virov, zbiranje in interpretiranje podatkov, poročanje (ustno in pisno) strokovnjakom in laikom, kritična analiza, delo v timih, socialne spretnosti.

subject:
Use of domestic and international literature and other sources, gathering and interpreting the data, reporting (orally and in written reports) to other expert and laypersons; critical analysis, teamwork, social skills.

Metode poučevanja in učenja:

predavanja, seminarji, projektno delo, izkustveno učenje, individualne naloge

Learning and teaching methods:

lectures, coursework, seminar projects, experiential learning, individual assignments

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

(a) pisni (teoretski in praktični), ocena seminarske naloge in seminarskega projekta; na pisnem izpitu mora kandidat za pozitivno oceno zbrati 2/3 točk; v tem primeru se končni oceni doda uspeh pri ostalih delih
(b) od 6-10 (pozitivno) oz. 5 (negativno) ob upoštevanju Statuta UL in fakultetnih pravil.

Delež (v %) /
Weight (in %)

Pisni izpit /
written exam
70 %,
seminarska
naloga /
coursework
15 % in /and
seminarski
projekt /
Seminar
project 15 %

Assessment:

Type (examination, oral, coursework, project):

(a) written (theoretical and practical) exam, completed coursework and seminar project; final grade is weighted sum of points from the exam, coursework and seminar project. The candidate is obliged to reach the criteria of 2/3 of points; in this case the credits from coursework and seminar project are added to the points reached at the exam.
(b) 6–10 (positive), 5 (negative), with regard to the Statute of the University of Ljubljana and faculty rules.

Reference nosilca / Lecturer's references:

- Boben, D. in Bucik, V. (2003). Slovenia. V J. Georgas (ur.), *Culture and children's intelligence: cross-cultural analysis of the WISC-III* (str. 181-197). San Diego, CA; London: Academic Press.
- Bucik, V. (1997). *Osnove psihološkega testiranja*. Ljubljana: Filozofska fakulteta, Oddelek za psihologijo.
- Bucik, V. (2000). Načela priredbe psiholoških testov iz drugih jezikovnih in kulturnih okolij: primer vprašalnika VTP. *Psihološka obzorja*, 9 (3), 67-78.
- Bucik, V. (2003). Response-order effect in some self-reported personality questionnaires: The case of 16PF and BFQ. *Review of Psychology*, 10(2), 65-74.
- Bucik, V. (2004). Pouzdanost i valjanost slovenske verzije WISC-III. *Suvremena psihologija*, 7(1), 5-28.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psihosocialni odnosi v šoli
Course title:	Psycho-social Relationships in School

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	1 in 2
Psychology, 2nd Cycle (MA)		1	1 and 2

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
45 (30+15)	30 (0+30)	45 (15+30)			101	8 (3+5)

Nosilec predmeta / Lecturer: red. prof. dr. Cirila Peklaj, red. prof. dr. Sonja Pečjak

Jeziki / Languages:

Predavanja / Lectures:	slovenski
Vaje / Tutorial:	slovenski

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

(a) Pogoji za vključitev je vpis v 1. letnik magistrskega študija psihologije.
 (b) Pogoji za pristop k izpitu so opravljene vaje in v seminarju opravljene naloge.

Del vaj izvajajo študenti v manjših skupinah na šoli in v drugih vzgojno-izobraževalnih zavodih. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

a) Requirement for inclusion is enrolment in the first year of masters' level of psychology study.
 b) Requirements to apply for the exam are completed exercises and tasks in the seminar.

A part of exercises is performed in small groups in schools and other educational institutions. 80% of attendance in exercises and seminars is required for the development of competencies. In the case of insufficient attendance students is not allowed to apply for exam.

Vsebina:

- Razred kot socialni kontekst: teoretične podlage za razumevanje razrednega konteksta in njegove značilnosti; šolska prilagojenost in šolska kultura.
- Psihosocialni vidiki šolske prilagojenosti: socialna motivacija, socialna kompetentnost, socialne interakcije v vzgojno-izobraževalnem procesu.
- Dejavniki interakcij v vzgojno-izobraževalnem procesu (značilnosti učenca in učitelja).
- Dimenzije interakcij učitelj – učenci, učenec – vrstniki; razvojne spremembe v času šolanja. Metode in tehnike raziskovanja socialnih interakcij v razredu.
- Pedagoško psihološke implikacije: razvoj kohezivnosti razreda, izboljšanje razredne interakcije, pomoč učencem s težavami na socialnem področju.
- Komunikacija v razredu: komunikacijska shema, oblike komunikacije Watzlawickova teorija komunikacije; neverbalna in verbalna komunikacija, elementi neverbalne komunikacije, značilnosti uspešne komunikacije v razredu.
- Vodenje razreda: načini vodenja (avtokratsko, demokratično ali socialno integrativno vodenje, tip proste roke); značilnosti direktivnih in indirektivnih učiteljev, cilji vodenja učencev.
- Učiteljeva osebnost in moderiranje odnosov v razredu: strokovnost, stališča in pričakovanja, empatičnost učitelja.
- Šolska in razredna klima: opredelitev pojmov, merjenje klime, dejavniki, ki vplivajo na šolsko in razredno klimo, spreminjanje.
- Reševanje vedenjskih problemov in

Content (Syllabus outline):

- Class as a social context: theoretical basis for understanding class context and its characteristics; school adjustment and school culture.
- Psychosocial aspects of school adjustment: social motivation, social competency, social interactions in educational process.
- Factors of interactions in educational process (students' and teachers' characteristics).
- Dimensions of student-teacher and student-student interactions, developmental changes during schooling. Method and techniques of social interactions research in the class.
- Pedagogical and psychological implications: development of class cohesion, improvement of class interactions, support for students with difficulties in social skills area.
- Communication in the class: communication model, Watzlawick's communication theory, verbal and non-verbal communication, characteristics of successful communication in the class.
- Class management: types of management (autocratic, democratic or social integrative and laissez-faire); characteristics of directive and indirective teachers, aims of students' management.
- Teacher's personality and relationships in the class: professional attitudes and expectations, teacher's empathy.
- School and class climate: concepts definition, measurement and factors influencing school and class climate; their changing.
- Behavioural problems resolution in the school (empathic listening method, assertive discipline, method without a

konfliktov v šoli (metoda empatičnega poslušanja, metoda asertivne discipline, metoda brez poraženca ...).

- Odnosi med šolo in starši: modeli sodelovanja (model ekspertov, model prenosnikov, model uporabnikov), oblike sodelovanja, ovire v partnerskem sodelovanju med učiteljem in starši.

looser...).

- Relationships between school and parents: models of cooperation (expert transmission and users model), ways and obstacles in cooperation between parents and teachers.

Temeljni literatura in viri / Readings:

Pekljaj, C. in Pečjak, S. (2015). *Psihosocialni odnosi v razredu*. Ljubljana: Znanstvena založba Filozofske fakultete v Ljubljani.

Wubbels, T., den Brok, P., van Tartwijk, J. in Levy, J. (2012). Introduction to interpersonal relationships in education. V T. Wubbels, P. den Brok, J. van Tartwijk in J. Levy (ured). *Interpersonal relationships in education: An overview of contemporary research* (str. 19- 36). Rotterdam: Sense Publishers.

Lane, K. L., Menzies, H. M., Oakes, W.P., Kalberg, J.R. (2012). *Systematic screening of behaviour to support instruction: From preschool to high school*. New York: The Guilford Press (str. 1-12, 94-169).

Pečjak, S. (2015). *Medvrstniško nasilje v šoli*. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete.

Cilji in kompetence:

Cilj: posredovati študentom osnovna znanja o psihosocialnem vidiku šolske prilagojenosti, dejavnikih in vrstah interakcij v šolskem prostoru, identifikaciji socialnih odnosov v razredu, komunikaciji in načinih vodenja učencev ter reševanju konfliktov.

Kompetence: študenti poznajo psihosocialni vidik šolske prilagojenosti učencev in razumejo pojme socialna motivacija, socialna kompetentnost, razredna interakcija; poznajo dejavnike in dimenzije interakcije učitelj- učenec, učenec-vrstniki ter metode raziskovanja teh interakcij; poznajo učinkovito komunikacijo z udeleženci v učnem procesu in načine vodenja razreda ter reševanja konfliktov; znajo uporabiti ustrezne raziskovalne metode za identifikacijo socialnih odnosov v konkretnem razredu in na šoli ter

Objectives and competences:

Objectives: to present students basic knowledge about psychosocial aspect of school adjustment, factors and kinds of interactions in school context, identification of social interaction in the class, communication, class management and problem solving.

Competencies: students know psychosocial aspect of students' school adjustment and understand concepts: social motivation, social competency, class interaction; they know factors and dimensions of teacher-student and student-student interaction and methods for their research; they know successful communication with participants in the educational process and methods of class management and conflicts solving; they know how to use appropriate methods for identification of social processes in the class and school and use of different pedagogical and psychological

predlagati različne pedagoško psihološke ukrepe.

interventions.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študenti poznajo temeljne psihosocialne vidike šolske prilagojenosti učencev; poznajo dejavnike in dimenzije interakcije učitelj- učenec, učenec-vrstniki ter metode raziskovanja teh interakcij; poznajo značilnosti komunikacije in načine vodenja učencev ter reševanja konfliktov v razredu.

Uporaba:

Študenti znajo identificirati psihosocialne odnose v razredu, svetovati učiteljem pri vodenju učencev in reševanju konfliktov v razredu, predlagati in skupaj z učiteljem izpeljati različne pedagoško psihološke ukrepe za izboljšanje odnosov.

Refleksija:

Študenti spremljajo in evalvirajo uvajanje pedagoških ukrepov, napredek učencev in predlagajo potrebne spremembe in izboljšave.

Prenosljive spretnosti – niso vezane le na en predmet:

Študenti poročajo učitelju o psiholoških ugotovitvah in sodelujejo z njim pri uvajanju pedagoških novosti, ustvarjanju pogojev za kvaliteten pouk, spremljanju in evalvaciji pedagoškega dela in napredka učencev.

Intended learning outcomes:

Knowledge and understanding:

Students know basic psychosocial aspects of students' school adjustment; they know factors and dimensions of teacher-student and student-peers interactions, as well as methods for their research; they know characteristics of communication with students, students management and problem solving in the class.

Application:

Students are able to identify psychosocial relationships in the class, they can offer counselling teachers in their class management, in conflicts solving in the class, suggest and together with teacher perform psychological and pedagogical intervention for their improvement.

Reflection:

Students monitor and evaluate implementation of educational interventions, students' improvement, they suggest necessary changes and actions.

Transferable competencies:

Students inform teacher about psychological findings and cooperate with him/her in introduction of pedagogical innovations, development of conditions that enable quality instruction, in monitoring and evaluation of educational work and students' development.

Metode poučevanja in učenja:

predavanja, vaje, seminar

Learning and teaching methods:

lectures, seminars, exercises

Delež (v %) /
Weight (in %)

Načini ocenjevanja:

Assessment:

<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <p>(a) Obveznost pri predmetu je opravljena s pisnim izpitom. Študent mora opraviti tudi vse obveznosti pri vajah in seminarjih. Končna ocena predmeta vsebuje oceno iz vaj, seminarja in izpita. Ocenjevanje: 6-10 (pozitivno) in 5 (negativno)</p>	<p>Pisni izpit: 50% Vaje: 30% Seminar: 20%</p>	<p>Type (examination, oral, coursework, project):</p> <p>All requirements in subject are fulfilled with successfully completed written exam and all tasks in exercises and seminars. Final grade is composed from grades in exercises, seminars and written exam. Grading. 6-10 (positive) and 5 (negative).</p>
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Reference nosilca / Lecturer's references:

<p>Red. prof. dr. Sonja Pečjak</p> <p>Pečjak, S., Puklek Levpušček, M., Peklaj, C. in Žagar, D. (2003). Social acceptance and self- concept in students attending heterogeneous and ability-grouped classes. <i>Review of Psychology</i>, 10 (2), 141-150.</p> <p>Pečjak, S. in Košir, K. (2008). <i>Poglavja iz pedagoške psihologije: Izbrane teme</i>. Ljubljana. Filozofska fakulteta, Oddelek za psihologijo.</p> <p>Pečjak, S. (2015). <i>Medvrstniško nasilje v šoli</i>. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete.</p> <p>Red. prof. dr. Cirila Peklaj</p> <p>Peklaj, C. s sodelavkami (2001). <i>Sodelovalno učenje ali Kdaj več glav več ve</i>. Ljubljana: DZS, 2001.</p> <p>Peklaj, c. in Pečjak, S. (2015). <i>Psihosocialni odnosi v šoli</i>. Ljubljana: Znanstvena založba filozofske fakultete Univerze v Ljubljani.</p>
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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Didaktika psihologije
Course title:	Didactics of Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Obvezni / 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	30	15			49	4

Nosilec predmeta / Lecturer: Nosilka: red. prof. dr. Melita Puklek Levpušček

Jeziki / Languages:

Predavanja / Lectures:	slovenski
Vaje / Tutorial:	slovenski

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

(a) vpis v 2. letnik magistrskega študija psihologije
 (b) Pogoji za pristop k izpitu: Udeležba na seminarjih in opravljena simulacija nastopa, opravljene vaje, hospitacije in učni nastopi.

Del vaj pri predmetu predstavljajo hospitacije in učni nastopi, ki se izvajajo na srednjih šolah. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h

Prerequisites:

(a) Enrollment in the 2nd year of Psychology at the Master level
 (b) Exam requirements: students who successfully complete seminars, practical work, hospitations and prepare a teaching lesson in the classroom

kolokviju oz. izpitu.

Vsebina:

- Pojmovanja učiteljeve vloge in učiteljske kompetence. Dokumenti – predmetnik, učni načrt, maturitetni izpitni katalog za psihologijo. Oblike poučevanja – frontalni pouk, skupinski pouk, individualno delo dijakov; sodelovalno učenje, timski pouk, projektno učno delo.
- Metode poučevanja – metoda ustne razlage, metoda prikazovanja, metoda učenja iz pisnih virov, metoda razgovora (diskusije), simulacije in igranje vlog, "snežena kepa", samorefleksija. Učna sredstva pri pouku psihologije.
- Sodobne izobraževalne tehnologije.
- Vrednotenje učnih rezultatov – načini in oblike preverjanja in ocenjevanja znanja pri pouku psihologije; maturitetni preizkus iz psihologije.
- Organizacija (artikulacija) učnega procesa – učne ure, šolskega dneva.
- Načrtovanje učnega procesa – učna priprava, urnik, letni učni načrt.
- Vodenje učne ure in komunikacija v razredu.
- Praktične aktivnosti – mikropouk, hospitacije, učni nastopi.
- Analiza in refleksija učnih nastopov.

Content (Syllabus outline):

- Representations of teacher's role and teacher competences. Documents: curriculum, syllabus, matura exam catalogue. Forms of teaching: frontal teaching, group work, individual work, cooperative learning, team teaching, problem based learning.
- Teaching methods: lecture, demonstration, learning from written source, discussion, simulations, role playing, snowball method, self-reflection. Teaching tools for teaching psychology.
- Modern educational technologies.
- Evaluation of learning outcomes: ways and forms of assessments in teaching psychology; matura exam in psychology.
- Organisation (articulation) of teaching process (e.g. teaching hour, school day).
- Planning of teaching process: preparation of a teaching lesson, schedule, annual teaching plan.
- Classroom management and communication in the classroom.
- Practical activities: microteaching, hospitiation, leading a teaching lesson.
- Analysis and reflection of teaching lessons.

Temeljni literatura in viri / Readings:

Blažič, M. idr. (2003). *Didaktika: visokošolski učbenik*. Novo mesto: Visokošolsko središče Novo mesto. (str. 127–165, 226–256, 328–400).
Curk, J. idr. (2002). *Poučujemo psihologijo: zbornik idej za poučevanje psihologije v gimnazijah in srednjih strokovnih in tehničnih šolah* (uredila T. Rupnik Vec). Ljubljana: Zavod Republike Slovenije za šolstvo.
Kompore, A. (ur., 2003). Zbirka nalog in primerov načrtovanja iz psihologije. Ljubljana: ZRSŠ (str. 7-59).
Žagar, D. (2011). *Didaktika psihologije v srednjem izobraževanju*. Ljubljana: Znanstvena založba Filozofske fakultete.

Cilji in kompetence:

Cilj: Predmet usposablja študente za poučevanje psihologije v srednji šoli. Študenti si pridobijo potrebna didaktična znanja in spretnosti za poučevanje psihologije. Usposobljeni so za samostojno izvajanje učnega procesa.

Kompetence: Študenti poznajo pedagoško dokumentacijo, ki ureja pouk psihologije v srednji šoli, poznajo in uporabljajo učinkovite oblike in metode poučevanja ter sodobno učno tehnologijo. Poznajo in uporabljajo ustrezne načine in oblike preverjanja in ocenjevanja znanja. Imajo ustrezna znanja in veščine za samostojno izvajanje učnega procesa.

Objectives and competences:

Objective: This course trains students to teach psychology in secondary schools. Students obtain didactic knowledge and skills to teach psychology. They are trained to independently implement the teaching process in the classroom.

Competences: Students know school documentation, which regulates the teaching of psychology in secondary school, they know and apply effective teaching methods and modern educational technology. They know and apply appropriate ways and forms of knowledge assessment. They have knowledge and skills to independently implement the teaching process in the classroom.

Predvideni študijski rezultati:

<ul style="list-style-type: none"> • <i>Znanje in razumevanje:</i> Poznavanje učnega načrta za psihologijo v srednji šoli, sestavin letnega učnega načrta in maturitetnega izpitnega kataloga, poznavanje učinkovitih oblik in metod poučevanja ter sodobne učne tehnologije, poznavanje načinov in oblik preverjanja in ocenjevanja znanja ter maturitetnega izpitnega kataloga za psihologijo, poznavanje strukture učne ure in šolskega dneva. • <i>Uporaba:</i> Uporaba učinkovitih oblik in metod poučevanja ter učne tehnologije, uporaba ustreznih načinov in oblik preverjanja in ocenjevanja znanja, načrtovanje učne ure; izdelava letnega učnega načrta, samostojno vodenje učne ure. • <i>Refleksija:</i> Spremljanje in evalvacija lastnega pedagoškega dela in uvajanje ustreznih izboljšav. • <i>Prenosljive spretnosti – niso vezane le na en predmet:</i> Medpredmetno usklajevanje pri načrtovanju pouka.

Intended learning outcomes:

<p>Knowledge and understanding: To know the syllabus for psychology in secondary school, elements of annual teaching plan and matura exam catalogue, to know effective forms of teaching, teaching methods and modern educational technology, to know ways and forms of assessment and matura exam catalogue in psychology, to know the structure of a teaching lesson and school day</p> <p>Application: To use the effective forms and methods of teaching and teaching technology, to apply appropriate forms of knowledge assessment, planning of a teaching lesson; to make an annual teaching plan; to independently lead a teaching lesson.</p> <p>Reflection: To follow and evaluate one's own teaching work and to implement improvements in ones' teaching work.</p> <p>Transferable competences: Cross-curricular coordination in class planning.</p>
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Metode poučevanja in učenja:

predavanja, seminarji, vaje, hospitacije in učni nastopi
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Learning and teaching methods:

Lectures, seminars, practical work, hospitations, preparation of a teaching lesson in the classroom.
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Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)
(a) izpit
(b) ocenjevanje: od 6 do 10 (pozitivno) oz. 5 (negativno).

Delež (v %) /

Weight (in %) **Assessment:**

Pisni izpit 60%	Type (examination, oral, coursework, project): Written exam: 60 %
Učni nastop in refleksije 40 %	Preparation of teaching lessons and reflections 40 %

Reference nosilca / Lecturer's references:

Red. prof. dr. Melita Puklek Levpušček

Valenčič Zuljan, M., Peklaj, C., Puklek Levpušček, M. in Kalin, J. (2011). Didactic competencies of teachers from the learner's viewpoint. *Educational Studies*, First published on: 12 May 2011 (iFirst). DOI: 10.1080/03055698.2011.567028

Puklek Levpušček, M. in Zupančič, M. (2009). Math achievement in early adolescence: The role of parental involvement, teachers' behavior, and students' motivational beliefs about math. *Journal of Early Adolescence*, 29(4), 541-570.

Puklek Levpušček, M. in Marentič Požarnik, B. (2005). *Skupinsko delo za aktiven študij*. Ljubljana: CPI FF

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kliničnopsihološka diagnostika
Course title:	Clinical-psychological Diagnostics

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	1 in 2
Psychology, 2nd Cycle (MA)		1	1 and 2

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
60 (30+30)	15 (15+0)	45 (30+15)			101	8 (5+3)

Nosilec predmeta / Lecturer: izr. prof. dr. Gregor Žvelc, spec. klin. psih.

Jeziki / Languages:

Predavanja / Lectures:	slovenski
Vaje / Tutorial:	slovenski

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

(a)) pogoj za vključitev v delo je vpis v 1. letnik magistrskega študija psihologije
 (b) Ocena protokolov vaj in opravljen seminar sta pogoj za pristop h končnemu izpitu
 Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

(a) enrollment in the 1st year of MsC in Psychology study programme.
 (b) Positive assessment of written reports of tutorials and completed seminar work is mandatory for access to a final examination.
 (c) 80% attendance at tutorials/seminars is mandatory. In case of insufficient attendance student can not apply for the colloquium.

Vsebina:

- Zgodovina in osnove kliničnopsihološke diagnostike. Metodološki okviri in problemi kliničnopsihološke diagnostike. Problemi raziskovanja v klinični psihologiji.
- Diagnostične klasifikacije.
- Teoretične usmeritve in klinično psihološka diagnostika. Razvojne in relacijske teorije razumevanja psihopatologije (teorija navezanosti v klinični praksi, teorija objektnih odnosov, ego psihologija in psihologija selfa, teorija intersubjektivnosti in relacijska psihoanaliza, nevrobiološki vidiki zgodnjih relacijskih izkušenj). Narava in naloge psihodiagnostične eksploracije.
- Kliničnopsihološki intervju. Opazovanje in samoopazovanje. Specifičnost uporabe testov v klinični psihologiji. Projekcijske tehnike. Samoopisne tehnike.
- Diagnostika osebnostne organizacije (psihotična, mejna in nevrotična osebnostna organizacija). Diagnostika tipov osebnostnih struktur in motenj osebnosti.
- Diagnostika psihološke travme in disociacije. Ocenjevanje čustvovanja in medosebnih odnosov. Ocenjevanje psihotičnih motenj.
- Ocenjevanje kognicije v klinični psihologiji. Nevropsihološko ocenjevanje. Posebnosti psihološkega ocenjevanja otrok in mladostnikov. Posebnosti kliničnopsihološkega pregleda pri starostnikih. Kliničnopsihološko poročilo.

Content (Syllabus outline):

- History and fundamentals in clinical-psychological diagnostics. Methodological issues and problems of clinical-psychological diagnostics. Problems of research in clinical psychology.
- Diagnostical classifications.
- Theoretical approaches and clinical-psychological diagnostics. Developmental and relational theories of psychopathology (attachment theory in clinical practice, object relations theory, ego psychology, self psychology, intersubjective theory, relational psychoanalysis, interpersonal neurobiology). Tasks and features of psychodiagnostical exploration.
- Clinical-psychological interview. Observation and self-observation. Specifics of applying tests in clinical psychology. Projective techniques. Self-assessment techniques.
- Diagnostics of personality organisation (psychotic, borderline and neurotic personality organisation). Diagnostics of personality structures and personality disorders.
- Diagnostics of psychological trauma and dissociation. Assessment of emotions and interpersonal relationships. Assessment of psychotic disorders.
- Cognitive assessment in clinical psychology. Neuropsychological assessment. Specifics of psychological assessment of children and youth. Specifics of assessment of elderly. Clinical-psychological report.

Temeljni literatura in viri / Readings:

Benedik, E. (2014). *Osebnost med zdravjem in boleznijo: psihološko razumevanje, ocenjevanje in zdravljenje motenj osebnosti*. Lesce: samozaložba.

Biro, M. in Butollo, W. (2002). *Klinična psihologija*. Novi Sad: Futura publikacije. (str. 79 – 219; str. 153–182; 209-219; 411-430)

Lilienfeld, S. O., Lynn, S.Y. in Lohr, J. M. (ur.) (2004). *Science and Pseudoscience in Clinical Psychology*. New York: Guilford Press.

Masten, R. in Smrdu, M. (ur.). (2013). *Klinična psihologija*. Ljubljana: Znanstvena založba Filozofske fakultete.

McWilliams, N. (2017). *Psihoanalitična diagnostika. Razumevanje osebnostne zgradbe skozi klinični proces*. Ljubljana: Umco.

Plante, T. G. (2005). *Contemporary Clinical Psychology* (2. izd.) New York: John Wiley & Sons.

Kazdin, A. E. (2002). *Research Design in Clinical Psychology* (4. izd.). Boston: Allyn & Bacon. (str. 20–60)

Wierzbicki, M. (1998). *Introduction to Clinical Psychology: Scientific Foundations to Clinical Practice*. Boston: Allyn & Bacon. (str. 75–90)

Žvelc, G. (2011). *Razvojne teorije v psihoterapiji. Integrativni model medosebnih odnosov*. Ljubljana: Založba IPISA.

Cilji in kompetence:

Cilji: seznaniti študente z nekaterimi poglavji klinične psihologije in osnovami kliničnopsihološke metode ter z najpomembnejšimi diagnostičnimi pristopi.

Kompetence: Študenti spoznajo in razumejo osnove kliničnopsiholoških metod in pristopov, kar omogoči kompetentnost za seznanjanje s temi metodami v praksi. Nadalje se seznanijo in razumejo nekatera pomembna poglavja klinične psihologije.

Objectives and competences:

Goals: Acquaintance with some chapters in clinical psychology and basics of clinical psychology method and diagnostical approaches.

Competencies: Students get acquainted and understand basics of clinical-psychology method and approaches, which is fundamental for acquaintance of these methods in practice. They also get acquainted and understand some significant chapters of clinical psychology.

Predvideni študijski rezultati:

Znanje in razumevanje:
Poznavanje metodoloških okvirov klinično psihološke diagnostike.
Poznavanje in razumevanje diagnostičnih klasifikacij.
Poznavanje in razumevanje diagnostičnih postopkov in inštrumentov. Sposobnost pisanja psiholoških poročil.
Poznavanje in razumevanje klinično-psihološke ocene z različnih vidikov.

Intended learning outcomes:

Knowledge and understanding:
Understanding of methodological basis of clinical-psychological diagnostics and diagnostic classifications.
Acquaintance and understanding of diagnostic procedures and instruments.
Ability to write psychological reports.
Acquaintance and understanding of clinical-psychological assessment from different

<p>Razumevanje specifičnosti raziskovanja v klinični psihologiji.</p> <p><i>Uporaba:</i> Sposobnost uporabe in aplikacije izbranih klinično-diagnostičnih metod in postopkov. Sposobnost samostojnega pisanja strokovnih besedil z obravnavanih področij.</p> <p><i>Refleksija:</i> Sposobnost osnovne uporabe aplikativnih znanj v praksi. Osnove kritične presoje o klinično- psihološki diagnostiki. Refleksija znanja z obravnavanih področij v praksi.</p> <p><i>Prenosljive spretnosti – niso vezane le na en predmet:</i> Sposobnost povezovanja teoretičnih okvirov z možnostmi aplikacije teh. Osnovna sposobnost pisanja poročil o aplikativnem delu. Zmožnost zaznavanja in razumevanja praktičnih problemov v luči teoretičnih spoznanj. Osnovno dojetje možnosti samorefleksije v toku aplikativnega dela.</p>	<p>angles. Understanding the specifics of research in clinical psychology.</p> <p>Application: Ability to use and apply different clinical-psychological methods and procedures. Ability to autonomously write professional papers.</p> <p>Reflection: Ability for basic usage of applied knowledge in practice. Critical evaluation of clinical-psychological diagnostics. Reflection of knowledge in practice.</p> <p><i>Transferable skills – not tied to just one subject</i> Ability to connect theory with possibilities of application. Basic knowledge of psychological report writing. Ability to understand and perceive practical problems in light of theoretical knowledge. Basic understanding of self-reflection during applied psychological practice.</p>
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Metode poučevanja in učenja:

predavanja, seminarji in vaje

Learning and teaching methods:

Lectures, seminars and tutorials

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)
Pisni ali ustni izpit, seminarska naloga, poročila o opravljenih vajah. Skupna ocena iz predmeta vključuje oceno vaj in oceno izpita.
Študentkino/študentovo znanje se ocenjuje na ocenjevalni lestvici od 5 (negativna ocena) in od 6 do 10 (pozitivna ocena).

Delež (v %) /

Weight (in %) /

Assessment:

**70 % izpit,
30 % ocena
vaj / 70%
exam, 30%
tutorials**

Type (examination, oral, coursework, project):
Written or oral exam, seminar work, reports of tutorials.
Final grade includes assesment of tutorials and exam.
Students' knowledge is assessed: 6-10 (positive), 5 (negative)

Reference nosilca / Lecturer's references:

1. ŽVELC, Gregor. Razvojne teorije v psihoterapiji : integrativni model medosebnih odnosov, (Psihoterapevtske študije). Ljubljana: IPSA, 2011. 295 str., ilustr., tabele. ISBN 978-961- 92206-2-7.
2. ERJAVEC, N., ŽVELC, G. Psychopathology and parent-child relationships in illicit drugs users. Anthropological researches and studies, 2018, No. 8, str. 63 – 74.
3. ŽVELC, Gregor, BERLAFKA, Tijana. Preliminary validation of the Test of object relations in a sample of Croatian students. Review of Psychology, ISSN 1330-6812, 2015, vol. 22, no. 1-2, str. 19-27.
4. ŽVELC, Gregor. Two aware minds are more powerful than only one : mindfulness, relational schemas and integrating adult. V: TUDOR, Keith, SUMMERS, Graeme. Co- creative transactional analysis : papers, responses, dialogues and developments. London: Karnac, 2014, str. 165-170.
5. ŽVELC, Gregor. Object and subject relations in adulthood : towards an integrative model of interpersonal relationships. Psychiatria Danubina, ISSN 0353-5053, 2010, vol. 22, no. 4, str. 498-508.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Razvojnopsihološke teorije
Course title:	Theories of Developmental Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	1
Psychology, 2nd Cycle (MA)		1	1

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
60	30	15			86	7

Nosilec predmeta / Lecturer: Nosilec predmeta: prof. dr. Matija Svetina
Soizvajalec predmeta: prof. dr. Maja Zupančič

Jeziki / Languages: Predavanja / Lectures: slovenski / Slovenian
Vaje / Tutorial: slovenski / Slovenian

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

Vpis v 1. letnik magistrskega študija psihologije.
Predmet se izvaja v obliki predavanj, seminarja in vaj v majhnih skupinah. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti k izpitu.

Prerequisites:

Enrollment in the 1st year of the Master's Degree in Psychology.
The course is carried out through lectures, seminars and practicals in small groups.
Practicals and seminars require 80% and 50% attendance, respectively. In the case of an insufficient attendance, the student can not go the final exam.

Vsebina:

Osnovni teoretski koncepti in razvoj teorij v razvojni psihologiji; historično kulturni pogled na nastanek in spreminjanje teorij psihičnega razvoja; koncipiranje moderne psihologije na prelomu 19. in 20. stoletja; vedenjske teorije o psihičnem razvoju; kognitivne teorije o razvoju; psihodinamske teorije; bioekološki razvojni pristop; teorije informacijskega procesiranja; teorije moralnega razvoja; evolucijske teorije razvojne psihologije; psihosocialne teorije; sociokognitivni pristopi; sistemske razvojnopsihološke teorije; teorije razvojnih ciklov.

Content (Syllabus outline):

Basic theoretical concepts; the development of theories in developmental psychology; a historical-cultural view of the origin and change of theories of development; the conception of modern psychology at the turn of the 19th and 20th centuries; behavioral theories; cognitive theories of development; psychodynamic theories; bio-ecological developmental approach; information processing theories; theories of moral development; evolutionary theories of developmental psychology; psychosocial theories; socio-cognitive approaches; systemic developmental psychological theory; theories of developmental cycles.

Temeljni literatura in viri / Readings:

Austrian, S. G. (2002). *Developmental theories through the life cycle*. New York: Columbia University Press. Crain, W. (2011). *Theories of development: Concepts and applications*. Boston: Pearson.
Crain, W. (2011). *Theories of development*. Boston: Pearson.
Demorest, A. (2004). *Psychology's grand theorists*. New York: Psychology Press.
Newman, B. M. & Newman, P. R. (2016). *Theories of human development*. New York: Psychology Press.
White, J. M. & Klein, D. M. (2008). *Family theories: An introduction*. London: Sage.

Cilji in kompetence:

Cilji: poglobitev osnovnega teoretičnega znanja s področja razvojne psihologije, nadgraditev osnovnega znanja deskriptivne psihologije s teoretičnimi modeli v razvojni psihologiji.
Kompetence: Študenti imajo poglobljeno znanje s področja razvojne psihologije, poznajo teoretične razvojnopsihološke modele in osnovna izhodišča za oblikovanje različnih modelov in psiholoških teorij v duševnem razvoju človeka. Oblikujejo si kritičen odnos do različnih konceptov in interpretacij dejavnikov duševnega razvoja.

Objectives and competences:

Objectives: broadening and upgrading basic theoretical knowledge in developmental psychology

Competencies: Students have in-depth knowledge in the field of developmental psychology, they are familiar with theoretical developmental psychological models and assumptions; students form a critical attitude towards different concepts and interpretations of developmental factors.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študentke in študenti razumejo osnovne akonitosti; razvonopsiholoških procesov; so sposobni primerjati osebe iz različnih socialno-kulturnih okolij; ustrezno ovrednotijo vlogo različnih dejavnikov duševnega razvoja; s psihološkega vidika interpretirajo splošne oblike vedenja v različnih razvojnih obdobjih.

Uporaba:

Študentke in študenti so veščci izdelave ustreznih strokovnih poročil; oblikovanja strokovnega mnenja z upoštevanjem razvojnopsihološkega konteksta; izdelave in predstavitve strokovnega mnenja tretjim osebam.

Refleksija:

Študentke in študenti na teoretski in aplikativni ravni kritično interpretirajo različne dejavnike okolja na posameznikov razvoj; sposobni so primerjati in kritično ovrednotiti teorije psihičnega razvoja.

Prenosljive spretnosti – niso vezane le na en predmet:

Študentke in študenti razvijajo spretnosti timskega dela; so sposobni identificirati problem, poiskati relevantne strokovne vire, jih interpretirati in podati strokovno mnenje; razvijajo kritično mišljenje do novih informacij; razvijajo spretnosti nastopanja.

Intended learning outcomes:

Knowledge and understanding:

Students understand basic principles and processes in developmental theories; are able to compare behaviour from different socio-cultural backgrounds; adequately evaluate the role of various factors of mental development; may discuss general forms of behavior in different developmental periods.

Use: Students can produce evidence based reports; form a professional opinion with consideration of the developmental psychological context; are able to make and present an expert advice to third parties.

Reflection: Students can critically discuss different environmental factors on individual development; they are able to compare and critically evaluate theories of psychological development.

Transferable skills – not tied to just one subject: Students develop skills for the team work; they are able to identify the problem, find relevant professional resources, discuss the findings and provide expert opinion; are able of critical thinking when encounter new information.

Metode poučevanja in učenja:

Predmet se izvaja v obliki predavanj, vaj, seminarjev ter diskusijskega branja in interpretacije virov. Vaje potekajo v majhnih skupinah.

Learning and teaching methods:

The course is carried out through lectures, practicals, seminars, as well as reading and discussing of literature. Practical take place in small groups.

Načini ocenjevanja:

Skupna ocena iz predmeta vključuje oceno poročil vaj, seminarja, interpretacije virov ter pisnega izpita. Znanje se ocenjuje na ocenjevalni lestvici od 5 (negativno) in 6-10 (pozitivna ocena), skladno s Statutom UL in fakultetnimi pravili.

Delež (v %) /

Weight (in %) /

Assessment:

The final grades includes the handouts of practicals, seminar, reading reports, and written exam. Knowledge is assessed on the evaluation scale of 5 (negative) and 6-10 (positive grade), in accordance with the UL Statute and Faculty Rules.

Reference nosilca / Lecturer's references:

Svetina, M. & Zupančič, M. (2007). Strategije upravljanja z življenjem: Prečna študija. *Psihološka obzorja*, 16 (4), 43-63.

Siegler, R. S., & Svetina, M. (2013). Relations between short-term and long-term conceptual change. V: S. Vosniadou (ur.). *International handbook of research on conceptual change*, (Educational psychology handbook series), 2nd ed. (str. 96-117). New York: Routledge.

Svetina, M. (2013). Modeli sprememb v spoznavnem razvoju. V: L. Marjanovič Umek in M. Zupančič. (ur.), *Razvojna psihologija : izbrane teme. 2. izd.* (str. 173-183). Ljubljana: Znanstvena založba Filozofske fakultete.

Svetina, M. (2014). Resilience in the context of Erikson's theory of human development. *Current Psychology*, 33 (3), 393-404.

Svetina, M. (2014). The concept of number : old theories awaken. V: A. Galmonte, R. Actis-Grotto (ur.), *Different psychological perspectives on cognitive processes: Current research trends in Alps-Adria region* (str. 392-403). Newcastle upon Tyne: Cambridge Scholars Publishing.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Uporabna kognitivna psihologija
Course title:	Applied Cognitive Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	1
Psychology, 2nd Cycle (MA)		1	1

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	30				49	4

Nosilec predmeta / Lecturer: Nosilec predmeta: red. prof. dr. Grega Repovš

Jeziki / Languages: **Predavanja / Lectures:** Slovenski, možnost izvedbe tudi v angleščini
Vaje / Tutorial:

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

Pogoj za vključitev v delo je vpis v prvi letnik študija psihologije in opravljen izpit iz kognitivne psihologije.

Za razvoj kompetenc v okviru seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more opraviti predmeta.

Prerequisites:

Enrollment in first year of Psychology programme and positive exam in Cognitive Psychology course

To develop competences within the seminar 80% attendance is requested. If attendance criterium is not met, the student can not complete the course.

Vsebina:

Kognitivna psihologija in področja njene uporabe. Temelji uporabne kognitivne psihologije: pozornost, delovni spomin, epizodični spomin, metaspomin, izvedenost, odločanje, človeške napake, razumevanje in zavedanje situacije, timska kognicija. Specifična področja uporabe: kognitivni dejavniki v upravljanju kompleksnih sistemov, kognitivna rehabilitacija, pričanje in odločanje v sodnem sistemu, psihologija potročnika, ekonomsko odločanje, športna psihologija.

Content (Syllabus outline):

Cognitive psychology and areas of their application. Foundations of applied cognitive psychology: attention, working memory, episodic memory, metamemory, expertise, decision making, human error, comprehension and situational awareness, team cognition. Specific areas of application: cognitive factors in management of complex systems, cognitive rehabilitation, decision making in legal system, eyewitness testimony, consumer psychology, economic decision making, sport psychology.

Temeljni literatura in viri / Readings:

Durso, F. T. (ur.) (2007). *Handbook of Applied Cognition: Second Edition*. Chichester: John Wiley & Sons. (800 str.)

Cilji in kompetence:

Cilji: Seznaniti študente z uporabnimi vidiki spoznavnih procesov na različnih področjih dejavnosti, kot so spoznavanje miselnih modelov različnih procesov in pojavov, oblikovanje sistemov in postopkov učinkovitejšega odločanja, pomoč pri težavah spoznavanja, preprečevanje napak, oblikovanje objektov in sistemov, interakcija človek-računalnik, spodbujanje in razvoj ustvarjalnega mišljenja itn.

Kompetence: Poznavanje in razumevanje spoznavnih procesov v človeškem okolju in uporaba teh spoznanj na različnih področjih človeške dejavnosti.

Objectives and competences:

Goals: To familiarize students with applied aspects of cognitive processes in different areas such as mental models of various processes and phenomena, design of systems and procedures for efficient decision making, help in cognitive challenges, preventing errors, design of objects and systems, human-computer interaction, encouraging and development of creative thinking, and others.

Competencies: Knowledge and understanding of cognitive processes in human environment and their use in different areas of human activities.

Predvideni študijski rezultati:

Znanje in razumevanje:

Znanje o uporabnosti spoznanj s področja zaznavanja, učenja in mišljenju na različnih področjih življenja in dela.

Razumevanje pojmov, zakonitosti, teorij, pojavov, struktur, procesov, relacij, postopkov ipd. in njihovega prenosa v prakso.

Uporaba:

Uporaba načel, zakonitosti in modelov s področja spoznavnih procesov pri reševanju različnih praktičnih problemov.

Refleksija:

Kritičen premislek o možnostih prenosa teorij in temeljnih spoznanj v prakso. Razumevanje in nadzor lastnih miselnih procesov.

Prenosljive spretnosti – niso vezane le na en predmet:

Zmožnost iskanja in uporabe domače in tuje literature in drugih virov, zbiranja in interpretiranja podatkov, uporaba različnih postopkov, poročanje (ustno in pisno), prepoznavanje in reševanje problemov, kritična analiza, sinteza, pisanje člankov, refleksij na prebrano literaturo, delo v timih, socialne spretnosti.

Intended learning outcomes:

Knowledge and understanding:

Knowledge of importance of findings in the fields of perception, learning and thinking in various areas of life and work.

Understanding of concepts, laws, theories, phenomena, structures, processes, relations, procedures etc., and their translation to practice.

Use:

The use of principles, laws, and models in the area of cognitive processes in resolving various practical problems.

Reflection:

Critical insight into possibilities of transfer of theories and basic findings into practice.

Understanding and control of own thought processes.

Transferrable skills—not specific to a single course:

Ability to search and use literature and other sources, collection and interpretation of data, the use of different procedures, reporting (verbal and written), problem identification and solving, critical analysis, synthesis, writing papers, reflection on studied literature, work in teams, social skills.

Metode poučevanja in učenja:

Poučevanje in učenje potekata v obliki predavanj, interaktivnih diskusij, skupinskega dela, splošnih in raziskovalnih seminarjev ter projektne delo.

Learning and teaching methods:

Lectures, interactive discussions, team work, general and research seminars, and project work.

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

(a) sprotni mini-testi, samostojni in skupinski izdelki, končni ustni ali pisni izpit, predstavitev seminarske naloge; skupna ocena iz predmeta se določi na podlagi ocen zbranih v okviru predavanj in izpita ter opravljenega seminarskega dela v razmerju 50 % : 50 %.

(b) od 6-10 (pozitivno) oz. 5 (negativno) ob upoštevanju Statuta UL in fakultetnih pravil.

Delež (v %) /
 Weight (in %)

Assessment:

Type (examination, oral, coursework, project):

(a) ongoing mini tests, individual and group products, final oral or written exam, seminar presentation and materials; joint grade is generated on the basis of grades collected as part of lectures and exam (50%), and seminar work (50%)

(b) 6-10 (pass) or 5 (fail) considering UL statutes and faculty rules.

**50%
 seminarisk
 o delo,
 50% mini-
 testi,
 samostojni
 izdelki in
 izpit**

Reference nosilca / Lecturer's references:

Polič, M., Repovš, G., Natek, K., Klemenčič, M.M., Kos, D., Ule, M., Marušič, J., Kučan, A. (2005) A cognitive map of Slovenia: perceptions of the regions. *International journal of psychology*, 40(1), 27-35.

Repovš, G., Baddeley, A.D. (2006) The multi-component model of working memory : explorations in experimental cognitive psychology. *Neuroscience*, 139(1), 5-21.

Foster, E.R., McDaniel, M.A., Repovš, G., Hershey, T. (2009) Prospective memory in Parkinson disease across laboratory and self-reported everyday performance. *Neuropsychology*, 23(3), 347-358.

Cole, M.W., Repovš, G., Anticevic, A. (2014) The frontoparietal control system : a central role in mental health. *The neuroscientist*, doi:10.1177/1073858414525995, 13 str.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Svetovanje in psihoterapija
Course title:	Counselling and Psychotherapy

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		1	2
Psychology, 2nd Cycle (MA)		1	2

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
45	45	45			138	10

Nosilec predmeta / Lecturer: izr. prof. dr. Robert Masten, spec psih. svet.

Jeziki / Languages:

Predavanja / Lectures:	slovenski
Vaje / Tutorial:	slovenski

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

- (a) vpis v 1. letnik 2. stopnje psihologije
- (b) Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

- (a) enrollment in the 1st year of 2nd Cycle MA
- (b) (b) 80% attendance at exercises/seminars is mandatory. In case of insufficient attendance student can not apply for the exam.

Vsebina:

Formulacija in konceptualizacija primera, nomotetični pristop k psihoterapiji, spremenljivke psihoterapevta, klienta/pacienta, odnosa. Individualna, družinska, partnerska, skupinska psihoterapija. Učinki in učinkovitost psihoterapije; krizne intervencije; e-intervencije; nevropsihoterapija; uporabna analiza vedenja; intervencije samopomoči, intervencije v skupnosti, intervencije pozitivne psihologije;

Content (Syllabus outline):

Case formulation and conceptualization, nomothetical approach to psychotherapy, variables of psychotherapist, clients/patients, relationship. Individual, couple and group psychotherapy. Effects and effectiveness of psychotherapy; process outcome and treatment outcome; crisis intervention; e-health and telepsychology; neuropsychotherapy; applied behavior analyses; positive psychology interventions, self-help interventions, community interventions;

Temeljni literatura in viri / Readings:

Norcross, J. C., VandenBos, G. R., Freedheim, D. K., in Campbell, L. F. (Ur.). (2016). *APA handbook of clinical psychology*. Washington DC: American Psychological Association. (Vol. 2., poglavja: 20, 21; Vol. 3, poglavja/Chapters 14 - 24)
Masten, Smrdu (ur.) (2013). *Klinična psihologija*. Ljubljana: Znanstvena založba Filozofske fakultete. (poglavje 9).

Lambert, M.J. (2013). *Handbook of psychotherapy and behavior change (6. izdaja)*. Hoboken: John Wiley & Sons

Cilji in kompetence:

Študenti pridobijo poglobljena znanja in kompetence s področja obravnave klinično pomembnih težav s področja duševnosti ter tudi znanja in kompetence, ki se ne povezujejo s psihopatologijo, temveč s posebnimi življenjskimi obremenitvami. Pridobijo znanja s področja nomotetičnih ter idiografskih pristopov k obravnavi posameznikov, parov in skupin v okoliščinah, ki terjajo psihološko obravnavo. Pridobijo poglobljeno znanje in razumejo koncept formulacije in konceptualizacije primera. Cilj je, da študenti poznajo in razumejo dejavnike individualne obravnave vključno s psihoterapijo in psihološkim svetovanjem, principe psihoterapije parov in družin in skupinske psihoterapije. Študenti poznajo in razumejo krizne intervencije, programe

Objectives and competences:

Students acquire competences and knowledge in the field of different kinds and levels of psychological problems. They understand nomothetical and idiographical principles of case formulation. They know and understand treatment and process outcomes definitions, couple and family therapy, community interventions, crisis interventions, group psychotherapy, telepsychology and e-health principles etc. They acquire basic skills which enables further training.

samopomoči, intervencije pozitivne psihologije, intervencije v skupnosti ter intervencije s pomočjo modernih tehnoloških in drugih orodij. Študenti poznajo in razumejo principe določanja učinkov psihoterapije. Študenti pridobijo osnovne veščine psihološke obravnave, ki omogoča nadaljnje usposabljanje.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent poglobljeno pozna in razume ključne vsebine, na katerih temelji obravnava ljudi s različnimi stopnjami in oblikami težav in virov s področja duševnosti.

Uporaba:

Študent s pridobljenimi primarnimi kompetencami lahko na bazični ravni presoja o ustrezni obravnavi pacientov in klientov; znanje lahko uporabi v kontekstu nadaljnjega usposabljanja na specifičnih področjih, npr. klinične psihologije in psihoterapije; znanje in veščine lahko v omejenem smislu in pod nadzorom uporablja v kontekstu generične obravnave klientov;

Refleksija:

Študent pridobljeno znanje povezuje z znanjem s področja psihološke diagnostike, psihopatologije, naravoslovnih znanosti in na splošno z znanji z drugih strokovnih področij.

Prenosljive spretnosti – niso vezane le na en predmet:

Na tej osnovi študent dobi pregled nad pristopi, na katerih se lahko usposablja za opravljanje storitev na generičnem nivoju; tukaj se tudi srečuje z drugimi poklicnimi profili in spozna prednosti multidisciplinarnosti, ki mu omogoča graditev poklicne identitete.

Intended learning outcomes:

Knowledge and understanding: Student has in depth knowledge about interventions with people with different kind and levels of psychological problems (disorders, related to their life situations etc). They understand application of particular interventions and are aware of possible iatrogenic and side effects of interventions.

Application:

Student with acquired basic competences can understand on basic level about treatment of patients/clients; knowledge and skills can be applied in the context of further education and training, i.e. clinical psychology and psychotherapy training; knowledge and skills can be used under supervision and in the context of generic interventions;

Reflection:

Student is able to use acquired knowledge in relation to clinical psychological diagnostics, psychopathology, natural sciences, in general with other areas of professional knowledge.

Transfer of skills - not related to single subject:

Transferable skills enable to students transdisciplinary cooperation, i.e. with experts in domains such medicine, health, pedagogics and others; these skills enable understanding of interventions from these areas of expertise and science.

Študentu prenosljive spretnosti omogočajo transdisciplinarno sodelovanje, npr. s področja medicine, zdravstva, pedagogike in drugimi strokovnjaki iz različnih področij in razumevanje ukrepov s področja drugih strok.

Metode poučevanja in učenja:

predavanja, seminarji, vaje, študij literature in predvsem vstopanje v neposredno delo pod mentorstvom in supervizijo

Learning and teaching methods:

Lectures, seminar work, exercises, study of literature, basic training of practical work under supervision and mentorship.

Načini ocenjevanja:

(a) Protokoli iz vaj se ocenjujejo z oceno opravi/ni opravi. Opravljeni protokoli so pogoj za pristop k izpitu. Skupna ocena je sestavljena iz ocene kolokvija in ocene ustnega/pisnega izpita.
(b) 6-10 (pozitivno); 5 (negativno).

Delež (v %) /
Weight (in %)

Assessment:

Written exam (lectures 70%, exercises 30%)
Pisni izpit (predavanja 70 %, vaje 30 %)

(a) Positively rated exercise protocols are mandatory to access to final written exam; protocols are rated with sufficient/non-sufficient and descriptive feed back is given
(b) 6 – 10 (positive); 5 (negative)

Reference nosilca / Lecturer's references:

Masten, R., Tušak, Matej, Stražar, K., Zupanc, O., Drobnič, M., Marinšek, M., Kandare, M. (2014). Psychological factors of rehabilitation of athletes after knee injury = Psihološki dejavniki rehabilitacije športnikov po poškodbi kolena. *Zdravstveno varstvo: Slovenian journal of public health*, 53(3), 226-236.
Masten, R. (2013). Integracija teoretičnih usmeritev na področju klinične psihologije in psihoterapije. V Masten, R. in Smrdu, M. (Ur.). *Klinična psihologija*. 1. izd. (145-158). Ljubljana: Znanstvena založba Filozofske fakultete.
Masten, R., Šafarič, S., Jug in V., Petzold, H. G. (2010). "Familienklimata" bei Alkoholikern und ihre Bedeutung für Integrativ-Systemische Interventionen in der Arbeit mit Familien. *Integrative Therapie*, 36(2/3).

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kadrovska psihologija
Course title:	Personnel Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja Psychology, 2nd Cycle (MA)		1	2

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
45	45	45			111	9

Nosilec predmeta / Lecturer: izr. prof. dr. Eva Boštjančič

Jeziki / Languages:

Predavanja / Lectures:	slovenski, možnost izvedbe v angleškem jeziku / In Slovene, possibly in English
Vaje / Tutorial:	slovenski, možnost izvedbe v angleškem jeziku / In Slovene, possibly in English

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

(a) vpis v 1. letnik magistrskega študija psihologije;
 (b) pogoj za pristop h končnemu izpitu so pozitivno ocenjena poročila o opravljenih vajah, opravljen kolokvij in seminar.
 Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

(a) enrolment in the 1st year of masters study in psychology
 (b) to participate the exam student must have positively graded reports about exercises, positively passed colloquium and seminar
 80% attendance at exercises/seminars is mandatory. In case of insufficient attendance student can not apply for the colloquium /exam.

Vsebina:

Eksplanatorne teorije: iskanje in privabljanje, selekcija, trening; razvoj kariere; delovna uspešnost; motivacija pri delu.
 Tehnološke teorije: analiza dela in zahtev; tehnike in metode ocenjevanja; kariere v organizaciji; nagrajevanje.
 Diagnostične spretnosti: postopki selekcije; ocenjevanje zaposlenih; analiza potreb po treningu; karierna diagnostika.
 Intervencijske spretnosti: sprejemanje in uvajanje; sistemi nagrajevanja; napredovanje in razvoj zaposlenih; karierno svetovanje.

Content (Syllabus outline):

Explanatory theories: recruitment, selection, training, career development, work performance, motivation at work.
 Technological theories: work analysis and labor requirements; assessment techniques; career within the organization; payment.
 Diagnostic skills: selection procedures; evaluation of workers; training needs analysis; career diagnostics.
 Intervention skills: acceptance and deployment, reward systems, promotion and development of workers; career counseling.

Temeljni literatura in viri / Readings:

Landy, F. J. in Conte, J. M. (2007). *Work in the 21st century: An introduction to industrial and organizational psychology*. Malden: Blackwell Publishing.
 Boštjnaičič, E. in Delić, L. (ur.) (2014). *Zaključevanje kariere - od teorije k praksi*. Ljubljana: Znanstvena založba Filozofske fakultete.
 Drenth, P. J. D., Thierry, H. in de Wolff, C. J. (ur.) (1998). *Handbook of Work and Organizational Psychology (2. izd.). Volume 3: Personnel Psychology*. East Sussex: Psychology Press.
 Gatewood, R. D. in Field, H. S. (2001). *Human Resource Selection (5. izd.)*. New York: Harcourt College Publishers.
 Konrad, E. (1996). *Delovne kariere*. Ljubljana: Filozofska fakulteta, Oddelek za psihologijo.

Cilji in kompetence:

Cilj: Seznaniti študenta z osnovnimi teoretičnimi pojmi in praktičnimi aplikacijami pri obravnavanju človeka pri delu v okviru področja kadrovske psihologije.

Kompetence: Študent obvlada eksplanatorne in tehnološke teorije in pridobi temeljne diagnostične in intervencijske spretnosti ter profesionalne in raziskovalne kompetentnosti na področju kadrovske psihologije.

Objectives and competences:

Objective: To acquaint student with basic theoretical concepts and practical applications in the treatment of humans at work in the field of personnel psychology.

Competencies: The student learns the explanatory and technological theories and acquires basic diagnostic and intervention skills, and professional and research competence in the field of personnel psychology.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poznavanje in razumevanje eksplanatornih in tehnoloških teorij ter obvladanje diagnostičnih in intervencijskih spretnosti na področju kadrovske psihologije.

Uporaba:

Uporaba diagnostičnih in intervencijskih spretnosti za reševanje različnih problemov na področju kadrovske psihologije (selekcija, trening, razvoj kariere, motivacija pri delu, nagrajevanje ...).

Refleksija:

Kritično ovrednotenje skladnosti med teoretičnimi načeli in uporabo stroke v praksi ter razmislek o etičnem vidiku dela z ljudmi v delovnem okolju.

Prenosljive spretnosti – niso vezane le na en predmet:

Študent pridobi oziroma poglobi spretnosti na področjih: komuniciranje; socialne spretnosti; delo v timu; iskanje, selekcija in uporaba različnih informacijskih virov iz domače in tuje literature, informacijskih baz in svetovnega spleta; oblikovanje pisnega poročila z uporabnimi zaključki; sistematičen pristop k reševanju praktičnih problemov; uporaba računalniških orodij.

Intended learning outcomes:

Knowledge and understanding:

Knowledge and understanding of explanatory theories and technological mastery, and diagnostic and intervention skills in the field of personnel psychology.

Application:

Using diagnostic and intervention skills to solve various problems in the field of Human Resources (selection, training, career development, motivation at work, remuneration, ...).

Reflection:

Critical evaluation of conformity between theoretical principles and application of professional practice. The reflection of the ethical aspects of working with people in the work environment.

Transferable skills - not tied to just one subject:

Student acquires and supplements skills in the following areas: communication, social skills, teamwork, search, selection and use of different information sources from domestic and foreign literature, databases and the Internet; creation of a written report with useful conclusions; systematic approach to solving practical problems, the use of computer tools.

Metode poučevanja in učenja:

Predmet se izvaja v obliki predavanj, seminarja in vaj. Vaje se opravljajo v laboratoriju in kot terenske vaje v delovnih organizacijah v malih skupinah po 5 študentov. V okviru predmeta je organizirana strokovna ekskurzija v eno od delovnih organizacij, kjer imajo psihološko službo.

Learning and teaching methods:

Subject includes lectures, seminar work and exercises. Exercises are done in laboratories and as terrain work in work organizations in groups of 5 students. An excursion to one of the work organizations with psychological department is organized.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <p>(a) pisni izpit, poročila o opravljenih vajah, kolokvij, esej oz. seminarska naloga; končna ocena je sestavljena iz ocen vseh navedenih delov</p> <p>(b) 6-10 (pozitivno) in 5 (negativno) skladno s Statutom UL in fakultetnimi pravili.</p>	<p>Pisni izpit 40%</p> <p>Poročilo o opravljenih vajah 15%</p> <p>Kolokvij 15%</p> <p>Seminarska naloga 30%</p> <p>/</p> <p>Written exam 40%</p> <p>Report on the excercises 15%</p> <p>Colloquium 15%</p> <p>Coursework 30%</p>	<p>Type (examination, oral, coursework, project):</p> <p>(a) written exam, reports on the exercises, colloquium, coursework; the final grade is a weighted sum of all those parts</p> <p>b) from 6 to 10 (positive) and 5 (negative) in accordance with Faculty and University regulations.</p>

Reference nosilca / Lecturer's references:

BOŠTJANČIČ, Eva, KORAČIN, Nika. Returning to work after suffering from burnout syndrome : perceived changes in personality, views, values, and behaviors connected with work. *Psihologija*, 2014, vol. 47, br. 1, str. 131-147.

BOŠTJANČIČ, Eva, VIDMAR, Marina. Karierna pričakovanja študentov psihologije = Psychology students' career expectations. *Psihološka obzorja*, 2011, letn. 20, št. 1, str. 63-78.

BOŠTJANČIČ, Eva. Ali lahko govorimo o organizacijski pripadnosti študentov fakulteti?. *Psihološka obzorja*, 2010, letn. 19, št. 3, str. 19-34.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psihološki vidiki psihopatologije
Course title:	Psychological Aspects of Psychopathology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3
Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Obvezni / 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	30				37	3

Nosilec predmeta / Lecturer: izr. prof. dr. Robert Masten

Jeziki / Languages: **Predavanja / Lectures:** Slovenski/Slovene
Vaje / Tutorial:

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

(a) pogoj za vključitev v delo je vpis v 2. letnik magistrskega študija psihologije
 (b) opravljen seminar je pogoj za pristop h končnemu izpitu
 Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

(a) Enrollment into the 2st year of 2nd cycle of psychology study programme.
 (b) Passing an individual assignment and 80 % attendance at seminar work is a condition for access to a final examination.

Vsebina:

Modeli psihopatologije, anksioznostne motnje, motnje razpoloženja, nevrokognitivne motnje, osebnostne motnje, motnje shizofrenskega spektra, somatske motnje, družinska in odnosna psihopatologija, stres in travma, motnje hranjenja and prehranjevanja, problemi v zvezi spolno identiteto, problemi s področja spolnosti, zloraba psihoaktivnih snovi, problemi v zvezi z zmanjšanimi intelektualnimi in prilagoditvenimi zmožnostmi, motnje spanja, problemi v zvezi zdravjem, problemi z obvladovanjem impulzivnosti in zasvojenostj z igrami na srečo.

Content (Syllabus outline):

Models of psychopathology, anxiety disorders, mood disorders, neurocognitive disorders, personality disorders, schizophrenia disorders, somatic disorder, stress and trauma disorders, eating disorders, family and relational disorders, gender dysphoria, intellectual and developmental disabilities, sexual disorders, substance use disorders, sleep disorders, health problems, gambling and impulse control disorders; s

Temeljni literatura in viri / Readings:

Norcross, J.C., VandenBos, G.R. in Freedheim, D.K. (Ur.) (2016). *APA Handbook of Clinical Psychology: Vol. 4. Psychopathology and Health*. Washington DC: American Psychological Association. (poglavja 1. do 18., 443 strani).

Cilji in kompetence:

Cilj:
Študente seznaniti z definicijami ter teorijami in modeli patogeneze izbranih psiholoških motenj, bolezni oz. stanj.

Kompetence:
Osnovno poznavanje in razumevanje psiholoških motenj, bolezni in stanj.

Objectives and competences:

Objective:
To equip the students with knowledge about psychological aspects of psychopathology in general and specifically to particular disorders.

Competencies:
Basic understanding of specific disorders and treatments.

Predvideni študijski rezultati:

Znanje in razumevanje:
Poznavanje in razumevanje teorij in modelov posameznih patoloških pojavov.

Uporaba:
Uporaba teh znanj in razumevanja v kontekstu nadaljnega usposabljanja in različnih vrst prakse. *Refleksija:*
Refleksija, kritično presojanje aplikacije teoretičnih znanj v praksi in pri nadaljnjem usposabljanju .

Prenosljive spretnosti – niso vezane le na en predmet:
Povezovanje znanja s področja psiholoških vidikov psihopatologije z drugimi področji znanosti, npr. s teorijami širokega dosega (npr. antropologija, etika ipd.), stvarno-pojasnjevalnimi teorijami (teorije osebnosti, biološki vidiki psihopatologije ipd.), prakseologijo in prakso (metode in tehnike)

Intended learning outcomes:

Knowledge and understanding:
Knowledge and understanding of theories of pathogenesis and salutogenesis, different types of psychological problems, evidence based psychological treatments for specific problems.

Application:
Application of knowledge and understanding in the context of further education, training and praxis of different types.

Reflection:
Reflection and evaluation of different kind of pathogenic processes in the context of further training and research and treatments from different psychological perspectives.

Transferable skills – not tied to just one subject:
Connecting specific knowledge and skills to other related fields of metatheories (i.e. ethics, anthropology), realexpliative theories (psychopathology, biological aspects of psychopathology, theories of personality etc.), praxeology and practice (methods, techniques etc.)

Metode poučevanja in učenja:

predavanja, seminarji, študij obvezne in izbirne literature;

Learning and teaching methods:

Lectures, seminar work, study of basic and facultative literature;

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

(a) pisni izpit in seminarska naloga; seminarska naloga je pogoj za pristop k izpitu

(b) 6-10 (pozitivno) in 5 (negativno)

Delež (v %) /

Weight (in %) **Assessment:**

Pisni izpit
100 %
Written exam
100%

Type (examination, oral, coursework, project):

(c) Written exam and seminar project; positively rated seminar project is mandatory for access to written examination

(d) 6 - 10 (positive)/5 (negative)

Reference nosilca / Lecturer's references:

Masten, R., Stražar, K., Žilavec, I., Tušak, M., in Kandare, M. (2014). Psychological response of athletes to injury. *Kinesiology: international scientific journal of kinesiology and sport*, 46(1), 127-134.

Tabaj, A., Pastirk, S., Bitenc, Č. in Masten, R. (2015). Work-related stress, burnout, compassion, and work satisfaction of professional workers in vocational rehabilitation. *Rehabilitation counseling bulletin*, 58(2), 113-123.

doi: [0.1177/0034355214537383](https://doi.org/10.1177/0034355214537383)

Masten, R., Šafarič, S., Jug in V., Petzold, H. G. (2010). "Familienklimata" bei Alkoholikern und ihre Bedeutung für Integrativ-Systemische Interventionen in der Arbeit mit Familien. *Integrative Therapie*, 36(2/3).

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Organizacijska psihologija
Course title:	Organizational Psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja Psychology, 2nd Cycle (MA)		2	3

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	30	30			74	6

Nosilec predmeta / Lecturer: izr. prof. dr. Eva Boštjančič

Jeziki / Languages:	Predavanja / Lectures:	slovenski, možnost izvedbe v angleškem jeziku / In Slovene, possibly in English
	Vaje / Tutorial:	slovenski, možnost izvedbe v angleškem jeziku / In Slovene, possibly in English

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

(a) vpis v 2. letnik magistrskega študija psihologije
(b) pogoj za pristop h končnemu izpitu so pozitivno ocenjena poročila o opravljenih vajah, opravljen kolokvij in seminar. Za razvoj kompetenc v okviru vaj/seminarja je obvezna 80% prisotnost. V primeru nezadostne prisotnosti študent/ka ne more pristopiti h kolokviju oz. izpitu.

Prerequisites:

a) enrolment in the 2nd year of masters study in psychology
(b) to participate the exam student must have positively graded reports about exercises, positively passed colloquium and seminar
80% attendance at exercises/seminars is mandatory. In case of insufficient attendance student can not apply for the colloquium /exam.

Vsebina:

Eksplanatorne teorije: organizacijska struktura; skupinski procesi – konflikti; komunikacija, vodenje; organizacijska klima in kultura.
Tehnološke teorije: teorije spreminjanja organizacije; organizacijsko učenje; načrtovanje organizacije; organizacijski razvoj.
Diagnostične spretnosti: spoznavanje značilnosti organizacije; analiza poteka dela in komunikacij; ugotavljanje organizacijske klime in kulture; zavzetost zaposlenih.
Intervencijske spretnosti; uvajanje organizacijskih sprememb; reševanje konfliktov.

Content (Syllabus outline):

Explanatory theories: organizational structure; group processes - conflict, communication, leadership, organizational climate and culture.
Technological theories: the theory of organizational change; organizational learning; organizational planning; organizational development.
Diagnostic skills: learning about the characteristics of the organization; analysis workflow and communications; determine the organizational climate and culture; employee engagement.
Intervention skills; introduction of organizational changes; conflict resolution.

Temeljni literatura in viri / Readings:

Landy, F. J. in Conte, J. M. (2007). *Work in the 21st century: An introduction to industrial and organizational psychology*. Malden: Blackwell Publishing.
Drenth, P. J. D., Thierry, H. in de Wolff, C. J. (ur.) (1998). *Handbook of Work and Organizational Psychology (Second Edition). Volume 4: Organizational Psychology*. East Sussex: Psychology Press.
Dipboye, L. R., Smith, S. C. in Howell, C. W. (1994). *Understanding Industrial and Organizational Psychology*. Forth Worth: Harcourt Brace International Edition.

Cilji in kompetence:

Cilj: Seznaniti študenta z osnovnimi teoretičnimi pojmi in praktičnimi aplikacijami pri obravnavanju človeka pri delu v okviru področja organizacijske psihologije.

Kompetence: Študent obvlada eksplanatorne in tehnološke teorije in pridobi temeljne diagnostične in intervencijske spretnosti ter profesionalne in raziskovalne kompetentnosti na področju organizacijske psihologije.

Objectives and competences:

Objective: To acquaint students with basic theoretical concepts and practical applications in the treatment of humans at work in the field of organizational psychology.

Competencies: The student learns about explanatory and technological theories and acquires basic diagnostic and intervention skills, and professional and research competences in the field of organizational psychology.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poznavanje in razumevanje eksplanatornih in tehnoloških teorij ter obvladanje diagnostičnih in intervencijskih spretnosti na področju organizacijske psihologije.

Uporaba:

Uporaba diagnostičnih in intervencijskih spretnosti za reševanje različnih problemov na področju organizacijske psihologije (uvajanje organizacijskih sprememb, konflikti, komunikacija, vodenje, organizacijska kultura ...).

Refleksija:

Kritično ovrednotenje skladnosti med teoretičnimi načeli in uporabo stroke v praksi ter razmislek o etičnem vidiku dela z ljudmi v delovnem okolju.

Prenosljive spretnosti – niso vezane le na en predmet:

Študent pridobi oziroma poglobi spretnosti na naslednjih področjih: komuniciranje; delo v timu; iskanje, selekcija in uporaba različnih informacijskih virov iz domače in tuje literature, informacijskih baz in svetovnega spleta; oblikovanje pisnega poročila z uporabnimi zaključki; sistematičen pristop k reševanju praktičnih problemov; uporaba računalniških orodij; socialne spretnosti.

Intended learning outcomes:

Knowledge and understanding:

Knowledge and understanding of explanatory theories and technological mastery; diagnostic and intervention skills in the field of organizational psychology.

Application:

Using diagnostic and intervention skills to solve various problems in the field of organizational psychology (making organizational changes, conflict, communication, leadership, organizational culture ...).

Reflection:

Critical evaluation of conformity between theoretical principles and application of professional practice and reflection on the ethical aspects of working with people in the workplace.

Transferable skills – not tied to just one subject:

Student acquires and deepens skills in the following areas: communication, teamwork, search, selection; use of different information sources from domestic and foreign literature and databases, the Internet; creation of a written report with useful conclusions; systematic approach to solving practical problems, use of tools; social skills.

Metode poučevanja in učenja:

Predmet se izvaja v obliki predavanj, seminarja in vaj. Vaje se opravljajo v laboratoriju in kot terenske vaje v delovnih organizacijah v malih skupinah po 5 študentov. V okviru predmeta je organizirana strokovna ekskurzija v eno od delovnih organizacij, kjer imajo psihološko službo.

Learning and teaching methods:

Subject includes lectures, seminar work and exercises. Exercises are done in laboratories and as terrain work in work organizations in groups of 5 students. An excursion to one of the work organizations with psychological department is organized.

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

(a) pisni izpit, poročila o opravljenih vajah, kolokvij, seminarska naloga; končna ocena je sestavljena iz ocen vseh štirih delov

(b) 6-10 (pozitivno) in 5 (negativno) skladno s Statutom UL in fakultetnimi pravili.

Delež (v %) /

Weight (in %) **Assessment:**

Pisni izpit 40%
Poročila o opravljenih vajah 15%
Kolokvij 15%
Seminarska naloga 30%
 /
Written exam 40%
Report on the excercises 15%
Excercises' exam 15%
Seminar work 30%

Type (examination, oral, coursework, project):

(a) written exam, reports on the exercises, colloquium, coursework; the final grade is a weighted sum of all those parts

b) from 6 to 10 (positive) and 5 (negative) in accordance with Faculty and University regulations.

Reference nosilca / Lecturer's references:

BOŠTJANČIČ, Eva. Ali lahko govorimo o organizacijski pripadnosti študentov fakulteti?. *Psihološka obzorja*, 2010, letn. 19, št. 3, str. 19-34.

BOŠTJANČIČ, Eva, MOLAN, Ingrid. Kako epistemološka prepričanja zaposlenih vplivajo na njihovo izobraževanje na delovnem mestu. *HRM*, okt. 2014, letn. 12, št. 61, str. 54-57.

BOŠTJANČIČ, Eva. Various views on the organizational values of Slovenian managers and entrepreneurs. *Psihol. obz.* (Ljubl.), 2009, letn. 18, št. 1, str. 89-102.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Magistrsko delo
Course title:	Master's Thesis

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja		2	3. in 4.
Psychology, 2nd Cycle (MA)		2	3 and 4

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. Delo Individ. work	ECTS
	30				380	15

Nosilec predmeta / Lecturer: Izvajalki/Teachers: izr. prof. dr. Anja Podlesek, izr. prof. dr. Urška Fekonja Peklaj
Mentorji in izvajalci magistrskega seminarja so lahko vsi učitelji Oddelka za psihologijo FFUL. / All teachers at Department of Psychology, Faculty of Arts, University of Ljubljana, can be supervisors of master's theses and teachers in this course.

Jeziki / Languages: slovenski, lahko tudi angleški
Slovene; can also be carried out in English

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

(a) vpis v 2. letnik magistrskega študija psihologije

Študent v okviru priprave magistrskega dela obiskuje magistrski seminar.

Za razvoj kompetenc v okviru seminarja je obvezna 80-odstotna prisotnost. V primeru nezadostne prisotnosti študent/ka ne more začeti s postopki za zagovor magistrskega dela.

Prerequisites:

(a) enrollment in the 2nd year of the master study in Psychology.

In the course of preparing the master thesis, the student takes part in the master's seminar.

For developing competences within the master's seminar, 80% attendance is required. In case of insufficient attendance, the student cannot start the procedure for a master thesis defense.

Vsebina:

Študent obiskuje magistrski seminar, kjer izvede predstavitev dispozicije magistrskega dela in z udeleženci seminarja razpravlja o vsebinskih in metodoloških vidikih svoje raziskave. V magistrskem delu poglobljeno obdela nek problem s področja psihologije, delo pa je lahko tudi interdisciplinarno. Temo dela izbere: (a) ob posvetovanju z morebitnim mentorjem, (b) med temami, ki jih razpisujejo katedre Oddelka za psihologijo. Potem, ko je odobrena dispozicija magistrskega dela, izvede raziskavo, ki je lahko teoretična ali empirična, in napiše magistrsko delo ter ga predstavi in zagovarja pred komisijo. Študenta skozi celoten postopek priprave magistrskega dela spremlja(-ta) mentor (in somentor), mu svetujeta, ga usmerjata in nadzorujeta pri delu.

Content (Syllabus outline):

The students participate in the master's seminar where they present the disposition of their master thesis and discuss the content and methodological aspects of their research with the participants of the seminar.

In the master's thesis, they study in depth a certain problem in the field of psychology. Their work can also be interdisciplinary. The theme of the work shall be chosen: (a) in consultation with a potential mentor, (b) among the themes proposed by different Chairs at the Department of Psychology. After the approval of their master's thesis disposition, they can conduct a research which can be theoretical or empirical, and write a master's thesis. The thesis is presented to and defended before the commission. Throughout the research process, the students are supervised by a mentor (and co-mentor) who offer them advices and direction.

Temeljni literatura in viri / Readings:

Potrebno literaturo za izpopolnjevanje znanja študent izbira sam oz. mu pri tem svetuje mentor.

The literature is chosen with regard to the studied topic by students themselves or according to the (co-)mentor's advice.

Cilji in kompetence:

Cilji: poglobljena strokovna/znanstvena obdelava izbranega problema

Kompetence: študent s samostojnim študijem in izvedbo raziskave izpopolni, nadgradi in integrira med študijem psihologije pridobljene kompetence.

Objectives and competences:

Objectives: In-depth professional/scientific analysis of the selected problem

Competencies: With an independent study and implementation of the master's research, the students upgrade and integrate the competences developed during the study of psychology.

Predvideni študijski rezultati:

Znanje in razumevanje:
 razumevanje pojmov, zakonitosti, teorij, pojavov, struktur, procesov, relacij, postopkov ipd., povezanih z raziskovalnim področjem

Uporaba:
 uporaba teoretičnih in metodoloških principov/zakonitosti/modelov na obdelovanem primeru

Refleksija:
 refleksija lastnega razumevanja teorije in izkušenj, kritično ovrednotenje različnih teoretičnih izhodišč, zavedanje etičnih dilem pri raziskovanju

Prenosljive spretnosti – niso vezane le na en predmet:
 spretnosti uporabe domače in tuje literature in drugih virov, zbiranja in interpretiranja podatkov, uporaba IKT in drugih didaktičnih pripomočkov, uporaba

Intended learning outcomes:

Knowledge and understanding:
 understanding concepts, principles, theories, phenomena, structures, processes, relations, procedures, etc., related to the research field

Application:
 application of theoretical and methodological principles/laws/models on the studied problem

Reflection:
 reflection of one's own understanding of theory and experience, critical evaluation of different theoretical backgrounds, awareness of ethical dilemmas in research

Transferable skills - not related to only one subject:
 skills of using domestic and foreign literature and other sources of information, data collection and interpretation, use of ICT and other didactic tools, use of different

različnih postopkov, identifikacija in reševanje problemov, kritična analiza in sinteza, poročanje (ustno in pisno)

procedures, identification and problem solving, critical analysis and synthesis, reporting (oral and written)

Metode poučevanja in učenja:

samostojen študij, seminar, konzultacije z mentorjem, načrtovanje in izvedba raziskave

Learning and teaching methods:

self-study, seminar, consultations with mentor(s), planning and conducting research

Delež (v %) /

Weight (in %) /

Načini ocenjevanja:

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

(a) Končna ocena je sestavljena iz ocene magistrskega dela in ocene njegovega zagovora. Oceno poda komisija, sestavljena iz treh učiteljev.

(b) Magistrsko delo in zagovor sta ocenjena na lestvici od 5-10, pri čemer je ocena 5 negativna in ocena med 6 in 10 pozitivna, skladno s pravili UL in FF ter Magistrskega reda Oddelka za psihologijo.

Magistrsko delo in zagovor (100 %) / Master's thesis and defense (100 %)

Type (examination, oral, coursework, project):

(a) The final grade consists of an assessment of the master's thesis and an assessment of its defense. The assessment is made by a commission composed of three teachers.

(b) The master's thesis and the defense are assessed on a scale of 5-10, where grade 5 is negative and a grade between 6 and 10 is positive, in accordance with the Statute and rules of University of Ljubljana, rules of Faculty of Arts, and Master's Rules of Department of Psychology.

Reference nosilca / Lecturer's references:

Marjanovič Umek, L., Fekonja Peklaj, U. in Podlesek, A. (2014). The effect of parental involvement and encouragement on preschool children's symbolic play. *Early Child Development and Care*, 184(5/6), 855–868.

Gržinič Frelih, N., Podlesek, A., Babič, J. in Geršak, G. (2017). Evaluation of psychological effects on human postural stability. *Measurement: Journal of the International Measurement Confederation*, 98, 186–191.

Jovanović, N., Podlesek, A., idr. (2016). Burnout syndrome among psychiatric trainees in 22 countries: risk increased by long working hours, lack of supervision, and psychiatry not being first career choice. *European Psychiatry*, 32, 34–41.

Marjanovič Umek, L. in Fekonja Peklaj, U. (2017). The roles of child gender and parental knowledge of child development in parent-child interactive play. *Sex Roles*, 77(7/8), 496–509.

Fekonja Peklaj, U. in Marjanovič Umek, L. (2015). Positive and negative aspects of IWB and tablet computers in the first grade of primary school: a multipleperspective approach. *Early Child Development and Care*, 185(6), 996–1015.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psihološka študijska praksa
Course title:	Psychological Internship

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihologija, 2. stopnja Psychology, 2nd Cycle (MA)		2	4

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
					437	17

Nosilec predmeta / Lecturer:

Izr. prof. dr. Eva Boštjančič

Drugi izvajalci / Other teachers: asist. mag. Sana Čoderl and asist. dr. Katja Depolli Steiner

Izvajanje študijske prakse koordinira oddelčna koordinatorica za prakso izr. prof. dr. Eva Boštjančič. Področne koordinatorke študijske prakse so: izr. prof. dr. Eva Boštjančič, asist. mag. Sana Čoderl in asist. dr. Katja Depolli Steiner) in mentor(ji) v ustanovi(ah) (zunanji mentor(ji)), na kateri(h) študent prakso opravlja.

Jeziki / Languages: Slovenščina, možnost izvedbe v angleškem jeziku
In Slovene, possibly in English

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

(a) vpis v 2. letnik magistrskega študija psihologije

Psihološka študijska praksa je oblika pridobivanja praktičnih spretnosti in znanj v delovnem procesu psihološke dejavnosti. Praktično delo se opravlja bodisi na fakulteti bodisi na eni ali več zunanjih ustanovah. Študent si sam izbere mesto opravljanja prakse, in sicer ga lahko izbere s seznama ustanov, s katerimi je sklenjen dogovor o praktičnem usposabljanju in je dostopen na spletni strani Oddelka, ali predlaga novega zunanjega mentorja(e) in mentorsko(e) ustanovo(e), s katero se na podlagi potrditve na seji sveta Oddelka za psihologijo sklene dogovor o praktičnem usposabljanju in se jo doda na seznam ustanov. Zunanji mentor je univ. dipl. psiholog z vsaj tremi leti opravljanja psihološke dejavnosti. Delovna praksa traja 8 tednov (običajno 40 ur na teden).

Prerequisites:

(a) enrolment in the 2nd year of masters study in psychology

Psychological study practice is a form of acquisition of practical skills in the process of psychological activities. Experimental work carried out either on the faculty or in one or more external institutions. Student chooses organization for the practice – you can choose from a list of institutions with which it has been concluded an agreement on practical training and is available on the website of the Department, or propose new external mentor(s) and institution(s), which is a subject of confirmation at the meeting of the Department of Psychology. It is concluded as an agreement on practical training and is added to the list of institutions. External mentor should be the psychologist with at least three years of provided psychological activities. The study practice lasts 8 weeks (usually 40 working hours per week).

Vsebina:

Vsebina študijske prakse je odvisna od delovnega okolja, ki ga študent izbere za opravljanje prakse. Učni načrt za izvajanje programa praktičnega usposabljanja študentov z ustreznimi vsebinami pripravi mentor v ustanovi, kjer se praksa opravlja, v sodelovanju s področnim koordinatorjem na Oddelku za psihologijo. V učnem načrtu naj bi bili zastopani vsi elementi psihološke obravnave, in sicer preko nalog in opravil, ki jih študent lahko izvaja v določenem okolju. Študent spozna kompetenčni model EuroPsy, varstvo pri delu in svoje odgovornosti, dolžnosti in pravice na praksi. Seznanani se s potekom študijske prakse: načrtovanjem, izvajanjem in

Content (Syllabus outline):

The content of the study practice depends on the working environment, which the student chooses to perform practice. The curriculum for the program of practical training students with relevant content is prepared by supervisor of institution where the practice is carried out in cooperation with the coordinator from the Department of Psychology. The curriculum should be represented by all elements of psychological treatment, through the functions and tasks that the student can be performed in a particular working environment. Students learn EuroPsy competence model, occupational safety and their responsibilities, duties and rights in practice.

evalvacijo študijske prakse. Reflektira študijsko prakso in svoje kompetence. Pripravi dokumentacijo o praksi. Študent se posvetuje s področnim koordinatorjem ter obiskuje intervizijsko skupino, v kateri študenti razpravljajo o poteku študijske prakse in prakso reflektirajo ter evalvirajo.

They acquaint themselves with conduct of the study practice: planning, implementation and evaluation study practice. They reflect the academic and practical skills. They prepare documentation of the practice. The student consults with coordinator from the Department of Psychology and attends intervizion group in which students discuss course of study. They also make the reflection and evaluation of the practice.

Temeljni literatura in viri / Readings:

Zabukovec, V. in Podlesek, A. (2010). *Model supervizirane prakse psihologov*. Ljubljana: Znanstvena založba Filozofske fakultete.

Potrebno literaturo za izpopolnjevanje znanja študent izbira sam oz. mu pri tem svetuji koordinator in/ali zunanji mentor prakse. / Necessary literature for improving knowledge is chosen by student alone or advised by the external mentor or coordinator from Department of Psychology.

Cilji in kompetence:

Cilji

Pripraviti študenta na pričetek dela v stroki, ki bo sprva potekalo še pod nadzorom, kasneje pa vse bolj samostojno. Cilj prakse je, da študent med študijem psihologije osvojeno teoretično znanje in pridobljene veščine integrira in uporabi v delovnem okolju, pod nadzorom kompetentnega psihologa. Študent naj bi znanje in veščine smiselno uporabil pri vseh elementih psihološke obravnave: definiranju ciljev psihološke obravnave, ocenjevanju obravnavanca/-ev/situacije, razvoju uslug/izdelkov, intervenciji, evalvaciji le-te in komunikaciji ugotovitev relevantnim strankam.

Kompetence

Študent izpopolni in nadgradi kompetence, pridobljene pri različnih predmetih, v realnem delovnem okolju, in se delno usposobi za izvajanje samostojne psihološke prakse; zna opazovati situacije,

Objectives and competences:

Objectives

To prepare student to start working in the profession, which will initially take place under the supervision and later increases independancy. The aim of practice is that a student while studying the psychology integrates and uses the acquired theoretical knowledge and skills, under the supervision of a competent psychologist. The student should know and use skills properly in all aspects of psychological treatment: defining the goals of psychological treatment, assessment of the client or situation, development of services or products, intervention, evaluation and to communicate findings to relevant parties.

Competencies

Student improves and upgrades the skills learned in different subjects, in a real working environment, and partly trained to carry out independent practice as a psychologist. He or she knows how to

v katerih se uporablja psihološke postopke, pod nadzorom uporablja osnovne psihološke postopke, z določeno vlogo sodeluje pri projektih, analizira in razpravlja o primerih.

observe situations in which the psychological processes are used. He or she uses the basic psychological processes under control and is involved in different projects. He or she analyzes and discusses different cases.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poznavanje kompetenčnega modela EuroPsy; poznavanje in razumevanje najpogostejših situacij, ki se pojavljajo v izbranem delovnem okolju; poznavanje specifičnosti posameznih situacij/udeležencev in razumevanje odzivanja udeležencev v različnih kontekstih.

Uporaba:

Izvedba relevantnih psiholoških postopkov (uporaba različnih teoretičnih in metodoloških pristopov pri opisovanju, razumevanju, razčlenjevanju situacije, pripravi posega in predvidevanju posledic); poročanje obravnavancem in tretjim osebam.

Refleksija:

Zavedanje omejitev področja psihološkega dela ter omejitev psiholoških dognanj in postopkov; refleksija lastnega delovanja in delovanja drugih oseb; sposobnost evalviranja študijske prakse; zavedanje etičnih dilem.

Prenosljive spretnosti – niso vezane le na en predmet:

Iskanje ustreznih strokovnih virov, timsko delo, socialne spretnosti, projektno delo.

Intended learning outcomes:

Knowledge and understanding:

Knowing EuroPsy competencies model; knowledge and understanding of the most common situations that occur in the selected working environment; knowledge of the specifics or individual situations / participants, understanding different responses of participants in different contexts.

Application:

Implementation of relevant psychological processes (use of different theoretical and methodological approaches in describing, understanding, parsing situations, prepare and anticipate the consequences of prejudice); reporting to the clients and third parties.

Reflection:

Awareness of the limitations of psychological work and psychological limitations of psychological knowledge and procedures; reflection of their own performance and operation of others; ability to evaluate the study practice; awareness of ethical dilemmas.

Transferable skills – not tied to just one subject:

Search for relevant professional resources, teamwork, social skills, project work.

Metode poučevanja in učenja:

Študij literature, izkustveno učenje, konzultacije, intervizijske skupine, pisanje dnevnika o praksi; druge metode določi zunanji mentor, potrdi jih koordinator na Oddelku za psihologijo.

Learning and teaching methods:

Study of literature, experimental learning, consultations, intervizion groups, writing a practice dairy, other methods determined by an external supervisor, confirmed by the coordinator at the Department of Psychology.

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

(a) Študent pripravi poročilo o študijski praksi, ki ga potrdi(jo) zunanji mentor(ji). Pridobi tudi poročilo zunanjega(ih) mentorja(jev) o razvoju kompetenc študenta.

(b) Predmet se ocenjuje na dvostopenjski lestvici: opravljen / ni opravljen.

(c) Končno oceno, ki odraža doseganje kompetenc pri opravljanju študijske prakse pod nadzorom, poda(jo) notranji mentor(ji) na osnovi pregleda študentovega dnevnika o praksi in poročila zunanjega(ih) mentorja(ev).

Delež (v %) /
Weight (in %)

50 % študentov dnevnik o praksi
50 % poročilo zunanjega(ih) mentorja(jev)
50% of the students report on practice
50% report of the external mentor

Assessment:

Type (examination, oral, coursework, project)

(a) Student prepares a report on the study practice, certified by the external mentor. He or she gets the assessment of the external mentor on the development of student competencies.

(b) The subject is assessed on two-step scale: passed / not passed.

(c) An internal coordinator gives the final assessment that reflects the achievement of competences in carrying out the study under the supervision of practice, based on the review of the student's diary of the practice and the report of the external mentor.

Reference nosilca / Lecturer's references:

Boštjančič, Eva, Ferjančič, Nuša. Sodobna kariera in pripadnost poklicu - primerjava med različnimi poklici. *HRM* (Ljublj.), okt. 2012, letn. 10, št. 49, str. 58-64.

Boštjančič, Eva, Vidmar, Marina. Karierna pričakovanja študentov psihologije = Psychology students' career expectations. *Psihol. obz.* (Ljublj.), 2011, letn. 20, št. 1, str. 63-78.

Boštjančič, Eva. Working women's roles in Slovenia : conflict or enrichment?. *Psihologija* (Beogr.), 2010, vol. 43, br. 3, str. 281-299.