

SODELOVANJE Z OTROKOM V SOCIALNEM DELU

UČNI NAČRT PREDMETA/COURSE SYLLABUS

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| Predmet: | Sodelovanje z otrokom v socialnem delu |
| Course title: | Collaboration with a child in social work |
| Članica nosilka/UL | UL FSD |
| Member: | |

| Študijski programi in stopnja | Študijska smer | Letnik | Semestri | Izbirnost |
|--|---------------------------------|-----------|-------------|-----------|
| Socialno delo, prva stopnja, univerzitetni (od študijskega leta 2024/2025 dalje) | Ni členitve (študijski program) | 1. letnik | 2. semester | izbirni |

Univerzitetna koda predmeta/University course code:

| Predavanja /Lectures | Seminar /Seminar | Vaje /Tutorials | Klinične vaje /Clinical tutorials | Druge oblike študija /Other forms of study | Samostojno delo /Individual student work | ECTS |
|----------------------|------------------|-----------------|-----------------------------------|--|--|------|
| 30 | 20 | 0 | 0 | 0 | 75 | 5 |

Nosilec predmeta/Lecturer:

Vrsta predmeta/Course type:

Jeziki/Languages:

| | |
|----------------------|-------------|
| Predavanja/Lectures: | Slovenščina |
| Vaje/Tutorial: | |

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

Prerequisites:

Vsebina:

Tematski sklopi predmeta so:

- Razumevanje otroštva, pojmovanje otrokove vloge v družbi, spreminjanje pojmovanja otroka in njegove vloge tekom zgodovine.
- Vzpostavljanje delovnega odnosa in osebnega stika z otrokom glede na posamezno razvojno obdobje otroka, cilji svetovalnega pogovora, evalvacija uspešnosti socialnodelovnega pogovora z otrokom (zaključevanje sodelovanja z otrokom).
- Prispevek različnih znanj za vzpostavljanje delovnega odnosa soustvarjanja z otrokom (teorija navezanosti; znanje o travmi; k rešitvi usmerjeno socialno delo, socialno-emocionalni razvoj otroka).

Content (Syllabus outline):

The thematic emphases of the course are:

- Understanding childhood, understanding the role of the child in society, changing conceptions of the child and his role throughout history.
- Establishment of a working relationship and personal contact with the child according to the child's individual stage of development, the goals of the counselling process, evaluation of the success of the social work conversation/collaboration with the child (termination of collaboration with the child).
- The contribution of various skills to the establishment of a working relationship of co-creation with the child (attachment theory; knowledge of trauma; solution-oriented social work, socio-emotional development of the child).

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| <ul style="list-style-type: none"> • Participacija otroka v delovnem odnosu soustvarjanja: opredelitve participacije, pogoji in ovire za uresničevanje otrokove participacije. • Razumevanje in krepitev otrokove odpornosti. • Ravnanje z otrokovimi čustvi. • Veščine soustvarjanja pogovora z otrokom. • Uporaba izrazno-kreativnih medijev pri sodelovanju z otrokom (K. Treisman, F. Caroll; L. Lowenstein). | <ul style="list-style-type: none"> • Children's participation in the co-creation working relationship: definitions of participation, conditions and barriers to achieving children's participation. • Understanding and strengthening children's resilience. • Dealing with the child's emotions. • Skills for co-creating a conversation with the child. • Use of expressive and creative media in participation with the child (K. Treisman, F. Caroll; L. Lowenstein). |
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Temeljna literatura in viri/Readings:

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| <ul style="list-style-type: none"> • Bouwkamp, R., & Bouwkamp, S. (2014). Blizu doma. Ljubljana: Filozofska fakulteta, Pedagoška fakulteta in Inštitut za družinsko terapijo. • Čacinovič Vogrinčič, G., & Mešl, N. (2019). Socialno delo z družino. Soustvarjanje zelenih izidov in družinske razvidnosti. Ljubljana: Fakulteta za socialno delo. • Geldard, K., Geldard, D., & Yin Foo, R. (2018). Counselling Children. A Practical Introduction. Fifth Edition. Los Angeles, London, New Delhi, Singapore: SAGE Publications. • Juul, J. (2022). Kompetentni otrok. Na poti k novim vrednotam v starševstvu in vzgoji (prenovljena izdaja). Ljubljana: Didakta. • Kodele, T., & Mešl, N. (2013). Otrokov glas v procesu učenja in pomoči. Priročnik za vrtnice, šole in starše. Ljubljana: Zavod Republike Slovenije za šolstvo. • Marjanovič Umek, L., Zupančič, M., Pinter, T., Krhin, K., Cugmas, Z., & Jaušovec, N. (2020). Razvojna psihologija. Ljubljana: Znanstvena založba Filozofske fakultete. (Izbrana poglavja) • Milner, J., & Bateman, J. (2011). Working with Children and Teenagers Using Solution Focused Approaches. Enabling Children to Overcome Challenges and Achieve their Potential. London, Philadelphia: Jessica Kingsley Publishers. • O'Dell, L., & Leverett, S. (2011). Working with Children and Young People. Co-constructing Practice. The Open University: Palgrave Macmillan. (izbrana poglavja) • Siegel, J. D., & Bryson Payne, T. (2018). Celostni razvoj otroških možganov. Domžale: Pogled. • Treisman, K. (2017). Working with Relational and Developmental Trauma in Children and Adolescents. London, New York: Routledge. (izbrana poglavja) |
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Cilji in kompetence:

Cilj je, da študent_ka poglobi že usvojene spretnosti vzpostavljanja delovnega odnosa, s poudarkom na sodelovanju z otrokom, pri čemer upošteva značilnosti posameznega razvojnega obdobja otroka. Cilj je tudi, da študent_ka v procesu sodelovanja z otrokom raziskuje priložnosti za varovanje prostora, da se sliši glas otroka v konkretnih kontekstih (seminar, terensko delo, izkušnje v okviru praktičnega učenja).

Predmetno specifične kompetence:

poznavanje in sposobnost dosledne uporabe jezika socialnega dela pri sodelovanju z otrokom;
 znanje in sposobnost vzpostavljanja prvega stika in delovnega odnosa z otrokom;
 sposobnost udeležati stališče in etiko udeleženi v izvornih delovnih projektih podpore in pomoči v socialnem delu;
 znanje in sposobnost pogovarjanja (spoznavanja, pogajanja, dogovarjanja) in vodenja pogovora z

Objectives and competences:

The aim is to deepen the working relationship skills already acquired, with an emphasis on collaboration with a child, taking into account the specifics of each child's developmental stage.

The aim is also that in the process of collaboration with the child, students will explore ways to protect the space so that the child's voice can be heard in specific contexts (seminar, field work).

Subject Specific Competencies:

Knowledge of and ability to consistently use the language of social work when collaborating with a child;
 know and be able to establish initial contact and a working relationship with the child;
 the ability to put into practice the ethics of participation in individual working projects of help and support in social work;
 the knowledge and ability to lead a conversation (get to know, negotiate, agree) and conduct a conversation with a child in order to achieve the desired outcomes;
 the ability to help shape approaches and methods of

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| otrokom v smeri zelenih razpletov na področju socialnega dela; sposobnost soustvarjanja pristopov in metod dela glede na individualne potrebe otroka; sposobnost soustvarjanja izvirnih delovnih projektov podpore in pomoči v dialogu z otrokom in drugimi udeleženci na področju socialnega dela; sposobnost strokovne refleksije (lastne) prakse pri sodelovanju z otrokom na področju SD. | work according to the individual needs of the child; the ability to co-create individual working projects of help and support in dialog with the child and other actors in the field of social work; the ability to professionally reflect on (one's own) practice in working with children in the field of social work. |
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| Predvideni študijski rezultati: | Intended learning outcomes: |
| Znanje in razumevanje: Študent_ka mora poznati koncept delovnega odnosa soustvarjanja in razumeti razlike njegove uporabe glede na posamezno razvojno obdobje otroka in kako lahko uporabi druga znanja kot znanje za ravnanje pri sodelovanju z otrokom. Poznati mora koncept participacije otroka in načine, kako lahko varujemo prostor za udejanjanje le-te pri sodelovanju z otrokom. Teoretsko znanje mora študent_ka znati uporabiti v socialnodelovnih procesih sodelovanja z otrokom. V okviru seminarja se študent_ka uči raziskovati, kritično uporabiti in reflektirati lastno ravnanje. Znanje, pridobljeno v okviru predmeta, bo študent_ka lahko uporabil v kontekstu praktičnega učenja, prav tako pa ga bo lahko nadgrajeval v okviru predmetov v višjih letnikih. | Knowledge and Understanding: Knowledge and Understanding: The student should be familiar with the concept of the working relationship of co-creation and understand the differences in application depending on the developmental stage of the child and how to use other knowledge in collaboration with the child. The student should be familiar with the concept of participation of the child and know how to protect the space for its realisation in the collaboration with the child. The student must be able to apply the theoretical knowledge in the social work processes of collaboration with the child. In the seminar, the student will learn to research, critically apply and reflect on his/her own action. |

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| Metode poučevanja in učenja: | Learning and teaching methods: |
| Predavanja in seminar. V okviru seminarja študent_ka preizkuša in reflektira uporabo posameznih teoretičnih konceptov v sodelovanju z otrokom. | Lecture and seminar. In the seminar, the student tests and reflects on the application of specific theoretical concepts in collaboration with the child. |

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| Načini ocenjevanja: | Delež/Weight | Assessment: |
| Pisno oddano in predstavljeno seminarsko delo | 20,00 % | Seminar assignment |
| Pisni izpit | 80,00 % | Written exam |

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| Ocenjevalna lestvica: | Grading system: |
| 5 - 10, pri čemer velja, da je pozitivna ocena od 6 - 10 | 5 - 10, a student passes the exam if he is graded from 6 to 10 |

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| Reference nosilca/Lecturer's references: |
| <ul style="list-style-type: none"> Kodele, T., & Mešl, N. (2023). Reflexive practice learning as the potential to become a competent future practitioner. CEPS journal : Center for Educational Policy Studies Journal, 22. Kodele, T., Leskošek, V., & Mešl, N. (2019). Children's experience with protection procedures in Slovenia. Revija za kriminalistiko in kriminologijo, 70(4), 311-322. Kodele, T., & Lesar, I. (2015). Ali formalni in strokovni dokumenti s področja šolstva spodbujajo participacijo učencev? = Do formal and professional documents in the field of education promote pupil participation?. Sodobna pedagogika, 66(3), 36-51, 42-58. |

INOVACIJE V DOLGOTRAJNI OSKRBI

UČNI NAČRT PREDMETA/COURSE SYLLABUS

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|---------------------------|--------------------------------|
| Predmet: | Inovacije v dolgotrajni oskrbi |
| Course title: | Innovations in long-term care |
| Članica nosilka/UL | UL FSD |
| Member: | |

| Študijski programi in stopnja | Študijska smer | Letnik | Semestri | Izbirnost |
|--|---------------------------------|-----------|-------------|-----------|
| Socialno delo, prva stopnja, univerzitetni (od študijskega leta 2024/2025 dalje) | Ni členitve (študijski program) | 2. letnik | 1. semester | izbirni |

Univerzitetna koda predmeta/University course code:

| Predavanja /Lectures | Seminar /Seminar | Vaje /Tutorials | Klinične vaje /Clinical tutorials | Druge oblike študija /Other forms of study | Samostojno delo /Individual student work | ECTS |
|-------------------------|---------------------|--------------------|---|---|---|------|
| 25 | 25 | 0 | 0 | 0 | 75 | 5 |

Nosilec predmeta/Lecturer:

Vrsta predmeta/Course type:

Jeziki/Languages:

| | |
|----------------------|-------------|
| Predavanja/Lectures: | Slovenščina |
| Vaje/Tutorial: | |

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

Prerequisites:

Vsebina:

- Obravnavana bodo področja
- definicija inovacij v dolgotrajni oskrbi (pomen, vrste, vloga socialnega dela pri porajanju inovacij)
- vpliv inovacij v dolgotrajni oskrbi na kakovost življenja starih ljudi
- inovacijski proces od ideje do izvedbe,
- raziskovanje potreb uporabnikov in njihova osrednja vloga v inovacijskem procesu
- krepitev moči uporabnikov v dolgotrajni oskrbi
- kultura, ki spodbuja ustvarjalnost in ideje, vodenje inovacijskega procesa
- oblike timskega dela na področju inovacij v dolgotrajni oskrbi
- vpliv inovacij na razvoj dolgotrajne oskrbe,
- novi pristopi in metode dolgotrajne oskrbe
- inovacije kot razvojni potencial dolgotrajne oskrbe
- prenos znanja in idej na primerih dobre prakse

Content (Syllabus outline):

- The following areas are covered
- definition of innovation in long-term care (importance, types, role of social work in creating innovation)
 - the impact of innovation in long-term care on the quality of life of older people
 - the innovation process from idea to implementation,
 - exploring the needs of users and their central role in the innovation process
 - strengthening the power of users in long-term care
 - a culture that encourages creativity and ideas, management of the innovation process
 - forms of teamwork in the field of innovation in long-term care
 - the impact of innovation on the development of long-term care,
 - new approaches and methods in long-term care

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| | <ul style="list-style-type: none"> - innovation as development potential in long-term care - transfer of knowledge and ideas via examples of good practice |
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Temeljna literatura in viri/Readings:

Berzin, S. C., & Pitt-Catsouphes, M. (2014). A social work approach to social innovation. *International Journal of Innovation, Creativity and Change*, 1(4), 7–18. e-dostop

Grčar, M. (2022). Korak na poti k starosti prijaznim skupnostim–TAAFE model kot inovacija projekta TAAFE. *Kakovostna Starost*, 25(4), 52–58.

George, G., Baker, T., Tracey, P., Joshi, H. (2020) *Handbook of Inclusive Innovation; The role of Organizations, Markets and Communities in Social Innovation*. Cheltenham: Elgar Publishing.

Hlebec, V., & Mandič, S. (2021). Socialne inovacije kot nov tip kolektivnega delovanja. *Teorija in Praksa*, 58(1), 5–27.

Kejžar, A., Dimovski, V., & Colnar, S. (2023). The impact of knowledge management on the quality of services in nursing homes. *Frontiers in Psychology*, 13, 1106014. e-dostop

Mali, J. (2019). Innovations in long-term care: the case of old people's homes in Slovenia. *Revija za socialnu politiku*, 26(2), 207-225.

Mali, J., & Kejžar, A. (2017). Celostna oskrba stanovalcev z demenco Primer uvajanja inovativne oskrbe v Domu Petra Uzarja Tržič. *Socialno delo*, 56(3), 179-195.

Slettebø, Å., Skaar, R., & Brodtkorb, K. (2021). Social Innovation Toward a Meaningful Everyday Life for Nursing Home Residents: An Ethnographic Study. *Frontiers in Psychology*, 2, 666079. e-dostop

Cilji in kompetence:

Cilji predmeta so študentke in študente seznaniti s kompleksnostjo sektorja inovacij v dolgotrajni oskrbi, pomenom meddisciplinarnega in timskega pristopa in vlogo socialnega dela na področju raziskovanja potreb starih ljudi. Predmet opredeljuje specifično socialnega dela s starimi ljudmi v različnih oblikah dolgotrajne oskrbe, tako v domačem kot v institucionalnem okolju.

Študent ob zaključku osvoji naslednje kompetence:

- Sposobnost analize in sinteze in sposobnost prepoznati in odstraniti sistemske ovire v dolgotrajni oskrbi
- Poznavanje in razumevanje konceptov, teorij in metod socialnega dela v dolgotrajni oskrbi
- Uporaba znanj, postopkov in metod socialnega dela v socialnih inovacijah v dolgotrajni oskrbi
- Sposobnost za strateško razmišljanje in ravnanje glede na specifičnost uporabnikove situacije v dolgotrajni oskrbi
- Sposobnost soustvarjanja socialnih inovacij z upoštevanjem perspektive uporabnika
- Inovativnost na področju dolgotrajne oskrbe
- Sposobnost za timsko, skupinsko in projektno delo
- Sposobnost soustvarjanja pristop in metod dela v dolgotrajni oskrbi glede na individualne potrebe uporabnika
- Sposobnost avtonomije v izvedbi posameznih nalog socialnega dela v dolgotrajni oskrbi
- Sposobnost pridobivanja novih informacij, analize podatkov in zmožnost predstavitve rezultatov

Objectives and competences:

The aim of the course is to familiarize students with the complexity of the innovation sector in long-term care, the importance of an interdisciplinary and team-based approach, and the role of social work in the field of exploring the needs of older people. The course defines the specifics of social work with older people in various forms of long-term care, both at home and in an institutional setting.

Upon completion of the course, students will have the following competencies:

- Ability to analyze and synthesize and the ability to identify and remove systemic barriers in long-term care
- Knowledge and understanding of the concepts, theories and methods of social work in long-term care settings
- Application of social work knowledge, procedures and methods to social innovations in long-term care
- Ability to think strategically and act according to the specific situation of users in long-term care
- Ability to co-design social innovations taking into account the user perspective
- Innovation in the field of long-term care
- Ability to work in teams, groups and projects
- Ability to communicate
- Ability to help shape the approach and methods of work in long-term care according to the individual needs of users
- The ability to perform individual social work tasks in long-term care independently
- Ability to obtain new information, analyze data and present results

| Predvideni študijski rezultati: | Intended learning outcomes: |
|---|---|
| <ul style="list-style-type: none"> • Znanje o konceptu socialnih inovacijah in inovacijskem procesu v dolgotrajnih oskrbi • Razumevanje različnih vrst inovacij v dolgotrajni oskrbi in njihovih značilnosti • Razumevanje in sposobnost raziskovanja potreb uporabnika • Sposobnost uporabe različnih metod socialnega dela v multidisciplinarnem timu v dolgotrajni oskrbi • Sposobnost samostojnega in skupinskega dela v dolgotrajni oskrbi ter argumentacije lastnih idej • Sposobnost vodenja skupine • Sposobnost priprave projekta socialne inovacije in predstavitve projekta | <ul style="list-style-type: none"> • Knowledge of the concept of social innovation and the innovation process in long-term care • Understanding of the different types of innovation in long-term care and their characteristics • Understanding and ability to research user needs • Ability to apply different methods of social work in a multidisciplinary team in long-term care • Ability to work independently and in a group in long-term care and to represent own ideas • Ability to lead a team • Ability to prepare a social innovation project and a project presentation |

| Metode poučevanja in učenja: | Learning and teaching methods: |
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| <p>Predavanja; Seminar; Diskusije; demonstracijske metode – prikaz različnih inovacij; dokumentacijske metode (pridobivanje podatkov s spletnih in pisnih virov), načrtovanje in izvedba inovacije v življenju starih ljudi, ki so uporabniki dolgotrajne oskrbe</p> | <p>Lectures; Seminar; Discussions; demonstration methods - presentation of different innovations; documentation methods (gathering data from online and written sources), planning and implementation of an innovation in the lives of elderly people receiving long-term care</p> |

| Načini ocenjevanja: | Delež/Weight | Assessment: |
|---|---------------------|--|
| Zaključna projektna naloga s predstavitvijo | 70,00 % | Final project assignment with presentation |
| Seminar (predstavitve koncepta socialne inovacije na določenem primeru/področju v dolgotrajni oskrbi) | 30,00 % | Seminar (presentation of the concept of social innovation on a specific case/area in long-term care) |

| Ocenjevalna lestvica: | Grading system: |
|--|--|
| 5 - 10, pri čemer velja, da je pozitivna ocena od 6 - 10 | 5 - 10, a student passes the exam if he is graded from 6 to 10 |

| Reference nosilca/Lecturer's references: |
|---|
| <p>Kejžar, A., Dimovski, V., Colnar, S. (2022). The impact of knowledge management on the quality of services in nursing homes. <i>Frontiers in psychology</i>. vol. 13, article no. 1106014, 14 str. ISSN 1664-1078. https://repozitorij.uni-lj.si/IzpisGradiva.php?id=147238, DOI: 10.3389/fpsyg.2022.1106014.</p> <p>Kejžar, A., Turunen, K. M. (2024). The ecosystem of human capital in care homes. <i>Frontiers in Public Health</i>. 12:1298833. doi: 10.3389/fpubh.2024.1298833</p> <p>Kejžar, A., Rihter, L., Sajovic, J., Drevenšek, G. Nutrition and congruent care improve wellbeing of residents with dementia in Slovenian care homes. <i>Frontiers in nutrition</i>. Mar. 2022, vol. 9, str. 1-15. ISSN 2296-861X. https://www.frontiersin.org/articles/10.3389/fnut.2022.796031/full, DOI: 10.3389/fnut.2022.796031.</p> <p>Kejžar, A., Turunen, K. (2023)- Congruent care promotes wellbeing and quality of life among people with dementia in residential care facilities – nutrition in the spotlight. V: SALMINEN-TUOMAALA, Mari (ur.), NISSINEN, Kaija (ur.), SAARIKOSKI, Silja (ur.). <i>Eri ikäisten terveyden ja hyvinvoinnin edistämisen näkökulmia</i>. Seinäjoki: SeAMK, Seinäjoen ammattikorkeakoulu. = Seinäjoki University of Applied Sciences. Str. 63-79, ilustr. Seinäjoen ammattikorkeakoulun julkaisusarja, Raportteja ja selvityksiä, B181. ISBN 978-952-7515-19-8. https://www.theseus.fi/bitstream/handle/10024/806426/B181.pdf?sequence=1&isAllowed=y</p> |

MULTIDISCIPLINARNO DELO V DOLGOTRAJNI OSKRBI

UČNI NAČRT PREDMETA/COURSE SYLLABUS

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|---------------------------|--|
| Predmet: | Multidisciplinarno delo v dolgotrajni oskrbi |
| Course title: | Multidisciplinary work in long-term care |
| Članica nosilka/UL | UL FSD |
| Member: | |

| Študijski programi in stopnja | Študijska smer | Letnik | Semestri | Izbirnost |
|--|---------------------------------|-----------|-------------|-----------|
| Socialno delo, prva stopnja, univerzitetni (od študijskega leta 2024/2025 dalje) | Ni členitve (študijski program) | 3. letnik | 1. semester | izbirni |

Univerzitetna koda predmeta/University course code:

| Predavanja /Lectures | Seminar /Seminar | Vaje /Tutorials | Klinične vaje /Clinical tutorials | Druge oblike študija /Other forms of study | Samostojno delo /Individual student work | ECTS |
|-------------------------|---------------------|--------------------|---|---|---|------|
| 25 | 25 | 0 | 0 | 0 | 75 | 5 |

Nosilec predmeta/Lecturer:

Vrsta predmeta/Course type:

Jeziki/Languages:

| | |
|----------------------|-------------|
| Predavanja/Lectures: | Slovenščina |
| Vaje/Tutorial: | |

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

Prerequisites:

Vsebina:

- Obravnavana bodo področja:
- pomen timskega in multidisciplinarnega dela v dolgotrajni oskrbi,
 - različne oblike multidisciplinarnih timov v dolgotrajni oskrbi
 - vodenje tima
 - uporabniška perspektiva v multidisciplinarnem timu
 - timska konferenca in njen pomen pri načrtovanju dolgotrajne oskrbe
 - paliativni timi
 - koncepti socialnega dela s starimi ljudmi pri soustvarjanju pristopov in metod pomoči z uporabniki
 - sodelovanje z drugimi strokovnjaki v procesu dolgotrajne oskrbe in ohranjanje avtonomije socialnega dela.

Content (Syllabus outline):

- The following areas are discussed:
- the importance of teamwork and multidisciplinary working in long-term care,
 - different forms of multidisciplinary teams in long-term care
 - team management
 - user perspective in a multidisciplinary team
 - team conferences and their importance for long-term care planning
 - palliative care teams
 - concepts of social work with older people in the joint development of approaches and methods to support users
 - collaborating with other professionals in the long-term care process and preserving the autonomy of social work.

Temeljna literatura in viri/Readings:

- Fernando, G. V. M. C., & Hughes, S. (2019). Team approaches in palliative care: a review of the literature. *International journal of palliative nursing*, 25(9), 444-451. E-dostop
- Juhila, K., Dall, T., Hall, C., & Koprowska, J. (eds.) (2022). *Interprofessional Collaboration and Service User Participation; Analysing Meetings in Social Welfare*. Bristol: Policy Press. E-dostop
- Kejžar, A., Dimovski, V., Colnar, S. (2022). The impact of knowledge management on the quality of services in nursing homes. *Frontiers in psychology*. vol. 13, article no. 1106014, 14 str. ISSN 1664-1078. <https://repozitorij.uni-lj.si/IzpisGradiva.php?id=147238>, DOI: [10.3389/fpsyg.2022.1106014](https://doi.org/10.3389/fpsyg.2022.1106014).
- Kejžar, A., Rihter, L., Sajovic, J., Drevenšek, G. Nutrition and congruent care improve wellbeing of residents with dementia in Slovenian care homes. *Frontiers in nutrition*. Mar. 2022, vol. 9, str. 1-15. ISSN 2296-861X. <https://www.frontiersin.org/articles/10.3389/fnut.2022.796031/full>.
- Kejžar, A., Turunen, K. M. (2024). The ecosystem of human capital in care homes. *Frontiers in Public Health*. 12:1298833. doi: 10.3389/fpubh.2024.1298833
- Mali, J. (2013), Socialno delo s starimi ljudmi kot specializacija stroke. *Socialno delo*, 52(1), 57-67.
- Mali, J., & Kejžar, A. (2017). Celostna oskrba stanovalcev z demenco Primer uvajanja inovativne oskrbe v Domu Petra Uzarja Tržič. *Socialno delo*, 56(3), 179-195.
- Mali, J., & Kejžar, A. (2022). Aktualni izzivi demence za socialno delo. *Socialno delo*, 61(2/3), 125-268.
- Kejžar, A. (2022). Uporaba stimulativnih aktivnosti v socialnem delu z ljudmi z demenco. *Socialno delo*, 61 (2-3), 237-247.
- Tanaka, M. (2003). Multidisciplinary team approach for elderly patients. *Geriatrics & Gerontology International*, 3(2), 69-72. E-dostop

Cilji in kompetence:

Cilji predmeta so študentke in študente seznaniti s pomenom multidisciplinarnega pristopa pri celostnem načrtovanju oskrbe, najsibo načrta dolgotrajne oskrbe, načrta paliativne oskrbe ali načrta oskrbe za človeka z demenco. Predmet opredeljuje pomen socialnega dela pri vključevanju uporabnika v delo multidisciplinarnega tima na področju dolgotrajne oskrbe.

Študent ob zaključku osvoji naslednje kompetence:

- Sposobnost poslušanja, povzemanja, jasnega, aktivnega in argumentiranega nastopanja ter uporabe informacijsko komunikacijskih tehnologij za delo v multidisciplinarnem timu
- Sposobnost za timsko in projektno delo – sposobnost sodelovanja in zastopanja stališč stroke socialnega dela v multidisciplinarnem timu in paliativnem timu
- Sposobnost analize in sinteze področnih znanj in ohranjanja avtonomije socialnega dela
- Sposobnost mreženja med različnimi izvajalci storitev v dolgotrajni oskrbi
- Kritična in etična (samo)refleksija mišljenja in ravnanja na področju socialnega dela s starimi ljudmi

Objectives and competences:

The aim of the course is to familiarize students with the importance of a multidisciplinary approach to comprehensive care planning, preferably for a long-term care plan, a palliative care plan or a care plan for a person with dementia. The course defines the importance of social work in involving the user in the work of a multidisciplinary team in long-term care. Upon completion of the course, the student will acquire the following competencies:

- Ability to listen, summarize, present clearly, actively and with argument, and use information and communication technologies to work in a multidisciplinary team and in a palliative team
- Ability to work in a team and on projects - Ability to participate in a multidisciplinary team and represent the views of the social work profession
- Ability to analyze and synthesize field knowledge and maintain the autonomy of social work
- Ability to network between different service providers in long-term care
- Critical and ethical (self-)reflection of thinking and behavior in the field of social work with older people

Predvideni študijski rezultati:

- Razumevanje značilnosti multidisciplinarnega tima v dolgotrajni oskrbi
- Sposobnost vzdrževanja in zagovarjanja strokovne avtonomije socialnega dela v dialogu z različnimi akterji, institucijami in javnostjo
- Znanje in sposobnost komuniciranja (spoznavanja, pogajanja in dogovarjanja), vodenja razgovora v smeri zelenih razpletov na področju

Intended learning outcomes:

- Understanding the characteristics of a multidisciplinary team in long-term care
- Ability to maintain and defend the professional autonomy of social work in dialogue with different actors, institutions and the public
- Knowledge and ability to communicate (getting to know each other, negotiating and agreeing) in order to lead a conversation towards the desired outcomes

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| socialnega dela s starimi ljudmi in v paliativnem timu <ul style="list-style-type: none"> • Spodobnost soustvarjanja pristopov in metod dela glede na individualne potrebe uporabnikov • Razumevanje vloge socialne delavke in drugih strokovnih delavcev v multidisciplinarnem timu • Spodobnost samostojnega in skupinskega dela v dolgotrajni oskrbi ter argumentacije lastnih idej • Spodobnost vodenja skupine | in the field of social work with old people and in a palliative team <ul style="list-style-type: none"> - Ability to co-create approaches and working methods according to the individual needs of users - Understanding of the role of a social worker and other professionals in a multidisciplinary team - Ability to work independently and as part of a group in long-term care and to represent own ideas - Ability to lead a team |
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| | |
|-------------------------------------|---------------------------------------|
| Metode poučevanja in učenja: | Learning and teaching methods: |
| Predavanja; Seminar; Diskusije | Lectures; Seminar; Discussions |

| Načini ocenjevanja: | Delež/Weight | Assessment: |
|---|---------------------|--|
| Projektna naloga (rezultat dela v skupini na izbrano nalogo v sodelovanju z zunanjimi ustanovami) | 70,00 % | Project task (result of group work on a selected task in cooperation with external institutions) |
| Predstavitev | 30,00 % | Presentation |

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| Ocenjevalna lestvica: | Grading system: |
| 5 - 10, pri čemer velja, da je pozitivna ocena od 6 - 10 | 5 - 10, a student passes the exam if he is graded from 6 to 10 |

Reference nosilca/Lecturer's references:

Kejžar, A., Turunen, K. M. (2024). The ecosystem of human capital in care homes. *Frontiers in Public Health*. 12:1298833. doi: 10.3389/fpubh.2024.1298833

Kejžar, A., Dimovski, V., Colnar, S. (2022). The impact of knowledge management on the quality of services in nursing homes. *Frontiers in psychology*. vol. 13, article no. 1106014, 14 str. ISSN 1664-1078. <https://repositorij.uni-lj.si/IzpisGradiva.php?id=147238>, DOI: [10.3389/fpsyg.2022.1106014](https://doi.org/10.3389/fpsyg.2022.1106014).

Kejžar, A., Rihter, L., Sajovic, J., Drevenšek, G. Nutrition and congruent care improve wellbeing of residents with dementia in Slovenian care homes. *Frontiers in nutrition*. Mar. 2022, vol. 9, str. 1-15. ISSN 2296-861X. <https://www.frontiersin.org/articles/10.3389/fnut.2022.796031/full>, DOI: [10.3389/fnut.2022.796031](https://doi.org/10.3389/fnut.2022.796031).

Kejžar, A., Turunen, K. (2023)- Congruent care promotes wellbeing and quality of life among people with dementia in residential care facilities – nutrition in the spotlight. V: SALMINEN-TUOMAALA, Mari (ur.), NISSINEN, Kaija (ur.), SAARIKOSKI, Silja (ur.). *Eri ikäisten terveyden ja hyvinvoinnin edistämisen näkökulmia*. Seinäjoki: SeAMK, Seinäjoen ammattikorkeakoulu: = Seinäjoki University of Applied Sciences. Str. 63-79, ilustr. Seinäjoen ammattikorkeakoulun julkaisusarja, Raportteja ja selvityksiä, B181. ISBN 978-952-7515-19-8. <https://www.theseus.fi/bitstream/handle/10024/806426/B181.pdf?sequence=1&isAllowed=y>.

DRUŽBENA SOLIDARNOST V NEEVROPSKEM SVETU IN POSTKOLONIALNO SOCIALNO DELO

UČNI NAČRT PREDMETA/COURSE SYLLABUS

| | |
|---------------------------|--|
| Predmet: | Družbena solidarnost v neevropskem svetu in postkolonialno socialno delo |
| Course title: | Social solidarity in non-European world and post-colonial social work |
| Članica nosilka/UL | UL FSD |
| Member: | |

| Študijski programi in stopnja | Študijska smer | Letnik | Semestri | Izbirnost |
|--|---------------------------------|-----------|-------------|-----------|
| Socialno delo, prva stopnja, univerzitetni (od študijskega leta 2024/2025 dalje) | Ni členitve (študijski program) | 4. letnik | 2. semester | izbirni |

Univerzitetna koda predmeta/University course code: 0643937

| Predavanja /Lectures | Seminar /Seminar | Vaje /Tutorials | Klinične vaje /Clinical tutorials | Druge oblike študija /Other forms of study | Samostojno delo /Individual student work | ECTS |
|-------------------------|---------------------|--------------------|---|---|---|------|
| 30 | 20 | 0 | 0 | 0 | 75 | 5 |

Nosilec predmeta/Lecturer: Irena Šumi

Vrsta predmeta/Course type: izbirni/Elective

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

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

Vsebina:

Predmet obravnava dva poglavitna vira za globalizirano socialno delo: socialno in kulturnoantropološki arhiv 20. in 21. stoletja o socialnem ustroju neevropskih družb, in današnja izhodišča in prakse globaliziranega, postkolonialnega socialnega dela. Skozi izbrana poglavja iz zgodovine preučevanja neevropskih družb, kolonializma in neokolonializma in današnjih specifičnih praks socialnega dela v neevropskem svetu bomo predvsem pregledovali socialnodelovne prakse, ki združujejo tradicionalna staroselska načela socialne solidarnosti in pravičnosti z univerzaliziranimi temeljnimi postulati globalnega socialnega dela. Možna izbrana poglavja vključujejo naslednje tematike:

- Antropološka evidenca iz arhiva severnoameriških staroselskih družb;

Content (Syllabus outline):

The course deals with two main sources for globalized social work: the social and cultural anthropological archive of the 20th and 21st centuries on the social structure of non-European societies, and today's starting points and practices of globalized, post-colonial social work. Through selected chapters from the history of the study of non-European societies, colonialism and neo-colonialism, and today's specific social work practices in the non-European world, we will primarily review social work practices that combine traditional indigenous principles of social solidarity and justice with the universalized fundamental postulates of global social work. Possible selected chapters include:

- Anthropological records from the archive of North American indigenous societies;

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| <ul style="list-style-type: none"> • Antropološka evidenca iz arhiva subsaharskih afriških staroselskih družb in političnih entitet; • Antropološka evidenca iz arhiva azijskih staroselskih družb in političnih entitet; • Kolonialne in neokolonialne prakse v neevropskem svetu: dediščina razdiralnih politik, vojn, rasizmov, genocidov; • Posameznik, družine, sorodstva, klanski sistemi: nekateri okviri neevropskih družbenih sistemov skozi zgodovino klasične antropologije in kolonialnih procesov; • »Grassroots« socialno delo v postkolonializmi: načini, ideologije in učinki; • Fuzija staroselskih pojmovanj družbenosti, pravičnosti in solidarnosti z zahodnim unificiranim modelom v 21. stoletju. | <ul style="list-style-type: none"> • Anthropological records from the archive of sub-Saharan African indigenous societies and political entities; • Anthropological records from the archives of Asian indigenous societies and political entities; • Colonial and neo-colonial practices in the non-European world: the legacy of divisive policies, wars, racisms, genocides; • Individual, family, kinship, clan systems: some frameworks of non-European social systems through the history of classical anthropology and colonial processes; • "Grassroots" social work in postcolonialisms: methods, ideologies and effects; • Fusion of indigenous concepts of sociality, justice and solidarity with the Western unified model in the 21st century. |
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Temeljna literatura in viri/Readings:

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| <ol style="list-style-type: none"> 1. Rajendra Baikady, Sajid S.M., Varoshini Nadesan, M. Rezaul Islam - The Routledge Handbook of Social Work Field Education in the Global South-Routledge (2022) 2. Alice M L Chong, Iris Chi - Social Work and Sustainability in Asia_ Facing the Challenges of Global Environmental Changes-Routledge (2019) 3. Michael Rivera King - Child Guidance Centres in Japan_ Alternative Care, Social Work, and the Family-Routledge (2020) 4. Meri Kulmala (editor), Maija Jäppinen (editor), Anna Tarasenko (editor), Anna Pivovarova (editor) - Reforming Child Welfare in the Post-Soviet Space_ Institutional Change in Russia (Routledge Advances) 5. Mel Gray (editor) - The Handbook of Social Work and Social Development in Africa-Routledge (2016) 6. Jun Wen, Yuefei Wu - Research on Community-Centered Poverty-Alleviation Social Work-Springer (2023) 7. Fatma Osman Ibnouf - War-Time Care Work and Peacebuilding in Africa_ The Forgotten One-Springer International Publishing_Palgrave Macmillan (2020) 8. Linda Kreitzer - Social Work in Africa_ Exploring Culturally Relevant Education and Practice in Ghana-University of Calgary Press (2011) 9. Zitha Mokomane (auth.), Zitha Mokomane (eds.) - Work-Family Interface in Sub-Saharan Africa_ Challenges and Responses-Springer |
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Cilji in kompetence:

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| <ul style="list-style-type: none"> • Študentke pridobijo sistematičen uvid v zgodovino in tradicije družbenih solidarnostnih in kohezijskih modelov zunaj Evrope; • Študentke spoznajo temeljne socialne učinke kolonializma in neokolonializma; • Študentke pridobijo sistematično osrednjih postkolonialnih socialnih in političnih tematik; • Študentke usvojijo primerjalne vsebine nocije o globalnem socialnem delu. | <h3>Objectives and competences:</h3> <ul style="list-style-type: none"> • Students gain a systematic insight into the history and traditions of social solidarity and cohesion models outside of Europe; • Students learn about the fundamental social effects of colonialism and neocolonialism; • Students acquire the systematics of central post-colonial social and political topics; • Students learn the comparative content of the notion of global social work. |
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Predvideni študijski rezultati:

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| <p>Študentke pridobijo in poglobijo znanje in razumevanje o temeljnih zgodovinskih procesih družbene solidarnosti v primerjalnozgodovinskem in globalnem obsegu;</p> <p>Študentke poznajo ustroj in funkcioniranje institucij družbene solidarnosti iz neevropske evidence;</p> | <h3>Intended learning outcomes:</h3> <p>Students acquire and deepen knowledge and understanding of the fundamental historical processes of social solidarity in a comparative historical and global scope.</p> <p>Students are familiar with the structure and functioning of social solidarity institutions from a non-European perspective;</p> |
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| <p>Študentke pri kolokviju in izpitu izkažejo funkcionalno razumevanje posameznih takih solidarnostnih naprav in razumejo možnosti aplikacije v praksi socialnega dela;</p> <p>Študentke usvojijo znanje o temeljnem družbenem ustroju različnih neevropskih družb, preteklih in sedanjih, ki podpirajo tovrstne solidarnostne prakse kot njihov širši družbeni/historični kontekst.</p> | <p>In the colloquium and the exam, students demonstrate a functional understanding of institutions of solidarity and understand the possibilities of application in the practice of social work;</p> <p>Students acquire knowledge about the fundamental social structure of various non-European societies, past and present, which support such solidarity practices in terms of wider social/historical context</p> |
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Metode poučevanja in učenja:

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| <ul style="list-style-type: none"> • Predavanja • Avdiovizualna gradiva: ogled in analiza • Samostojno študijsko delo v organiziranih skupinah • Obisk relevantnih kulturnih in muzejskih dogodkov • Seminarski format: študentke, organizirane v študijske skupine, zasnujejo in vodijo razpravo o izbranih tematikah |
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Learning and teaching methods:

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| <ul style="list-style-type: none"> • Lectures • Audiovisual material: review and analysis • Independent study in organized groups • Attendance at relevant cultural and museum events • Seminar format: students, organized into study groups, design and lead discussions on selected topics |
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Načini ocenjevanja:

| | Delež/Weight | Assessment: |
|------------------------|--------------|-----------------------|
| Kolokvij | 30,00 % | Colloquium |
| Izpit: ustni ali pisni | 70,00 % | Exam: oral or written |

Ocenjevalna lestvica:

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|--|--|
| 5 - 10, pri čemer velja, da je pozitivna ocena od 6 - 10 | 5 - 10, a student passes the exam if he is graded from 6 to 10 |
|--|--|

Reference nosilca/Lecturer's references:

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|---|
| <p>ŠUMI, Irena. Europocentrism and cultural relativism: the case of North American natives. V: ØVERLAND, Orm (ur.). <i>In the European grain : American studies from Central and Eastern Europe</i>. Amsterdam: Vu University Press, 1990. Str. 132-144. European Contributions to American Studies, XIX. ISBN 90-6256-958-7. [COBISS.SI-ID 6641741]</p> <p>ŠUMI, Irena. <i>Bližu polnega kroga tega sveta : ameriški Indijanci med preteklostjo in sedanjostjo</i>. Ljubljana: Inštitut za narodnostna vprašanja, 1999. X, 172 str., zvd. Ethnicity, 3. ISBN 961-6159-14-3. [COBISS.SI-ID 104485376]</p> <p>ŠUMI, Irena. Of dreams, visions and phantasmagoria : theory's place of origin. V: <i>Vine Deloria Jr. Indigenous studies symposium July 27-29, 2006 : hosted by: Northwest Indian College, Bellingham, Washington</i>. [s.l.]: [s.n.], [2007]. Str. 39-53. [COBISS.SI-ID 10830925]</p> <p>ŠUMI, Irena. From survivance to indigenuity : native American scholars on a sustainable human future. <i>Časopis za kritiko znanosti</i>. 2017, letn. 45, št. 269, str. 132-154. ISSN 0351-4285. http://www.dlib.si/details/URN:NBN:SI:doc-KK5QQGX9. [COBISS.SI-ID 4916069]</p> |
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SODELOVANJE Z UPORABNIKI V KONFLIKTNIH SITUACIJAH

UČNI NAČRT PREDMETA/COURSE SYLLABUS

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|---------------------------|---|
| Predmet: | Sodelovanje z uporabniki v konfliktnih situacijah |
| Course title: | Cooperation with service users in conflict situations |
| Članica nosilka/UL | UL FSD |
| Member: | |

| Študijski programi in stopnja | Študijska smer | Letnik | Semestri | Izbirnost |
|--|---------------------------------|-----------|-------------|-----------|
| Socialno delo, prva stopnja, univerzitetni (od študijskega leta 2024/2025 dalje) | Ni členitve (študijski program) | 4. letnik | 2. semester | izbirni |

Univerzitetna koda predmeta/University course code:

| Predavanja /Lectures | Seminar /Seminar | Vaje /Tutorials | Klinične vaje /Clinical tutorials | Druge oblike študija /Other forms of study | Samostojno delo /Individual student work | ECTS |
|----------------------|------------------|-----------------|-----------------------------------|--|--|------|
| 25 | 25 | 0 | 0 | 0 | 75 | 5 |

Nosilec predmeta/Lecturer:

Vrsta predmeta/Course type:

Jeziki/Languages:

| | |
|----------------------|-------------|
| Predavanja/Lectures: | Slovenščina |
| Vaje/Tutorial: | |

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

Prerequisites:

Vsebina:

1. Teorije nasilja, odpora in ambivalence.
2. Čustveni, kognitivni in okoljski dejavniki neprostoVOLjnega sodelovanja.
3. Družbeni in dinamični hibridni model konflikta.
4. Področja socialnega dela, kjer pogosto prihaja do konfliktnih situacij.
5. Strategije sodelovanja z uporabniki (individualno in v skupini) v neprostoVOLjnih izmenjavah.
6. Dejavniki tveganja: toksična empatija, stres, negativni notranji dialog, sekundarna travmatizacija, nekoristno sodelovanje ...
7. Teorije skrbi zase.
8. Osebne strategije skrbi zase (samozavedanje, samoregulacija, samoučinkovitost).
9. Organizacijske strategije skrbi zase.

Content (Syllabus outline):

1. Theories of violence, resistance, and ambivalence.
2. Emotional, cognitive, and environmental causes for involuntary cooperation.
3. Social and dynamic hybrid conflict model.
4. Areas of social work where conflict situations often arise.
5. Strategies for work with individuals (in one to one and group settings) in involuntary exchanges.
6. Risk factors: toxic empathy, stress, negative internal dialogue, secondary traumatization, nonbeneficial cooperation ...
7. Theories of self-care.
8. Personal self-care strategies (self-awareness, self-regulation, self-efficacy).
9. Organizational self-care strategies.

Temeljna literatura in viri/Readings:

ANIČIĆ, K., HORVAT SVETIČIĆ, T., HORVAT, T., LAPAJNE, G., MEŠIĆ, G., MIKLAVČIĆ, R. (2015). *Delo s povzročitelji nasilja: strokovne smernice in predstavitev dela*. Ljubljana: Društvo za nenasilno komunikacijo. Str.: 13-47.

COX, K., & STEINER, S. (2013). *Self-care in social work: A guide for practitioners, supervisors, and administrators*. Washington, DC: NASW Press. Poglavlja 1-5.

McBRIDE, P. (2017). *The assertive social worker*. London: Routledge.

ROONEY, R. H., & MIRICK, R. G. (Eds.). (2018). *Strategies for work with involuntary clients. 3rd Ed.* New York: Columbia University Press. Part II.

SHANNON, P. J., SIMMELINK-McCLEARY, J., IM, H., BECHER, E., & CROOK-LYON, R. E. (2014). Developing self-care practices in a trauma treatment course. *Journal of Social Work Education*, 50(3), 440-453.

ŠUGMAN BOHINC, L. (2006). Socialno delo z neprostovoljnimi uporabniki. *Socialno delo*, 45, (6), 345-355.

TAYLOR, B. J. (Ed.) (2011). *Working with aggression and resistance in social work*. Exter: Learning Matters Ltd.

TROTTER, C. (2022). *Working with involuntary clients. A guide for practice. 4th Ed.* London and New York: Routledge. Str.: 18-77, 125-163.

Cilji in kompetence:

Cilj: Študenti poglobijo in nadgrajujejo že osvojene osnovne spretnosti delovnega pogovora. Poudarek je na konfliktnih situacijah v socialnem delu.

Predmetno specifične kompetence: Znanja in spretnosti za uporabo strokovnih metod in postopkov reševanja konfliktnih situacij v socialnem delu (delo z odporom, motivacijski intervju, tehnike reševanja problemov, pogajalske tehnike). Znanja in veščine asertivne komunikacije in postavljanja meja uporabnikom. Znanja o upravljanju konfliktov.

Vključevanje elementov skrbi zase v lastno prakso socialnega dela. Sposobnost etične refleksije reševanja konfliktnih situacij z uporabniki in drugimi akterji na področju socialnega dela.

Objectives and competences:

Aim: Students deepen and upgrade their already acquired basic conversation skills. The focus is on conflict situations in social work.

Subject specific competences: Knowledge and skills for using professional methods and procedures for solving conflict situations in social work (work with resistance, motivational interviewing, problem solving techniques, negotiation techniques). Knowledge and skills of assertive communication and setting boundaries with users. Conflict management skills.

Integrating elements of self-care into own social work practice. The ability to ethically reflect on solving conflict situations with users and other actors in the field of social work.

Predvideni študijski rezultati:

Znanje in razumevanje: Študent-ka v sprotnih razpravah v okviru predavanj in seminarskega dela demonstrira poznavanje in razumevanje konceptov, opisanih v vsebini in vezanih na kontekst uspešnega sodelovanja z uporabniki v konfliktnih situacijah.

Študentka razume koncept skrbi zase in pomembnost le te za učinkovito delovanje na področju socialnega dela.

Uporaba:

Študentka preizkuša različne oblike skrbi zase, o tem vodi dnevnik in v okviru seminarjev diskutira o potencialnih pozitivnih izidih.

Študentka individualno zapiše in strokovno reflektira svetovalni pogovor z uporabnikom v konfliktni situaciji. V pogovor vključi strategije sodelovanja z uporabnikom v neprostovoljni izmenjavi. V okviru seminarja razpravlja in argumentira uporabo izbranih strategij.

Refleksija: Študentka reflektira razlike v sodelovanju z uporabniki v neprostovoljnih interakcijah pred in po osvojitvi novih znanj. Študentka reflektira uporabo različnih strategij skrbi zase in njihovo učinkovitost.

Prenosljive spretnosti: Komunikacijske spretnosti s posebnim poudarkom na sodelovanju z uporabnikom

Intended learning outcomes:

Knowledge and understanding:

In ongoing discussions within lectures and seminar work, the student demonstrates knowledge and understanding of the concepts described in the Syllabus outline and related to the context of successful cooperation with users in conflict situations.

The student understands the concept of self-care and its importance for effective functioning in the field of social work.

Application:

The student tests various forms of self-care individually, writes a diary and discusses about potential positive outcomes in seminars.

The student individually writes and professionally reflects a counselling conversation with a user in a conflict situation. During the seminar work, he / she discusses and argues the purpose of using of selected strategies for working with an involuntary user.

Reflection:

The student reflects on the differences in cooperation with nonvoluntary users before and after acquiring new skills. The student reflects on the use of various self-care strategies and their effectiveness.

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| v konfliktnih situacijah - uporabno pri vseh predmetih v predmetniku študija socialnega dela. | Transferable skills: Communication skills with a special emphasis on cooperation with an individual in conflict situations - useful in all subjects within the social work study curriculum. |
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Metode poučevanja in učenja:

Predavanja in seminarji z aktivno udeležbo. Diskusija v parih in skupinah, vprašanja, primeri, ogled in refleksija video posnetkov. Samostojno učenje.

Learning and teaching methods:

Lectures and seminars with active participation. Discussion in pairs and groups, questions, examples, viewing and reflection of videos. Independent learning.

Načini ocenjevanja:

Delež/Weight

Assessment:

| Načini ocenjevanja: | Delež/Weight | Assessment: |
|--|--------------|--|
| Izpit | 60,00 % | Exam |
| Transkript in strokovna refleksija svetovalnega pogovora | 30,00 % | Transcript and professional reflection of a counselling conversation |
| Refleksija dela na sebi | 10,00 % | Reflection of self-care. |

Ocenjevalna lestvica:

5 - 10, pri čemer velja, da je pozitivna ocena od 6 - 10

Grading system:

5 - 10, a student passes the exam if he is graded from 6 to 10

Reference nosilca/Lecturer's references:

KRIVEC, Jana, RAKOVEC, Primož. (2018). Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. *Kairos : slovenska revija za psihoterapijo*, 12(1/2), str. 67-86.

RAKOVEC, Primož. (2023). Svetovalčev notranji dialog kot pomoč ali ovira pri vodenju svetovalnega pogovora?. *Socialno delo*, 62(1), str. 43-56.

RAKOVEC, Primož. (2022). Pomagaj si sam in terapevt ti bo pomagal ali klient je glavni junak psihoterapije. V: FLAJS, Tomaž (ur.), MOŽINA, Miran (ur.). *Dodo se pogovarja : vodnik po psihoterapiji. 1. natis.* (str. 87-95). Ljubljana: SKZP: Umco: SFU.

RAKOVEC, Primož. (2019). Vpliv notranjega dialoga svetovalca začetnika na vodenje svetovalnega pogovora. *Kairos : slovenska revija za psihoterapijo*, 13(1/2), 27-35.

RAKOVEC, Primož. (2019). Differences between psychotherapy and counselling : who is looking for and who needs them? *Research in social change*, 11(1), 4-18.