UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Teorije in koncepti psihosocialnih študij
Course title:	Theories and Concepts of Psychosocial Studies

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Sociologija in psihosocialne študije, 3. stopnja	Psihosocialne študije	Prvi	Prvi
Sociology and Psychosocial Studies, 3rd level	Psychosocial Studies	First	First

Vrsta predmeta / Course type	Obvezni / Compulsory

Univerzitetna koda predmeta / University course code:	TKPŠ / TCPS

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	30				410	15

Nosilec predmeta / Lecturer:	Doc. dr. Jana Krivec / Assist. Prof. Jana Krivec, Ph.D (nosilka je v vlogi koordinatorice, ker pri izvajanju predmeta sodeluje več visokošolskih učiteljev) / (the lecturer plays the role of coordinator since several lecturers participate in the course)

Jeziki / **Languages:**	**Predavanja /** **Lectures:**	Slovenski, Angleški / Slovenian, English
	Seminar / Seminar:	Slovenski, Angleški / Slovenian, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Vpis v 1. letnik študija.	Enrollment in the first year.

Vsebina:	**Content (Syllabus outline):**

- Psihosocialni vidiki človeške narave; - sistemska teorija: človekovo vedenje in izkušnje v kompleksnih sistemih; - teorija načrtovanega vedenja; - teorija navezanosti; - teorija psihosocialnega razvoja; - teorija družbene izmenjave; - relacijska teorija; - samoregulacijska teorija.	- Psychosocial aspects of human nature; - System theory: human behaviour and experiences in complex systems; - Theory of planned behaviour; - Attachment theory; - Theory of psychosocial development; - Social exchange theory; - Relational theory; - Self-regulation theory.

Temeljni literatura in viri / Readings:

NEWMAN M., Barbara, NEWMAN R. Philip. *Development Through Life. A Psychosocial Approach. 13th Ed*. Wadsworth: Cengage Learning, 2018.

BURKE J., Peter (ur.). *Contemporary Social Psychological Theories. 2nd Ed*. Stanford: Stanford University Press, 2018.

WOODWARD, Kath. *Psychosocial studies. An Introduction*. London: Routledge, 2015.

AJZEN, Icek. 'The Theory of Planned Behavior'. V *Theories of Social Psychology*, ur. Paul A. M. VAN LANGE, Arie W. KRUGLANSKI, E. Tory HIGGINS, 438-459. London: SAGE, 2012.

CHADEE, Derek (ur.). *Theories in Social Psychology*. West Sussex: Blackwell, 2011.

SHAVER R., Phillip, MIKULINCER Mario. 'Attachment Theory.' V *Theories of Social Psychology*, ur. Paul A. M. VAN LANGE, Arie W. KRUGLANSKI, E. Tory HIGGINS, 160-179. London: SAGE, 2012.

Gradivo, obravnavano na predavanjih in seminarju. / Materials discussed during lectures and seminar.

Cilji in kompetence:

Objectives and competences:

Cilj predmeta je pridobitev poglobljenega znanja, ki omogoča samostojno izvirno znanstveno in raziskovalno delo na psihosocialnem področju in prenos le tega na strokovno področje . Pridobitev splošnih kompetenc: - sposobnost prispevanja k ustvarjanju vrhunskega znanja na psihosocialnem področju; - poznavanje pomena kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost, (samo)kritičnost, (samo)refleksivnost in (samo)evalviranje v strokovnem delu;	The objective of the course is acquisition of in-depth knowledge that enables autonomous original scientific and research work in the psychosocial field and transferring it to the expertise field. Acquisition of general competences: - ability to contribute to the creation of top knowledge in the psychosocial field; - the familiarity with the significance of quality assurance and striving for quality of expert work by the means of autonomy, (self)critique, (self)reflectivity and (self)evaluation in the expert work;

- sposobnost prenosa znanja med stroko in znanostjo v kritičnem dialogu;
- sposobnost izrazito avtonomnega oblikovanja in implementacije izvirnih znanstvenih rešitev danih družbenih problemov.

Pridobitev predmetno-specifičnih kompetenc:
- sposobnost za avtonomno reševanje konkretnih raziskovalnih problemov, vključno z najbolj kompleksnimi vprašanji, na različnih področjih psihosocialnih študij in njim sorodnih disciplin;
- sposobnost argumentiranja in vpeljave na znanosti temelječe prakse;
- sposobnost operacionalizacije abstraktnih teoretskih konceptov na visoki ravni zahtevnosti.

- the ability to transfer knowledge between expertise and science in a critical dialogue;
- the ability to highly autonomous design and implementation of original scientific solutions to given social problems.

Acquisition of course-specific competences:
- ability to autonomously solve concrete research problems, including the most complex issues, in various fields of psychosocial studies and related disciplines;
- ability to argue and implement science-based practices;
- ability to operationalize abstract theoretical concepts at a high level of complexity.

Predvideni študijski rezultati:

Znanje in razumevanje:
Študent/ka:
- izkazuje poglobljeno razumevanje aktualnih konceptov psihosocialnih študij;
- izraža sposobnost samostojnega raziskovanja na predmetnem področju;
- prezentira lastne raziskovalne izsledke v znanstvenih publikacijah.

Intended learning outcomes:

Knowledge and understanding:
Student:
- demonstrates an in-depth understanding of contemporary concepts of psychosocial studies;
- expresses the ability of the independent research in the subject area;
- presents his / her own research findings in scientific publications.

Metode poučevanja in učenja:
- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov);
- seminarsko delo (diskusije, projektno delo, timsko delo, metode kritičnega mišljenja);
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij;
- individualno raziskovalno delo študentov.

Learning and teaching methods:
- lectures with active participation of students (explanations, discussion, cases, problem-solving);
- seminar work (discussions, project work, team work, methods of critical thinking);
- use of online classroom or other contemporary ICT tools;
- individual research work.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt): Izpitna naloga v obliki znanstvenega članka (najmanj 5000 besed) Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.	100	Type (examination, oral, coursework, project): Essay in the form of a scientific article (at least 5000 words) Grading scale - in accordance with the Rules of examination and evaluation of knowledge.

Reference nosilca / Lecturer's references:

KRIVEC, Jana, BRATKO, Ivan, GUID, Matej. Identification and conceptualization of procedural chunks in chess. *Cognitive systems research*, ISSN 1389-0417, 2021, vol. 69, str. 22-40.

KRIVEC, Jana, GUID, Matej. The influence of context on information processing. *Cognitive processing*, ISSN 1612-4782, May 2020, vol. 21, iss. 2, str. 167-18.

KRIVEC, Jana, POPOVIĆ, Tjaša. Vpliv interakcije in vzgojnega stila na koncentracijo predšolskih otrok. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2020, letn. 35, št. 3/4, str. 100-116.

KRIVEC, Jana. *Improve your life by playing a game: learn how to turn your life activities into lifelong skills!*. Landegem: Thinkers Publishing, 2021.

KRIVEC, Jana, STEPIŠNIK PERDIH, Tjaša. Comparison of self-perception between Slovenian, Finnish and Lebanese students = Primerjava samozaznave pri slovenskih, finskih in libanonskih študentih in študentkah. *Kairos: slovenska revija za psihoterapijo*, ISSN 1854-9373. [Tiskana izd.], 2019, letn. 13, št. 3/4, str. 155-175.

KRIVEC, Jana, RAKOVEC, Primož. Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. *Kairos: slovenska revija za psihoterapijo*, ISSN 1854-9373. [Tiskana izd.], 2018, letn. 12, št. 1/2, str. 67-86.

KRIVEC, Jana, GAMS, Matjaž. Data mining techniques for explaining social events. V: FUNATSU, Kimito (ur.), HASEGAWA, Kyoshi (ur.). *Knowledge-oriented applications in data mining*. Rijeka: In-Tech. cop. 2011, str. 39-52.

GUID, Matej, BRATKO, Ivan, KRIVEC, Jana. An experiment in students' acquisition of problem solving skill from goal-oriented instructions. V: *Computation World 2012: July 22-27, 2012, Nice, France*. [S. l.]: IARIA. cop. 2012, str. 159-164.

MOŽINA, Martin, GUID, Matej, SADIKOV, Aleksander, GROZNIK, Vida, KRIVEC, Jana, BRATKO, Ivan. Conceptualizing procedural knowledge targeted at students of different skill levels. V: BAKER,

Ryan S. J. D. (ur.), MERCERON, Agathe (ur.), PAVLIK, Philip I. (ur.). *Educational data mining 2010*. [S. l.: s. n. 2010, str. 309-310.