

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** Vodenje participacije in pomoči v skupnosti  
**Course title:** Leading Participation and Help in Community

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga	Program nima smeri	Prvi	Prvi
Psychosocial counselling, master, second	The programme has no fields	First	First

**Vrsta predmeta / Course type**

Obvezni / Obligatory

**Univerzitetna koda predmeta / University course code:**

VPPS / LPHC

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10		10			70	3

**Nosilec predmeta / Lecturer:**

prof. dr. Borut Rončević / Prof. Borut Rončević, Ph.D

**Jeziki /  
Languages:**

**Predavanja /  
Lectures:** Slovensko / Slovenian, Angleško / English

**Vaje / Tutorial:** Slovensko / Slovenian, Angleško / English

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

Pogoj za vključitev v delo je vpis v 1. letnik študija.

**Prerequisites:**

Prerequisite for the subject is the enrollment in the 1<sup>st</sup> year of study.

**Vsebina:**

- Pomen, vloga in načini izvajanja aktivnega državljanstva in družbene participacije.
- Koncept individualne, družbene in okoljske odgovornosti ter njene praktične razsežnosti za študente, širšo skupnost in globalno okolje.
- Pomen, vloga in načini izvajanja internacionalizacije in mobilnosti v izobraževanju, vključno z aktivno udeležbo na relevantnih predavanjih gostujočih visokošolskih učiteljev in/ali udeležbo na študentski izmenjavi.
- Praktično doživljanje, pisno in ustno reflektiranje ter razprava na podlagi konkretnih primerov koordinacije, participacije in pomoči, npr. opravljanje nalog študenta tutorja, nalog v okviru študentskega sveta, nevladnih organizacij in drugih relevantnih oblik pomoči v skupnosti po dogovoru z nosilcem predmeta.
- Vodenje in koordinacija participacije in pomoči v skupnosti.

**Content (Syllabus outline):**

- The significance, role and ways of implementation of active citizenship and social participation.
- The concept of individual, social and environmental responsibility and their practical dimensions for the students, the wider community and the global environment.
- The significance, role and ways of implementation of internationalisation in education, including the active participation at the relevant lectures of the visiting professors and or participation in the student exchange.
- Practical experiencing, written and oral reflection and debate based on the particular cases of coordination, participation and help, such as implementing the tasks of the student tutor, tasks within the Students' Council, NGOs and other relevant forms of community help as agreed by the course coordinator.
- Leading and coordination of participation and help in community.

**Temeljni literatura in viri / Readings:**

MAKAROVIČ, Matej; RONČEVIČ, Borut, ur. *Technology and Social Choices in the Era of Global Transformations*. Frankfurt am Main [etc.]: Peter Lang, 2020 (v pripravi). (Izbrana poglavja)

WEBBER, Emily (2016): *Building Successful Communities of Practice: Discover how Connecting People Makes Better Organizations*. Tacit, 2016.

MORSE, Suzanne W. *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future*. San Francisco: Jossey-Bass, 2014.

NORRIS, Pippa. *Digital divide: civic engagement, information poverty, and the internet worldwide*. Cambridge [etc.]: Cambridge University Press, 2008.

Drugo aktualno gradivo glede na potrebe.

### **Cilji in kompetence:**

#### Pridobitev splošnih kompetenc:

- sposobnost uporabe znanja v praksi in izvirnega, kreativnega reševanja problemov v novih ali neobičajnih kontekstih
- avtonomnost v strokovnem delu
- razvoj komunikacijskih sposobnosti in spretnosti, obvladovanje (sodelovanje, koordiniranje, vodenje, soustvarjanje) komunikacije v mednarodnem okolju, tudi z eksperti na drugih področjih
- kooperativnost, delo v skupini (in v mednarodnem okolju)

#### Pridobitev predmetno-specifičnih kompetenc:

- zmožnost uspešno delati s skupino in/ali kot kosvetovalci, reflektirati učinkovitost skupinskega dela ter jo na podlagi rezultatov refleksije izboljševati
- sposobnost nadgrajevati zgrajeno kritično vrednotenje implikacije problemov kulture, rase, spola, seksualnih orientacij
- sposobnost raziskovanja, refleksije in nadzora svoje osebne vpletenosti v postopke psihosocialne pomoči, ki jih soustvarjajo in vodijo
- zmožnost soustvarjati rešitve psihosocialnih problemov, kreativno ravnati s kompleksnimi, nepredvidljivimi in posebnimi situacijami
- sposobnost uspešnega predvidevanja in obvladovanja posledic ustvarjenih rešitev
- zmožnost avtonomije v profesionalni praksi

### **Objectives and competences:**

#### Learning unit contributes to the development of generic:

- the ability to apply knowledge in practice and innovative, creative problem solving in new or unusual contexts
- autonomy in professional work
- the development of communication skills, capability to communicate (cooperation, coordination, leadership, co-creation) in international environment and with experts on various fields
- cooperation, working in a group (also in international environment)

#### Learning unit contributes to the development of subject specific competences:

- the ability to successfully work with groups and/or as co-therapist reflect the effectiveness of group work and improve it based on the results of the reflection
- the ability to expand the existing critical evaluation of the implications of the problems of culture, race, gender, sexual orientation
- the ability to research, reflect and control their personal involvement in the processes of psychosocial help, which they co-create and run
- the ability to co-create solutions to psychosocial problems, to creatively deal with complex, unpredictable and special situations
- the ability to successfully anticipate and manage the consequences of created solutions
- the ability of autonomy in professional practice

**Predvideni študijski rezultati:**

Študent:

- razume, reflektira in uporablja pomen aktivnega državljanstva, družbene participacije ter individualne, družbene in okoljske odgovornosti
- načrtuje in izkazuje svojo odgovornost do sebe in do skupnosti prek vključevanja v oblike internacionalizacije študija
- aktivno izkazuje in usmerja svojo odgovornost do družbenega in/ali naravnega okolja prek konkretnih aktivnosti v okviru FUDŠ ali v širšem družbenem okolju
- definira, preuči, reflektira in aplicira koncepte družbene odgovornosti na ravni posameznika in podjetij

**Intended learning outcomes:**

Student:

- understands, reflects and applies the significance of active citizenship, social participation and individual, social and environmental responsibility
- plans and demonstrates her/his responsibility to herself/himself and the community through her/his participation in the internationalisation of the study
- actively demonstrates and steers her/his responsibility to the social and/or natural environment through particular activities within SASS or in broader social environment
- defines, explores, reflects and applies concepts of social responsibility on a level of individuals and organisations

**Metode poučevanja in učenja:**

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- vaje na seminarski način (refleksija prebranih besedil in lastnih izkušenj, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre)
- vaje, ki temeljijo na izkušenjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, evalvacija, samoocenjevanje)
- individualne in/ali skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij

**Learning and teaching methods:**

- lectures with active participations by the students (explanation, discussion, questions, cases, problems solving)
- seminars (reflections of the read texts and own experience, team work, methods of critical thinking, discussions, reporting feedback information, social games)
- seminars based on experience-based learning, participation in problem learning (independent study, discussion, explanation, observation, team work, case study, methods of critical reading and writing, evaluation, self-evaluation)
- individual and/or groups consultations (discussion, additional explanation, dealing with specific issues)
- use of online classroom or other contemporary ICT tools

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Pisno poročilo o opravljenem delu.	100	Written report on the completed work.
Oceni se z opravi / ni opravi.		It is graded: passed / not passed.

**Reference nosilca / Lecturer's references:**

RONČEVIĆ, Borut, MAKAROVIČ, Matej, TOMŠIČ, Matevž, CEPOI, Victor. Methodological solutions for comparative research on transformations. V: VIHALEMM, Peeter (ur.), MASSO, Anu (ur.), OPERMANN, Signe (ur.). *The Routledge International Handbook of European Social Transformations, (Routledge international handbooks)*. Abingdon; New York: Routledge, 2018.

MODIC, Dolores, RONČEVIĆ, Borut. Social topography for sustainable innovation policy: putting institutions, social networks and cognitive frames in their place. *Comparative sociology*, ISSN 1569-1322, 2018, vol. 17, iss. 1, str. 100-127.

BUDD, Leslie, SANCINO, Alessandro, PAGANI, Michela, KRISTMUNDSSON, Ómar, RONČEVIĆ, Borut, STEINER, Michael. Sport as a complex adaptive system for place-based leadership: comparing five European cities with different administrative and socio-cultural traditions. *Local economy*, ISSN 0269-0942, 2017, vol. 32, iss. 4, str. 316-335.

MAKAROVIČ, Matej, ŠUŠTERŠIČ, Janez, RONČEVIĆ, Borut. Is Europe 2020 Set to Fail?: the cultural political economy of the EU grand strategies. *European planning studies*, ISSN 0965-4313, 2014, vol. 22, iss. 3, str. 610-626.

RONČEVIĆ, Borut. Regional development agencies and changing social fields: towards a sociology of regional systems of innovation. V: BELLINI, Nicola (ur.), DANSON, Mike (ur.), HALKIER, Henrik (ur.). *Regional development agencies: the next generation?: networking, knowledge and regional policies, (Regions and cities, 59)*. 1st published. London; New York: Routledge, 2012, str. 87-101.