

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Uvod v splošno psihologijo
Course title:	Introduction to general psychology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Uporabne družbene študije UN	/	2.	3.
Advanced Social Studies BA	/	2.	3.

Vrsta predmeta / Course type Obvezni/Compulsory

Univerzitetna koda predmeta / University course code: USP

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
40	0	10	0	0	130	6

Nosilec predmeta / Lecturer: Doc. dr./Ph.D., Assistant Professor Janez Mlakar

Jeziki / Languages:	Predavanja / Lectures:	Slovensko / Slovenian, Angleško / English
	Vaje / Tutorial:	Slovensko / Slovenian, Angleško / English

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

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Prerequisites:

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Vsebina:

1. Pomembne psihološke usmeritve (strukturalizem, funkcionalizem, psihodinamika, behaviorizem, kognitivni pristop, socialno kulturni pristop)
2. Različne psihološke discipline (biopsihologija in nevroznanost, klinična in svetovalna psihologija, kognitivna psihologija, razvojna psihologija, pedagoška psihologija, socialna psihologija, forenzična psihologija, psihologija zdravja, psihologija dela in okolja, psihologija osebnosti, športna psihologija)
3. Zakonitosti znanstvenega raziskovanja v psihologiji
4. Čutila
5. Zaznavanje in predstave (pregled in omejitve človeškega zaznavanja: vid, sluh, okus, vonj, dotik)
 - Merjenje zaznavanja
 - Zaznavanje barv, oblike, gibanja, globine, celote (Gestalt principi)
 - Izkrivljenost zaznav (iluzije, vpliv pričakovanj, omejena pozornost, vraževerstvo)
6. Učenje (klasično in instrumentalno pogojevanje, učenje z asociacijami, učenje z vpogledom in posnemanjem) in uporaba značilnosti učenja v praksi (oglaševanje, poučevanje)
7. Pozornost, spomin in presojanje
 - Tipi, faze in procesi spomina
 - Namigi za učinkovitejše pomnjenje
 - Napake v spominu in kogniciji
8. Inteligentnost
 - Definicija in merjenje inteligentnosti
 - Biološka osnova inteligentnosti
 - Emocionalna inteligentnost
 - Socialni, kulturni in politični aspekti inteligentnosti
 - Ekstremi na inteligentnostni lestvici
 - Spol in inteligentnost

Content (Syllabus outline):

1. Significant psychological orientations (structuralism, functionalism, psychodynamics, behaviorism, cognitive approach, sociocultural approach)
2. Different psychological discipline (biopsychology and neuroscience, clinical and counseling psychology, cognitive psychology, developmental psychology, educational psychology, social psychology, forensic psychology, health psychology and work environment, personality psychology, sports psychology)
3. Principles of scientific research in psychology
4. Senses
5. Perception and presentation (review and limitations of human perception: sight, hearing, taste, smell, touch)
 - Measurement of perception
 - The perception of color, form, motion, depth, closure (Gestalt principles)
 - distortion of perception (illusions, expectations influence, limited attention, superstition)
6. Learning (classical and instrumental conditioning, learning by associations, learning by imitation and insight) and the characteristics of learning in practice (advertising, teaching, counseling)
7. Attention, memory, and reasoning
 - Types, stages and processes of memory
 - Tips for better memory
 - Errors in memory and cognition
8. Intelligence
 - The definition and measurement of intelligence
 - The biological basis of intelligence
 - Emotional intelligence

- 9. Jezik in sporazumevanje
- 10. Stanja zavesti (nezavedno funkcioniranje, spanje in sanje, sugestije, senzorna deprivacija)

- Social, cultural and political aspects of intelligence
- Extremes of the intelligence scale
- Intelligence and sex
- 9. Language and Communication
- 10. State of Consciousness (unconscious functioning, sleep and dreams, suggestions, sensory deprivation)

Temeljni literatura in viri / Readings:

- STANGOR, CHARLES (2010). Introduction to Psychology. Flat World Knowledge
- IVEY ALLEN E., ANDREA MICHAEL J. D, AND BRADFORD IVEY Mary (2012). Theories of Counseling and Psychotherapy, 7th Edition *A Multicultural Perspective, 2nd chapter*
- GRAWE, KLAUS (2007). Neuropsychotherapy: How the neurosciences inform effective psychotherapy. Counseling and psychotherapy investigating practice from scientific, historical, and cultural perspectives. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. Xxiv str. 476.
- GLEITMAN, HENRY, GROSS, JAMES IN REISBERG, DANIEL (2011). Psychology (8th ed.). New York, US: WW.

Cilji in kompetence:

SPLOŠNE KOMPETENCE:

- poznavanje in razumevanje osebnosti v družbenem kontekstu
- razvoj kritične in samokritične presoje
- sposobnost fleksibilne uporabe znanja v praksi
- razumevanje pomena kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost, (samo)kritičnost, (samo)refleksivnost in (samo)evalviranje v strokovnem delu,
- razvoj komunikacijskih sposobnosti in spretnosti,
- sposobnost dokumentiranja podatkov in njihove predstavitve strokovni in laični javnosti,
- občutljivost za raznolikost in družbeno neenakost,
- sposobnost kritične refleksije teoretskih argumentacij in dedukcije na konkretne

Objectives and competences:

GENERAL COMPETENCES:

- knowledge and understanding of personality in social context
- development of critical and self-critical judgment
- the ability of the flexible use of knowledge in practice
- understanding the importance of quality and aiming at qualitative professional work being autonomous, (self)critical, (self)reflection and (self)evaluation of the professional work
- development of communicational skills,
- ability to document data and present it to professionals and general public,
- sensitivity to diversity and social inequality
- the capacity for critical reflection of the theoretical arguments and deduction on concrete problems in the interactional,

- probleme v interakcijskih, osebnih, kulturnih in družbeno strukturnih sistemih,
- sposobnost timskega dela, tj. pripravljenost na sodelovanje, kooperativnost, upoštevanje mnenj drugih in izpolnjevanje dogovorjene vloge v okviru tima oz. skupine,
 - sposobnost uporabe in ustreznega navajanja relevantnih domačih in mednarodnih virov, uporabe elektronskih virov in kritične analize relevantne literature,
 - razvijanje socialne kompetentnosti,
 - razvijanje občutljivosti za etična vprašanja in dileme,
 - reflektiranje lastne udeležnosti v skupinskem procesu,
 - sposobnost analize skupinskega procesa,
 - poznavanje in razumevanje osnov skupinske dinamike,
 - spretnost prepoznavanja stereotipov in njihovih determinant,
 - spoznavanje procesov, ki vplivajo na vsakdanje življenje ljudi, ocena učinkov in posledic za posameznika in skupnost,
 - razvijanje senzibiliziranosti za uporabniško perspektivo in individualiziran pristop pomoči,
 - razvijanje sposobnosti za timsko skupinsko in projektno delo.

PREDMETNO SPECIFIČNE KOMPETENCE:

- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin,
- poznavanje skupinske dinamike v primeru dela s skupino in/ali koterapevti,
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke svetovanja in psihosocialne pomoči, v katerih sodelujejo,
- zmožnost razumevanja kritičnega vrednotenja implikacij problemov kulture, rase, spola, seksualnih orientacij za svetovalno delo,

personal, cultural and social structural systems

- ability of teamwork, ie. willingness to cooperate, cooperation, taking into account the opinions of others and fulfillment of the defined roles within the team/group
- the ability to use and proper citation of relevant national and international sources, the use of electronic sources and critical analysis of relevant literature
- the development of social competence
- developing a sensitivity to ethical issues and dilemmas
- reflection of own participation in the group process
- ability to analyze group process
- knowledge and understanding of group dynamics
- the skill to recognize stereotypes and their determinants
- understanding the processes that affect people's daily lives, evaluation of the effects and consequences for the individual and the community
- developing sensibility for the user perspective and individualized counseling approach
- developing skills for teamwork and group project work.

SUBJECT-SPECIFIC COMPETENCES:

- the ability to autonomously use resources for learning specific content,
- knowledge of group dynamics when working with a group and/or cotherapists,
- ability to research and reflect personal involvement in the processes of counseling and psychosocial support, in which one participate,
- ability to understand critical evaluation of the culture, race, gender, sexual orientations problems implications on consulting work

- sposobnost zbiranja in interpretiranja ustreznih podatkov, potrebnih za oblikovanje kritične ocene (npr. glede potrebne psihosocialne intervence), katere sestavni del je refleksija s tem povezanih družbenih, strokovnih in etičnih vidikov,
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti,
- poznavanje in razumevanje razvojnih teženj, razlik in potreb posameznika
- znanje in sposobnost vzpostavljanja prvega stika in delovnega odnosa v procesu pomoči
- znanja in spretnosti za izdelavo analize potreb in načrtovanja ustreznih storitev
- sposobnost soustvarjanja metod dela glede na individualne potrebe klientov

- the ability of collecting and interpreting relevant data needed to create a critical assessment (eg. need for psychosocial interventions), in which a reflection of the underlying social, professional and ethical aspects plays an important role
- the ability of learning and professional development with a high degree of autonomy
- knowledge and understanding of developmental trends, individual differences and needs
- knowledge and ability of establishing the first contact and working relationship in the process of counseling
- knowledge and skills to produce analysis of the needs and plan of appropriate services
- ability to co-create working methods depending on the individual clients needs

Predvideni študijski rezultati:

Znanje in razumevanje:

- Študentje razvijejo razlikovanje temeljnih psiholoških paradigem. Dobijo interdisciplinaren pogled na psihološke usmeritve. Osvojijo temeljna znanja o tistih kognitivnih vidikih duševnega delovanja, ki so ključni za razumevanje posameznikove osebnosti in psihosocialne pomoči.
- Poznavanje temeljnih principov, ki jih zagovarjajo glavne psihološke usmeritve. Jih med seboj ločijo in kritično primerjajo.
- Osnovno poznavanje področij, s katerimi se ukvarjajo različne psihološke veje
- Opisati in prepoznati temeljne kamne znanstvenega raziskovanja in prepoznati razliko med znanstvenim in neznanstvenim raziskovanjem in je sposoben izvesti raziskavo po znanstvenih standardih.
- Študent pozna osnove kognitivnega delovanja človeka.
- Poznati osnovno delovanje človekovih čutil
- Poznati mehanizme in omejitve zaznavanja

Intended learning outcomes:

Knowledge and understanding:

- Students develop capability to distinguish different fundamental psychological paradigms. They obtain an interdisciplinary review over the psychological orientations. They acquire basic knowledge about those cognitive aspects of mental functioning, which are necessary for understanding the individual's personality and psychosocial assistance.
- Knowledge of the fundamental principles behind the major psychological orientations. Capability of their differentiation and critical comparison
- Basic knowledge of various branches of psychology
- Describe and recognize the cornerstones of scientific research and recognize the difference between scientific and unscientific survey and is able to carry out a survey by scientific standards.
- The student knows the basics of human being cognitive functioning.

- Poznati osnovne mehanizme in teoretične pristope v ozadju učenja, spomina in pozornosti
- Znajo povezati znanje iz teorij zaznavanja, učenja, spomina in mišljenja z nastajanjem in vzdrževanjem psiholoških težav in simptomov
- Poznati osnovna dejstva oz. značilnosti inteligentnosti ter biti zmožen kritično debatirati o različnih definicijah inteligentnosti.

- Knows the basic functioning of the human senses
- Knows mechanisms and limits of perception
- Knows the basic theoretical approaches and mechanisms of learning, memory and attention
- Able to integrate knowledge from theories of perception, learning, memory and thinking with the appearance and maintenance of psychological problems and symptoms
- Knows the basic facts and characteristics of intelligence and is able to critically discuss about different definitions of intelligence.

Metode poučevanja in učenja:

- Predavanja z interaktivnimi vsebinami in metodami spodbujanja aktivnega sodelovanja študentov.
- Spoznavanje in učenje na primerih iz prakse, ki se jih poskuša povezovati s teoretičnimi osnovami.
- Gledanje strokovnih filmov s seznama izbranih filmov ter predstavitev povzetkov njihovih idej.

Learning and teaching methods:

- Lectures with interactive content and methods for stimulating active participation of students.
- Confrontation with and learn from case studies, which are connected with the theoretical basics.
- Watching scientific movies from the list of selected movies and presentation of the ideas.

Načini ocenjevanja:

Delež (v %) / **Assessment:**

Weight (in %)

<ul style="list-style-type: none"> • Pisni izpit • Seminar in predstavitev 	<p>60 %</p> <p>40%</p>	<ul style="list-style-type: none"> • Examination • Seminar work and its presentation
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1. Reference nosilca / Lecturer's references:

- KASTELIC, Andrej, MLAKAR, Janez, PREGELJ, Peter. Preliminary data on validity of the drug addiction treatment efficacy questionnaire. *Psychiatria Danubina*, ISSN 0353-5053, 2013, vol. 25, no. 3, str. 261-265.
- VUČKO MIKLAVČIČ, Ilonka, MILAKIĆ-SNOJ, Zvezdana, MLAKAR, Janez, PREGELJ, Peter. Validation of the Slovenian version of hospital anxiety and depression scale in female cancer patients. *Psychiatria Danubina*, ISSN 0353-5053, 2008, vol. 20, no. 2, str. 148-152.
- RAKUŠA, Martin, GRANDA, Gal, KOGOJ, Aleš, MLAKAR, Janez, VODUŠEK, David B. Mini-mental state examination : standardization and validation for the elderly Slovenian population. *European journal of neurology*, ISSN 1351-5101, 2006, letn. 13, str. 141-145.
- MLAKAR, Janez. Čustvovanje - osnovni pojmi. V: PREGELJ, Peter (ur.), KOBENTAR, Radojka (ur.). *Zdravstvena nega in zdravljenje motenj v duševnem zdravju : učbenik*. 1. izd. Ljubljana: Rokus Klett, 2009, str. 191-196.
- MLAKAR, Janez. Psihične spremembe v obdobju po menopavzi. V: MEDEN-VRTOVEC, Helena (ur.), FRANIČ, Damir (ur.). *Izbrana poglavja s področja klimakterija*. Ljubljana: Arkadija, 2007, str. 27-33.