

1. GENERAL INFORMATION			
1.1.Course teacher	Ass. prof. Ivan Dodlek, PhD	1.6.Year of the study programme	1 <sup>st</sup> or 2 <sup>nd</sup>
1.2.Name of the course	The Basics of Counselling and Group Supervision	1.7.Credits (ECTS)	3
1.3.Associate teachers	Karlo Šimek, mag. theol., mag. psych.	1.8.Type of instruction (number of hours L + S + E+ e-learning)	30S
1.4.Study programme (undergraduate, graduate, integrated)	Graduate	1.9.Expected enrolment in the course	15
1.5.Status of the course		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	<p>Objective of the first part of the seminar is to introduce students to issues in counselling, present the three-phase model of counselling, as well as demands and tasks that each phase requires from the counsellor. Through seminar students will be introduced to the systematic perspective of looking at the problem and various approaches it offers in interpreting and solving the problem situations. By participating in demonstrations and exercises students will gain basic skills of the counsellor, such as reflecting the content and emotions, understanding of the problem situation, empathic listening, defining the outcomes and planning the intervention. Through preparation of the report and writing the seminar paper they will deepen one thematic area and keep track of their learning as a whole. Objective of the second part of the seminar is to introduce students to the basic characteristics of the process of group dynamics, along with personality characteristics and competences necessary for a successful group supervision (four-dimensional group supervision model); knowledge and attitude for the successful supervision, as well as tasks that are put on this role within the group will be presented. All those elements should serve to accomplish the group goals and to strengthen the internal cohesion, while every individual should be given a sense of belonging, respect and usefulness. Potentially bad group dynamics, as well as factors which can contribute to those will be pointed out as well.</p>		
2.2.Course enrolment requirements and entry competences required for the course	<p>General requirement for this course is the completion of any of introductory psychology courses (basics of psychology, subjects and specificity of terminology). The course "General and Developmental Psychology", which is offered within this study programme, is recommended.</p> <p>Willingness and motivation for active participation in personal active engagement and participation in the demonstrations and group work. Passive knowledge of the English language is required.</p>		
2.3.Learning outcomes at the level of the programme to which the course contributes	<p>Familiarisation with and understanding of fundamental knowledge from other social-humanistic disciplines important for the pastoral-catechetical formation. Qualification for pastoral-catechetical activities with children, young people and adults. Ability to work with families in pastoral and catechetical manner. Familiarisation with and understanding of fundamental knowledge from other social-humanistic disciplines important for the religious-pedagogical formation.</p>		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. To explain and describe the counselling process.</li> <li>2. To apply the three-phase model of counselling in various contexts.</li> <li>3. To be able to assess the severity of problem and if necessary, refer the person to other mental health experts.</li> <li>4. To be able to respond to emotions and content expressed by other person.</li> <li>5. To identify the issues of a person or family.</li> <li>6. To analyse the problem situation in the light of different approaches.</li> <li>7. To synthesise and organize information to be able to apply the appropriate intervention.</li> <li>8. To adapt to children and adolescents and act in an acceptable manner.</li> <li>9. To accept attitudes of the group supervisor and review their own qualities and failings.</li> </ol>		

	10. To be able to prepare for group work and put oneself in a proper relation towards the group.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the counselling (2 hours) 2. The person of counsellor. 3. Genogram (2 hours) 4. 1 <sup>st</sup> phase: The present image (2 hours) 5. 2 <sup>nd</sup> phase: The desired image (2 hours) 6. 3 <sup>rd</sup> phase: Development of strategies and making of the plan (2 hours) 7. The river of life model (2 hours) 8. Structural approach (2 hours) 9. Experiential approach (2 hours) 10. Narrative approach (2 hours) 11. Solution-oriented approach (2 hours) 12. Children and adolescent counselling (2 hours) 13. Functions of the group supervisor (2 hours) 14. Attitudes of the group supervisor (2 hours) 15. Tasks of the group supervisor (2 hours)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> predavanja <input checked="" type="checkbox"/> seminari i radionice <input checked="" type="checkbox"/> vježbe <input type="checkbox"/> <i>on line</i> u cijelosti <input checked="" type="checkbox"/> mješovito e-učenje <input type="checkbox"/> terenska nastava		<input checked="" type="checkbox"/> samostalni zadaci <input checked="" type="checkbox"/> multimedija i mreža <input type="checkbox"/> laboratorij <input checked="" type="checkbox"/> mentorski rad <input type="checkbox"/> (ostalo upisati)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Pohađanje nastave	yes	Istraživanje	Yes	Projekt	
	Eksperimentalni rad		Referat	Yes	(Ostalo upisati)	
	Praktični rad		Seminarski rad	Yes	(Ostalo upisati)	
	Esej		Usmeni ispit	yes	(Ostalo upisati)	
	Kolokvij		Pisani ispit		(Ostalo upisati)	
2.10. Grading and evaluating student work in class and at the final exam						
2.11. Required literature (available in the library and via other media)	Naslov			Broj primjeraka u knjižnici	Dostupnost putem ostalih medija	
	G. Corey, <i>Teorija i praksa psihološkog savjetovanja i psihoterapije</i> , Jastrebarsko 2004.: ch. 2: Savjetovatelj, osoba i stručnjak; ch. 13: Teorija obiteljskih sistema					
	R. Carkhuff, <i>The Art of Helping</i> , MA 1987.					
	M. P. Nichols i R. C. Schwartz, <i>Family Therapy. Concepts and Methods</i> , Boston <sup>8</sup> 2008.					
	A. M. Horne, <i>Family Counseling and Therapy</i> , Belmont <sup>3</sup> 2000.					
	G. Egan, <i>The Skilled Helper</i> , Belmont <sup>9</sup> 2010.					
	P. Nemetček, <i>Sistemska družinska terapija z otroki, mladostniki in starši. Model reke življenja in analogne metode</i> , Ljubljana 2016.					
	K. Bunčić – Đ. Ivković – J. Janković – A. Penava, <i>Igrom do sebe</i> , Zagreb 2007.					
	A. Vetere i E. Dowling, <i>Narrative Therapies with Children and their Families</i> , New York 2005.					
J. Juul, <i>Vaše kompetentno dijete</i> , Zagreb 2017.						

	I. K Berg, <i>Family-based services: A solution-focused approach</i> . New York 1994a.		
	Freedman, J. & Combs, G. (2009). <i>Narativna terapija. Socijalna konstrukcija omiljenih stvarnosti</i> . Novi Sad: Psihopolis institut.		
2.12. Optional literature (at the time of submission of study programme proposal)	K. W. Vopel, <i>Handbuch für Gruppenleiter/innen</i> , Salzhausen, 2002., 10. izdanje. V. Jukić - Z. Pisk (ur.), <i>Psihoterapija. Škole i psihoterapijski pravci u Hrvatskoj danas</i> , Zagreb 2008. K. W. Vopel, <i>Interaktionsspiele</i> , I-VI, Salzhausen, 2002., 11. izdanje. H. Dießner, <i>Gruppendynamische Übungen &amp; Spiele. Ein Praxishandbuch für Aus- und Weiterbildung sowie Supervision</i> , Paderborn, 2001., 3. izdanje.		
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			