	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet **Course title**	**Supervizija** **Supervision**

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Zdravstvena nega / 2. stopnja	Ni smeri študija	2. letnik	3.
Nursing Care / 2nd Cycle	No study field	2nd year	3rd

Vrsta predmeta/Course type	modularni/module

Univerzitetna koda predmeta/University course code	2ZN 2 M7 UN2

Predavanja **Lectures**	**Seminar** **Seminar**	**Sem. vaje** **Tutorial**	**Lab. vaje** **Laboratory work**	**Teren. vaje** **Field work**	**Samost. delo** **Individ. work**	**ECTS**
20		30			130	6

Nosilec predmeta/Lecturer:	prof. dr. Sonja Žorga

Jeziki/ **Languages:**	**Predavanja/Lectures:**	slovenski/Slovenian
	Vaje/Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
• Vpis v drugi letnik študijskega programa. • Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati raziskovalno nalogo in pripraviti portfolijo.	• A prerequisite for inclusion is enrolment in the second year of study. • Student has to prepare, present and defend a research paper before the exam and prepare portfolio.

Vsebina:	**Content (Syllabus outline):**
• *Opredelitev pojma* supervizije, njenih ciljev in funkcije. • *Modeli, metode in tehnike* supervizije. • *Razvoj supervizije* kot posebne metode. • *Pogoji* za supervizijo. • Supervizijski *proces.* • Supervizija kot *metoda podpore* strokovnim delavcem in prostovoljcem v klinični praksi in pomoč za obvladovanje stresnih situacij. • *Izkustveno učenje* v superviziji. • Supervizija kot *komunikacijski proces.*	• *The definition of the concept* of supervision, its objectives and functions. • *Models, methods and techniques* of supervision. • *The development of supervision* as a particular method. • *The conditions* for supervision. • *The process* of supervision. • Supervision as a *support method* for professional workers and volunteers at clinical practice and assistance for controlling stressful situations.

• *Povezanost osebnostnega in profesionalnega razvoja.* • *Intervizija* kot specifična oblika skupnega učenja strokovnjakov; metode intervizije. • *Klinična supervizija na področju zdravstvene nege.* • *Etika* v superviziji. • *Pomen supervizije za razvoj in ohranjanje profesionalne identitete.*	• *Experiential learning* in supervision. • Supervision as a *communication process.* • *Connection between personal and professional development.* • *Intervision* as a specific form of joint learning for professional workers; intervision methods. • *Clinical supervision in the field of nursing care.* • *Ethics* in supervision. • *The meaning of supervision for the development and maintaining of professional identity.*

Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature

- Hawkins, P. in Shohet, R. (2006). *Supervision in the helping professions.* Philadelphia: Open University Press.
- Kobolt, A. in Žorga, S. (2006). *Supervizija : proces razvoja in učenja v poklicu.* Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.

Priporočljiva literatura/Recommended literature

- Driscoll, J. (2007). *Practising clinical supervision: a reflective approach for healtcare professionals.* Edinburgh [etc.]: Baillière Tindall/Elsevier.
- Kobolt, A. (ur.) (2010). *Supervizija in koučing.* Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.
- Lynch, L., Hancox, K., Hapell, B., Parker, J. (2008). *Clinical Supervision for Nurses.* Oxford: Wiley Blackwell.
- Miloševi,č A. V., Erzar Metelko, D., Vodeb-Bonač, M., Možina, M. (1999). *Supervizija – znanje za ravnanje.* Ljubljana: Socialna zbornica Slovenije.
- Žorga, S. (ur.) (2002). *Modeli in oblike supervizije.* Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.
- *The Clinical Supervisor* (izbrani članki v reviji/choosen articles in the journal).
- *Socialna pedagogika/Social pedagogy (*Tematske številke/Thematic issues) *1 (3)*, 1997; *4 (3)*, 2000; *7 (1);* 2003, *9 (1)*, 2005; *18 (3-4)*, 2014; *20 (3-4),* 2016.

Cilji in kompetence:	**Objectives and competences:**
Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc: • sposobnost analize, sinteze in reševanja aktualnih problemov, • usposobljenost za prepoznavanje potreb po spremembah in kritično uvajanje inovacij v klinično okolje, • sposobnost kreativne uporabe znanja pri delu v kliničnem okolju, • avtonomnost pri sprejemanju odločitev v procesu zdravstvene nege,	*The learning unit mainly contributes to the development of the following general and specific competences:* • the ability to analyse, synthesise and envisage solutions to contemporary issues, • the ability to identify the needs for changes and to critically introduce innovations in the clinical environment, • the ability to creatively use knowledge in the clinical environment,

• ozaveščenost o nujnosti lastnega strokovnega izpopolnjevanja, dopolnjevanja, poglabljanja in posodabljanja znanja, • profesionalno komuniciranje v negovalnem, zdravstvenem, multidisciplinarnem timu, razvijanje in vzdrževanje primernih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami, skupnostjo, • varovanje pacientovega dostojanstva, zasebnosti in zaupnosti podatkov, • zavezanost profesionalni etiki, sposobnost etičnega odločanja in ravnanja v primeru etičnih dilem v zdravstveni negi.	• autonomy in decision-making in the process of nursing care, • the awareness of the necessity of one's own professional training, updating, broadening and complementing knowledge, • professional communication in a nursing, health or multidisciplinary team, the development and maintenance of good mutual relations among employees, patients, their families, groups and the community, • protection of patients' dignity, privacy and data confidentiality, • commitment to professional ethics, the ability to ethically decide and act in the event of ethical dilemmas in nursing care.

Predvideni študijski rezultati:	Intended learning outcomes:
Študent/študentka: • pozna nekatere osnovne teoretske koncepte supervizije ter različne oblike in modele supervizije, • razume nekatere mehanizme razvoja in učenja in možnosti razbremenjevanja v superviziji, • spozna možnosti razbremenjevanja in soočanja s stresom v superviziji, • spozna delo v supervizijski skupini, • preizkusi analizo in samorefleksijo lastne prakse, • se uči za poklic iz lastnih izkušenj in izkušenj svojih kolegic in kolegov, • razišče in ozavesti nekatere predstave, referenčna spoznanja in implicitne teorije, na katere navezuje svoja stališča in ravnanja pri praktičnem delu z ljudmi, • vodi mapo študenta (portfolijo) z refleksijami in lastnimi spoznanji, povezanimi s supervizijo ter lastnim učenjem v njej; v portfoliji integrira praktične izkušnje s teorijo, ki jo spoznava v času študija ter z lastnimi osebn(ostn)imi naravnanostmi.	*Students:* • know some basic concepts of supervision and the different forms and models of supervision, • understand some of the mechanisms of development and learning, and the possibilities of relieving in supervision, • realize the possibilities of relieving stress and coping with it in supervision, • get familiar with the work in the supervision group, • test the analysis and self-reflection of their own practice, • learn the profession from their own experience and from those of their colleagues, • raise awareness of and explore some ideas, reference knowledge and implicit theories, on which they draw their views and conduct in their practical work with people, • keep the student folder (portfolio) with their own reflections and insights in supervision and its self-learning; students integrate their practical experience with the theory, which they get to know in the course of their study, as well as their own personal(ity) orientations in their portfolio.

Metode poučevanja in učenja:	Learning and teaching methods:
Predmet je tako teoretsko kot tudi izrazito izkustveno naravnan, študent/ka v okviru modula teoretično raziskuje in se poglablja v izbrane probleme in dileme s področja opravljanja lastnega profesionalnega dela, hkrati pa gre tudi sam/a v mali, intenzivni supervizijski skupini izkustveno skozi proces supervizije in se v njem uči o sebi, svojem poklicu in superviziji. Pri tem so uporabljene naslednje oblike in metode dela: • predavanja, • seminarske vaje (teoretično raziskovanje, individualno in skupinsko predstavljanje dela študentov, individualne in skupinske konzultacije, diskusije, sodelovalno učenje/poučevanje), • aktivno sodelovanje v supervizijski skupini (izkustveno učenje/poučevanje, refleksivno učenje/poučevanje z uporabo igre vlog in drugih tehnik ustreznih za delo v supervizijski skupini, pisanje refleksijskih poročil in evalvacije itd.), • vodenje mape študenta (portfolio).	The students within the module both theoretically and empirically explore and look into the selected problems and dilemmas of their own professional work, at the same time, however, they experience empirically some elements of supervision, and at the same time learn about themselves, their profession and supervision in small and intensive supervision group. In doing so, the following forms and methods of work are used: • lectures, • tutorials (theoretical research, individual and group presentation of student work, individual and group consultations, discussions, collaborative learning / teaching), • active participation in the supervision group (experiential learning/teaching, reflective learning / teaching with the use of role play and other techniques relevant in supervision work; writing reflection reports and evaluations etc, • keeping a student folder (portfolio).

Načini ocenjevanja:	Delež (v %) Weight (in %)	Assessment:
Načini: • izpit • izdelava, predstavitev in zagovor projektne/raziskovalne naloge Ocenjevalna lestvica: ECTS.	50 % 50 %	Types: • exam • preparation, presentation and defence of the project/research paper Grading scheme: ECTS.