

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b>	<b>Supervizija</b>
<b>Course title</b>	<b>Supervision</b>

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

**Vrsta predmeta/Course type** modularni/module

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

<b>Predavanja</b>	<b>Sem. vaje</b>	<b>Kab. vaje</b>	<b>Lab. vaje</b>	<b>Teren. vaje</b>	<b>Samost. delo</b>	<b>ECTS</b>
<b>Lectures</b>	<b>Tutorial</b>	<b>Cabinet tutorial</b>	<b>Laboratory work</b>	<b>Field work</b>	<b>Individ. work</b>	
30		30			180	8

**Nosilec predmeta/Lecturer:** prof. dr. Sonja Žorga

<b>Jeziki/ Languages:</b>	<b>Predavanja/Lectures:</b>	slovenski/Slovenian
	<b>Vaje/Tutorial:</b>	slovenski/Slovenian

<b>Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:</b>	<b>Prerequisites:</b>
Vpis v drugi letnik študijskega programa.	The prerequisite for inclusion is enrolment in the second year of study.

<b>Vsebina:</b>	<b>Content (Syllabus outline):</b>
<ul style="list-style-type: none"> <li>• <i>Oprelitev pojma supervizije, njenih ciljev in funkcije.</i></li> <li>• <i>Modeli, metode in tehnike supervizije.</i></li> <li>• <i>Razvoj supervizije kot posebne metode.</i></li> <li>• <i>Pogoji za supervizijo.</i></li> <li>• <i>Supervizijski proces.</i></li> <li>• <i>Supervizija kot metoda podpore strokovnim delavcem in prostovoljcem v klinični praksi in pomoč za obvladovanje stresnih situacij.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The definition of the concept of supervision, its objectives and functions.</i></li> <li>• <i>Models, methods and techniques of supervision.</i></li> <li>• <i>The development of supervision as a particular method.</i></li> <li>• <i>The conditions for supervision.</i></li> <li>• <i>The process of supervision.</i></li> <li>• <i>Supervision as a support method for professional workers and volunteers at clinical practice and assistance for controlling stressful situations.</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>Izkustveno učenje v superviziji.</i></li> <li>• <i>Supervizija kot komunikacijski proces.</i></li> <li>• <i>Povezanost osebnostnega in profesionalnega razvoja.</i></li> <li>• <i>Intervizija kot specifična oblika skupnega učenja strokovnjakov; metode intervizije.</i></li> <li>• <i>Klinična supervizija na področju zdravstvene nege.</i></li> <li>• <i>Etika v superviziji.</i></li> <li>• <i>Pomen supervizije za razvoj in ohranjanje profesionalne identitete.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Experiential learning in supervision.</i></li> <li>• <i>Supervision as a communication process.</i></li> <li>• <i>Connection between personal and professional development.</i></li> <li>• <i>Intervision as a specific form of joint learning for professional workers; intervention methods.</i></li> <li>• <i>Clinical supervision in the field of nursing care.</i></li> <li>• <i>Ethics in supervision.</i></li> <li>• <i>The meaning of supervision for the development and maintaining of professional identity.</i></li> </ul>
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### **Temeljna literatura in viri/Readings:**

#### **Temeljna literatura/Basic literature**

- Driscoll, J. (2007). *Practising clinical supervision: a reflective approach for healthcare professionals*. Edinburgh [etc.]: Baillière Tindall/Elsevier.
- 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.
- Lynch, L., Hancox, K., Hapell, B., Parker, J. (2008). *Clinical Supervision for Nurses*. Oxford: Wiley Blackwell.

#### **Priporočljiva literatura/Recommended literature**

- Kobolt, A. (ur.) (2010). *Supervizija in koučing*. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.
- Miloševič 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:**

*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,

#### **Objectives and competences:**

*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

<ul style="list-style-type: none"> <li>• avtonomnost pri sprejemanju odločitev v procesu zdravstvene nege,</li> <li>• ozaveščenost o nujnosti lastnega strokovnega izpopolnjevanja, dopolnjevanja, poglobljanja in posodabljanja znanja,</li> <li>• profesionalno komuniciranje v negovalnem, zdravstvenem, multidisciplinarnem timu, razvijanje in vzdrževanje primernih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami, skupnostjo,</li> <li>• varovanje pacientovega dostojanstva, zasebnosti in zaupnosti podatkov,</li> <li>• zavezanost profesionalni etiki, sposobnost etičnega odločanja in ravnanja v primeru etičnih dilem v zdravstveni negi.</li> </ul>	<p>innovations in the clinical environment,</p> <ul style="list-style-type: none"> <li>• the ability to creatively use knowledge in the clinical environment,</li> <li>• autonomy in decision-making in the process of nursing care,</li> <li>• the awareness of the necessity of one's own professional training, updating, broadening and complementing knowledge,</li> <li>• 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,</li> <li>• protection of patients' dignity, privacy and data confidentiality,</li> <li>• commitment to professional ethics, the ability to ethically decide and act in the event of ethical dilemmas in nursing care.</li> </ul>
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### **Predvideni študijski rezultati:**

#### **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 ozavešči 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

### **Intended learning outcomes:**

#### **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,

<p>praktične izkušnje s teorijo, ki jo spoznava v času študija ter z lastnimi osebn(ostn)imi naravnostmi.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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### Metode poučevanja in učenja:

Predmet je tako teoretsko kot tudi izrazito izkustveno naravn, študent/ka v okviru modula teoretično raziskuje in se pogloblja 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,
- seminarji (teoretično raziskovanje, individualno in skupinsko predstavljanje dela študentov, individualne in skupinske konzultacije, diskusije, sodelovalno učenje/poučevanje),
- aktivno sodelovanje v supervizijski skupini (izkustveno učenje/poučevanje, reflektivno 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).

### Learning and teaching methods:

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,
- seminars (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).

<b>Načini ocenjevanja:</b>	Delež (v %) Weight (in %)	<b>Assessment:</b>
<ul style="list-style-type: none"> <li>• teoretsko-raziskovalna seminarska naloga v obsegu cca. 5000 besed, individualna in skupinska predstavitev le-te;</li> </ul>	50 %	<ul style="list-style-type: none"> <li>• theoretical-investigative seminar paper in the extent of approx. 5000 words, its individual and group presentation;</li> </ul>
<ul style="list-style-type: none"> <li>• mapa študenta (portfolijo), ki zajema: refleksijska poročila;</li> </ul>	50 %	<ul style="list-style-type: none"> <li>• the student folder (portfolio), which includes:</li> </ul>

<p>lastna supervizijska gradiva s strukturiranimi refleksijami; teoretska in izkustvena spoznanja, povezana s supervizijo in delom v njej, z dobro razvidnim lastnim učenjem in strokovnim napredovanjem; zaključna evalvacija in samoevalvacija</p>		<p>reflection reports, own supervision materials with structured reflections, theoretical and empirical findings related to supervision and work in it, with a well reflected self-learning and professional development; the final evaluation and self-evaluation</p>
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